Tantasqua Regional High School

Program of Studies

2019 - 2020

Serving the communities of Brimfield, Brookfield, Holland, Sturbridge and Wales
Dear Students and Parents/Guardians,

The *Program of Studies* is an essential resource in helping students to find the best educational pathway possible – one that challenges and inspires them, and wholly prepares them for the real world beyond our walls.

The five-town community of Tantasqua Regional High School (TRHS) provides students with an incredible opportunity to reach their full potential. TRHS offers students a variety of ways to grow academically, civically, socially, and personally. It is an institution that is committed to building a community of life-long learners and preparing students for their role as positive and active participants in our democracy. The *Program of Studies* includes our Core Values & Beliefs, student learning expectations, curriculum, and programs. Our guidance department, teachers, and curriculum supervisors have assisted in the creation of the *Program of Studies*, as well as participated in the decision making process related to our school curriculum.

The administration and faculty of Tantasqua are committed to providing quality instruction, while maintaining a positive learning community. Our faculty and staff are excited to guide students and help them prepare for this upcoming year, but students must bring an open mind and a desire to learn and grow. In every course, there will be activities that challenge and engage students, as well as experiences that foster life-long learning. However, it is the responsibility of the student to be prepared and to participate actively every day and in every class. Our faculty and staff have established challenging goals for all students at Tantasqua and we firmly believe that this student body will rise to meet these high expectations.

In addition to our academic opportunities, TRHS has an incredible amount of extra-curricular offerings, such as student clubs/organizations, athletics, and performing arts. Current educational research supports the positive effects of student involvement in such activities, as engaged participants are more likely to connect with a positive mentor that can assist them as they mature. Students have numerous academic, social, and personal support systems available to them, including the support of guidance counselors and teachers, programs for special needs students, teacher help sessions, and extended after-school hours in the library.

Tantasqua Regional High School offers an extensive array of curricular choices to students. We encourage students and their families to take the appropriate time and consideration in choosing courses that are suitable for and compatible with each student’s strengths and educational goals. We look forward to working collaboratively with students and families in developing an inspiring and fulfilling course of study for each individual.

Please feel free to contact us here at the high school if assistance is needed at any time. I wish you great success in the upcoming school year and I hope that you will take full advantage of our school’s extraordinary opportunities.

Sincerely,

Michael Lucas

Principal
Tantasqua Regional High School
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## Equal Opportunity

The Tantasqua Regional School District ensures equal educational opportunity in all its programs and activities. All programs, services, courses of study and co-curricular activities are offered without regard to race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness in compliance with federal and state law. Any student or parent/guardian having a question, concern, or complaint is invited to contact the school principal or equal opportunity coordinator.
Tantasqua Regional High School Student Learning Expectations

Tantasqua students will:

1. Interpret, evaluate, and synthesize information
2. Communicate effectively through oral/non-verbal forms
3. Communicate effectively through artistic forms
4. Utilize media & technology appropriately to both gather and share information
5. Engage in educational pathways and choices consistent with student’s interests, abilities, and goals
6. Collaborate effectively in a learning environment
7. Develop skills necessary to identify, define, and solve complex problems
8. Communicate ideas through effective inquiry
9. Communicate ideas through writing
10. Communicate ideas through effective calculation
11. Demonstrate the ability to understand and appreciate other nations and cultures
GENERAL INFORMATION

The Program of Studies has been arranged to be sufficiently flexible to meet the needs of every student. One hundred forty (140) credits are required in order for students to graduate. All students must carry twenty (20) credits per semester and the equivalent of eight (8) five credit courses per year. Minimum graduation requirements are indicated below.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Grade 9 to 10 = 30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 10 to 11 = 65</td>
</tr>
<tr>
<td></td>
<td>Grade 11 to 12 = 100</td>
</tr>
<tr>
<td></td>
<td>To graduate = 140</td>
</tr>
</tbody>
</table>

**English**

20 credits

Take one 5 credit English course every year
Pass Literature & Composition I & II
Pass one five credit course in two of the following three categories:

American, British, World*

(*AP English Language and AP English Literature fulfill the requirement of any literature category)

**Math**

15 credits

Pass a total of 15 math credits at an appropriate level

**Science**

15 credits

Pass Physical Science (or Honors Biology in grade 9)
Pass Biology
Pass other science elective(s)

**History**

15 credits

Pass World History
Pass US History I (or AP US History*)
Pass US History II (or AP US History*)

(*AP US History takes the place of both US History I and II.

**Life Skills**

10 credits

Pass Physical Education (7.5 credits)
Pass Health (2.5 credits)

**Fine/Practical Arts**

5 credits

Pass Fine or Practical Arts

**MCAS**

Pass Science with minimum score of 220
Pass ELA & Math with minimum score of 240 or 220 with completed EPP

**Honor Roll**

At the end of each of the four marking periods, an honor roll is published listing students who are included on one of two lists: Highest Honors or Honors. To attain Highest Honor Roll status a student must receive an ‘A’ in all subjects. To attain Honor Roll status a student must receive ‘A’s or ‘B’s in all subjects. Students must take a minimum of four courses to be eligible for honor roll recognition.
Recommended Courses for College Placement

Students planning to go to a four-year college upon graduation will find that minimum requirements for most institutions include the following:

<table>
<thead>
<tr>
<th>Courses of Study</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English</td>
</tr>
<tr>
<td>4</td>
<td>Mathematics (Algebra I, Geometry, Algebra II, one course senior year)</td>
</tr>
<tr>
<td>3</td>
<td>Laboratory Science</td>
</tr>
<tr>
<td>2</td>
<td>History/Social Science (United States History)</td>
</tr>
<tr>
<td>2</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>2</td>
<td>Academic Electives</td>
</tr>
</tbody>
</table>

A recommended program for a student seeking admission to more competitive and selective colleges would include the courses listed below. Future selective college applicants are encouraged to take as many honors (H) and Advanced Placement (AP) courses as possible and to seek the advice of their guidance counselor and teachers when choosing courses.

<table>
<thead>
<tr>
<th>Courses of Study</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English</td>
</tr>
<tr>
<td>4</td>
<td>Mathematics</td>
</tr>
<tr>
<td>4</td>
<td>Laboratory Science</td>
</tr>
<tr>
<td>4</td>
<td>History/Social</td>
</tr>
<tr>
<td>3-4</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>4</td>
<td>Academic Electives</td>
</tr>
</tbody>
</table>

Parent(s)/guardian(s) are urged to contact their student’s guidance counselor with any questions.

Grade Point Average (GPA) & Class Rank

For grades 9 through 12, the weighting policy for Grade Point Average (GPA) and class rank is as follows: Only courses in the disciplines of English, foreign languages, mathematics, science, and history/social studies, as well as core courses in the Technical Division Program, are considered for purposes of GPA and class rank. Each of these courses has been designated Advanced Placement (AP), Honors (H), College Preparatory Advanced (CPA), or College Preparatory (CP).

GPA and class rank are computed with additional weight for Advanced Placement and Honors and less weight for College Preparatory courses. One point is added for Advanced Placement courses and one-half point is added for Honors courses; one-half point is subtracted for College Preparatory courses. An ‘F’ receives no quality points, regardless of course level. Please refer to the Weighted Quality Point Index on the subsequent page for specific quality points earned.

Final grades earned in summer school courses are computed at the College Preparatory level weight. GPA and class rank are computed at the end of freshman year and each subsequent semester. Students who repeat courses previously passed do receive quarter and final grades; however, credit is not allotted nor is the final grade from the repeated course counted in the computation of the GPA. Students who retake a course previously failed do receive credit and their final grade is calculated in the GPA.
## Weighted Quality Point Index

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Equivalent</th>
<th>Advanced Placement</th>
<th>Honors</th>
<th>College Preparatory Advanced</th>
<th>College Preparatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 - 100</td>
<td>5.3</td>
<td>4.8</td>
<td>4.3</td>
<td>3.8</td>
</tr>
<tr>
<td>A</td>
<td>93 - 96</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
<td>3.5</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
<td>4.7</td>
<td>4.2</td>
<td>3.7</td>
<td>3.2</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>4.3</td>
<td>3.8</td>
<td>3.3</td>
<td>2.8</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
<td>2.5</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
<td>3.7</td>
<td>3.2</td>
<td>2.7</td>
<td>2.2</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
<td>3.3</td>
<td>2.8</td>
<td>2.3</td>
<td>1.8</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
<td>1.5</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
<td>2.7</td>
<td>2.2</td>
<td>1.7</td>
<td>1.2</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
<td>2.3</td>
<td>1.8</td>
<td>1.3</td>
<td>0.8</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66</td>
<td>2.0</td>
<td>1.5</td>
<td>1.0</td>
<td>0.5</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
<td>1.7</td>
<td>1.2</td>
<td>0.7</td>
<td>0.2</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The purpose of this weighted system is to encourage students to take challenging programs and to provide for greater equity in the determination of GPA and class rank.

## Schedule Change Policy

Much thought and planning goes into the creation of the master schedule, teacher staffing and schedules, and each student’s unique course selection plan. Therefore, student-driven changes are not permitted once course selections have been signed off on by parents/guardians and inputted into our scheduling system. The only exceptions to this policy are under the following circumstances:

- A student passed a summer school course.
- A student failed a course and needs to repeat it in the subsequent semester or school year.
- A student does not meet a pre-requisite for a scheduled course.
- A student wishes to increase the rigor and challenge of their course selection.

In rare instances, there may be changes to teacher schedules, course availability, and the master schedule throughout the school-year and student schedules may be adjusted by the Guidance Department with or without notice.
Admission standards for Massachusetts State Universities and The University of Massachusetts emphasize a strong academic high school background so that students enter college ready to learn. Grade point average and academic course requirements are the two main parts of the admission standards for freshman applicants.

**Grade Point Average**

A **3.0 GPA** is the minimum standard for admission. If your GPA falls below the required minimum, the sliding scale outlined in the table below will apply. This scale should be used only when your GPA falls below the required minimum.

<table>
<thead>
<tr>
<th>GPA</th>
<th>SAT (R/W+M)</th>
<th>ACT</th>
<th>GPA</th>
<th>SAT (R/W+M)</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.51 – 2.99</td>
<td>990</td>
<td>19</td>
<td>2.51 – 2.99</td>
<td>1030</td>
<td>20</td>
</tr>
<tr>
<td>2.41 – 2.50</td>
<td>1030</td>
<td>20</td>
<td>2.41 – 2.50</td>
<td>1070</td>
<td>21</td>
</tr>
<tr>
<td>2.31 – 2.40</td>
<td>1070</td>
<td>21</td>
<td>2.31 – 2.40</td>
<td>1110</td>
<td>22</td>
</tr>
<tr>
<td>2.21 – 2.30</td>
<td>1110</td>
<td>22</td>
<td>2.21 – 2.30</td>
<td>1140</td>
<td>23</td>
</tr>
<tr>
<td>2.11 – 2.20</td>
<td>1140</td>
<td>23</td>
<td>2.11 – 2.20</td>
<td>1180</td>
<td>24</td>
</tr>
<tr>
<td>2.00 – 2.10</td>
<td>1180</td>
<td>24</td>
<td>2.00 – 2.10</td>
<td>1220</td>
<td>25</td>
</tr>
</tbody>
</table>

No applicant with a high school GPA below 2.0 may be admitted to a Massachusetts State University or The University of Massachusetts.

**Academic Course Requirements**

Seventeen college preparatory courses distributed as follows are required. A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.

- **English**: 4 courses
- **Mathematics**: 4 courses (Algebra I & II, Geometry or Trigonometry, and one course senior year beyond Algebra II)
- **Sciences**: 3 courses (including three courses with laboratory work)
- **Social Sciences**: 2 courses (including one course of U.S. History)
- **Foreign Language**: 2 courses (in a single language) – (Not required of Vocational Students*)
- **Electives**: 2 courses (from the above subjects or from Arts & Humanities/Computer Science*)

*Vocational students can use two vocational/technical courses to fulfill the two required electives. Vocational applicants who do not complete the two required foreign language courses must complete an additional academic elective course and satisfy one of the following options:

1. Complete at least one full academic year of study of foreign language or
2. Complete a fourth full academic year of study of science, or technology/engineering, which need not be a laboratory course or
3. Complete one full academic year of study of computer science
Course Level Definitions

Advanced Placement and Honors

Content:
Course work consists of highly challenging material presented at an accelerated pace for students of above average ability, motivation, and achievement. Successful completion of these courses will provide students with the knowledge base and critical thinking skills needed for competitive four-year colleges.

Students are expected to:
  a. Evaluate, synthesize, generalize, and extend from the concrete to the abstract.
  b. Regard situations from multiple perspectives, realize implications, and recognize parallel situations.
  c. Communicate with clarity and effectiveness.
  d. Demonstrate sound research and study skills.
  e. Exhibit self-confidence, intellectual flexibility, and independence.

College Preparatory Advanced

Content:
Course work offers students a solid academic foundation suitable for a wide range of post-secondary school options, including, but not limited to, four-year colleges, community colleges/training programs, and technical/vocational programs.

Students are expected to:
  a. Demonstrate motivation to learn at a moderate pace and the ability to organize ideas.
  b. Analyze and evaluate specific situations.
  c. Make inferences regarding cause and effect, similarities, and differences.
  d. Develop sound research and study skills.

College Preparatory

Content:
Course work is designed to provide considerable direction and assistance to students whose interest, aptitude, and achievement require greater concentration on and attention to the development of basic skills in core academic and related areas. Post-secondary options are determined by the student's academic development, motivation, goals, and include community colleges/training programs, and technical/vocational programs.

Students are expected to:
  a. Learn to organize, interpret, analyze, generalize, and evaluate data.
  b. Learn to apply and connect knowledge to life situations.
  c. Develop sound organizational and study skills.
  d. Develop competencies in verbal and written expression.
GUIDANCE DEPARTMENT

The Tantasqua Guidance Department promotes respect for the individual and his or her uniqueness. The comprehensive and developmental counseling and guidance program assists all students in planning to achieve their potential and in realizing their personal/social, educational and career development.

Tantasqua’s counseling and guidance program helps students recognize their needs, interests, abilities and goals. Counseling professionals work in partnership with students, parents and staff to establish a safe and nurturing environment in which students are able to learn. A trusting relationship is encouraged between counselor and counselee.

Counseling Services

All counselors provide the following services as part of the curriculum:

- Counsel students on an individual and group basis.
- Assist students in developing the ability to make decisions regarding personal/social, academic and career-related issues.
- Broaden educational and career options for students.
- Assist students with the college search and application process.
- Assist students with course selection and scheduling.
- Monitor student progress.
- Assist students in utilizing information technologies.
- Maintain student records.
- Administer standardized tests and college entrance testing.
- Provide updated financial aid and scholarship information.
- Facilitate the NCAA Initial-Eligibility Clearinghouse process.
- Assist in the development of Educational Proficiency Plans.
- Create and manage 504 Plans and Student Learning Profiles
- Participate in the pre-referral process to the Student Support Team.
- Participate in Special Education team meetings.
- Promote communication with and serve as a resource for students, parents and staff.
- Promote internships and/or work-study opportunities for students.
- Collaborate with outside professional agencies and community resources.
- Make referrals for personal or educational support.
- File mandated reports.
- Educate and promote compliance with the anti-bullying policy.

PERSONAL COUNSELING – Growth and development, crisis intervention, interpersonal relations, student advocacy, safety and risk assessments

EDUCATIONAL SERVICES – Academic monitoring, course selection and credit review, post high school planning, vocational assessment, college/military representative visits, computerized search programs, college application process
CAREER SERVICES – Aptitude and interest surveys, internships, job shadowing opportunities, guest speakers, cooperative work experiences, computerized career search program, career information sessions

ASSESSMENT – Standardized achievement testing, state mandated testing, college entrance testing

CONSULTATION/REFERRAL – Parent/staff consultations, student, teacher, parent conferences; pre-referral to other school services, referrals to outside agencies

INFORMATION SERVICES – Student/parent educational programs, orientation programs, daily bulletins, informational mailings, course selection sessions, open house and tours

PROFESSIONAL SERVICES – Department meetings, faculty/staff meetings, staff professional growth activities, professional association memberships.
TANTASQUA REGIONAL HIGH SCHOOL
ENGLISH DEPARTMENT COURSE SEQUENCE

Core Literature Courses

Students must pass one literature course from two of the three core literature categories below. AP English courses fulfill the requirement for any of the literature categories.

American Literature
- Readings in American Literature (CPA, CP)
- Studies in American Literature (H, CPA)

British Literature
- Readings in British Literature (CPA, CP)
- Studies in British Literature (H, CPA)
- Shakespeare’s World (H, CPA)

World Literature
- African, Asian, African-American Literature (H, CPA, CP)
- Classical Works and World Poetry (H, CPA)
- Studies in European Literature and Philosophy (H, CPA)
- Women Writers and Their Worlds (H, CPA, CP)

AP English Language and Composition (AP)
- After completing Literature/Composition II, preferably at the Honors level, or with teacher approval, students may elect to take AP English Language and Composition.

AP English Literature and Composition (AP)
- After completing a Studies of Literature course, preferably at the Honors level, or AP English Language, students may elect to take AP Literature and Composition.

Electives

- The Artistry of Writing (H, CPA)
- Avid Readers Workshop (H, CPA, CP)
- Classics of American Cinema (CPA, CP)
- English for Employment (CPA, CP)
- Journalism: Newspaper (H, CPA, CP)
- Literature of the Fantastic (H, CPA, CP)

- Media Literacy (CPA, CP)
- Media/TV Production (H, CPA, CP)
- Mindfulness Through Literature (CPA, CP)
- Sports Literature (H, CPA, CP)
- Technical Writing/Technical Literature (CPA, CP)
- Video Studio (H, CPA)
ENGLISH DEPARTMENT

Introductory Courses

Introduction to High School English (CPA, CP)
Literature and Composition I (H, CPA, CP) (Required of all freshmen)
Literature and Composition II (H, CPA, CP) (Required second course)
Media Literacy (CPA, CP)

Students must also take and pass at least one literature course from two of the following core literature categories. AP English courses fulfill the requirement for any of the literature categories. Students are encouraged to take additional courses from the elective communication/enrichment category.

Core Literature Categories

American Studies
1. Readings in American Literature (CPA, CP)
2. Studies in American Literature (H, CPA)
3. Advanced Placement English Language and Composition (AP)
4. Advanced Placement English Literature and Composition (AP)

British Studies
1. Readings in British Literature (CPA, CP)
2. Studies in British Literature (H, CPA)
3. Shakespeare's World (H, CPA)
4. Advanced Placement English Language and Composition (AP)
5. Advanced Placement English Literature and Composition (AP)

World Studies
1. African/Asian/African-American Literature (H, CPA, CP)
2. Classical Works and World Poetry (H, CPA) (Offered in 2020-2021)
3. Studies in European Literature and Philosophy (H, CPA)
4. Women Writers and Their Worlds (H, CPA, CP) (Offered in 2019-2020)
5. Advanced Placement English Language and Composition (AP)
6. Advanced Placement English Literature and Composition (AP)

Electives

Communications Studies /Enrichment Studies
1. The Artistry of Writing (H, CPA)
2. Avid Readers Workshop (H, CPA, CP)
3. Classics of American Cinema (CPA, CP)
4. English for Employment (CPA, CP)
5. Journalism: Newspaper (H, CPA, CP)
6. Journalism: Yearbook (H, CPA, CP)
7. Literature of the Fantastic (H, CPA, CP)
8. Media Literacy (CPA, CP)
9. Media/TV Production (H, CPA, CP)
10. Mindfulness Through Literature (CPA, CP)
11. Sports Literature (H, CPA, CP)
12. Technical Writing/Technical Literature (CPA, CP)
13. Video Studio (H, CPA)
ENGLISH PROGRAM

The English Program is individualized, in which students select their English courses within the framework of the following general regulations:

1. Students must have at least one English course totaling five credits on their schedule every year they are at Tantasqua.

2. All students must pass Literature and Composition I and II in order to graduate.

3. By the time they graduate, students will have taken and passed at least 20 credits of English in grades nine through twelve. In addition to taking and passing Literature and Composition I and II, students must take and pass at least one course from two of the following three categories: American, British & World Literature. These two courses may be taken at any time in any order, but a student planning his/her schedule each year must take special care that this requirement is met by the end of the senior year.

4. Students must take Lit/Comp II, preferably at the Honors level, before taking Advanced Placement (AP) English Language and Composition.

5. Students must take a Studies course, preferably at the Honors level, or AP Language and Composition before taking Advanced Placement (AP) English Literature and Composition.

6. Advanced Placement (AP) English Literature and Composition and Advanced Placement (AP) Language and Composition fulfill the requirement for any of the literature categories.

7. Students electing Advanced Placement (AP) courses may do so only with the recommendation of teachers within the department.

8. With approval from the Director of Guidance, Technical Division students who complete the ten-credit AP English Language and Composition course in junior year would not be required to enroll in an English course senior year, due to the scheduling limitations that arise as a result of their technical division core course requirements. It is recommended, however, that students enroll in an English course senior year, if space in the student schedule allows.
COURSE DESCRIPTIONS

Introductory Courses

TITLE: Introduction to High School English
COURSE NO: (CPA) 0026C (CP) 0029
OFFERED: 1st Semester
CREDITS: 5 Credits
LEVEL(S): CPA, CP
PREREQUISITES: Recommendation
GRADE(S): 9

DESCRIPTION OF COURSE: This course prepares ninth grade students for the kinds of reading, writing, and thinking required by Literature and Composition I and all other high school English courses. Students will read a wide variety of literature in various genres and write daily in order to improve basic skills, including vocabulary building, sentence structure, and reading comprehension. In addition, the course will stress research and study skills necessary for success in high school.

Student Learning Expectations:

- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: Literature and Composition I
COURSE NO: (H) 0047 (CPA) 0048 (CP) 0049
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA, and CP
PREREQUISITES: None
GRADE(S): 9

DESCRIPTION OF COURSE: Students in this course will explore the elements of fiction and various genres of literature, including the short story, drama, poetry, and the novel. Students will also study vocabulary and the basics of composition as they respond to the literature. In addition to completing frequent reflections about the literature under study and various short writing assignments and exercises, students will write a composition for every major work or unit of study. Compositions will include analytical, persuasive, descriptive, and narrative writing assignments. Students will learn the fundamentals of writing a research or I-Search paper employing the Modern Language Association guidelines.

Student Learning Expectations:

- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
TITLE: Literature and Composition II  
COURSE NO: (H) 0023 (CPA) 0024 (CP) 0025  
OFFERED: Semester  
CREDIT: 5 Credits  
LEVEL(S): H, CPA, and CP  
PREREQUISITES: Literature and Composition I  
GRADE(S): 9-10

DESCRIPTION OF COURSE: The objective of the Literature and Composition II course is to reinforce at a more sophisticated level and depth the genres of literature, elements of literature, grammar, composition, language, and technology previously taught. Poetic and literary terms will be defined, identified, and applied. In addition to completing frequent reflections about the literature under study and various short writing assignments and exercises, students will write a composition for every major work or unit of study. Compositions will include personal, analytical, persuasive, descriptive, and narrative writing assignments.

Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

Core Literature Categories and Courses

American Studies

TITLE: Readings in American Literature  
COURSE NO: (CPA) 0011 (CP) 0012  
OFFERED: Semester  
CREDIT: 5 Credits  
LEVEL(S): CPA, CP  
PREREQUISITES: Literature and Composition II  
GRADE(S): 10-12

DESCRIPTION OF COURSE: This course will include a comprehensive study of major American writers; students will integrate historical context and personal perspective into the literature explored. Students will study American literature through reading, discussion, and interpretation. Important works of such writers as Poe, Hawthorne, Thoreau, Emerson, Douglass, Twain, Hemingway, Fitzgerald, Hansberry, Larsen, Oates, O’Brien, O’Connor will be studied. In addition to completing frequent reflections about the literature under study and various short writing assignments and exercises, students will write a composition for several major works or unit of study. Composition assignments may be creative or based on the modes of discourse: description, argumentation, narration, and exposition.

Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

**TITLE:** Studies in American Literature  
**COURSE NO:** (H) 0018 (CPA) 0019  
**OFFERED:** Semester  
**CREDIT:** 5 credits  
**LEVEL(S):** H, CPA  
**PREREQUISITES:** Literature and Composition II  
**GRADE(S):** 10-12

**DESCRIPTION OF COURSE:** Students will analyze and interpret a number of the important American writers of the nineteenth, twentieth, and twenty-first centuries. Students can expect to read several full books and major excerpts from other works by writers such as Poe, Emerson, Thoreau, Twain, Hawthorne, Melville, Chopin, Fitzgerald, Miller, Hemingway, Steinbeck, Faulkner, Wright, Larsen, Williams and Vonnegut. Honors students will assume responsibility for reading two additional books. In addition to completing frequent reflections about the literature under study and various short writing assignments and exercises, students will write a composition for several major works or units of study. Composition assignments may be creative or based on the modes of discourse: description, argumentation, explication, narration, and exposition.

**Student Learning Expectations:**
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

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**British Studies**

**TITLE:** Readings in British Literature  
**COURSE NO:** (CPA) 0002 (CP) 0003  
**OFFERED:** Semester  
**CREDIT:** 5 Credits  
**LEVEL(S):** CPA, CP  
**PREREQUISITES:** Literature and Composition II  
**GRADE(S):** 10-12

**DESCRIPTION OF COURSE:** This course will review the language and varying genres of literature of England from the Anglo-Saxons through the twenty-first century. Students will read, interpret, and analyze literary works as well as apply information in a discerning manner. Students will study *Beowulf, Sir Gawain and the Green Knight*, tales by Chaucer, *Macbeth*, excerpts from *Gulliver’s Travels, Peter Pan*, and miscellaneous poems and short stories by major British writers. In addition to completing frequent reflections about the literature under study and various short writing assignments and exercises, students will write a composition for several major works or units of study. Composition assignments may be creative or based on the modes of discourse: description, narration, argumentation and exposition.
Student Learning Expectations:
• Interpret, evaluate and synthesize information
• Communicate effectively through oral/non-verbal forms
• Communicate effectively through artistic forms
• Utilize media and technology appropriately to both gather and share information
• Collaborate effectively in a learning environment
• Communicate ideas through effective inquiry
• Communicate ideas through writing

TITLE: Studies in British Literature
COURSE NO: (H) 0004 (CPA) 0005
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITES: Literature and Composition II
GRADE(S): 10-12

DESCRIPTION OF COURSE: This course will review the language and varying genres of literature of England from the Anglo-Saxons through the twenty-first century. Students will read, interpret, and analyze Beowulf, Sir Gawain and the Green Knight, several tales by Chaucer, Macbeth, excerpts from Gulliver’s Travels, Peter Pan, The Turn of the Screw or The Importance of Being Earnest, and miscellaneous poems by major British poets. In addition, Honors level students will read a book from the following list: Jane Eyre, Emma, Pride and Prejudice, Wuthering Heights, 1984, and A Clockwork Orange. In addition to extensive and challenging reading, students will complete frequent reflections about the literature under study, various short writing assignments and exercises, and write a composition for several major works or units of study. Composition assignments may be creative or based on the modes of discourse: description, narration, argumentation, explication and exposition.

Student Learning Expectations:
• Interpret, evaluate and synthesize information
• Communicate effectively through oral/non-verbal forms
• Communicate effectively through artistic forms
• Utilize media and technology appropriately to both gather and share information
• Collaborate effectively in a learning environment
• Communicate ideas through effective inquiry
• Communicate ideas through writing

TITLE: Shakespeare’s World
COURSE NO: (H) 0008 (CPA) 0009
OFFERED: Semester
CREDIT: 5 credits
LEVEL(S): H, CPA
PREREQUISITES: Literature and Composition II
GRADE(S): 10-12

DESCRIPTION OF COURSE: This course examines why Shakespeare remains the world’s most popular and most respected writer. Students will read five plays, chosen from comedies, histories, and tragedies. Students will be introduced to Shakespeare in a gradual fashion, allowing them to grow in comprehension and appreciation. Students will gain knowledge of Shakespeare’s life and times, his poetic devices, his gift for dialogue, and his skill as a dramatist. Students will apply this knowledge through a wide range of activities and approaches: reading aloud, brief acted and filmed scenes, outside reading, and class discussion. In addition to
completing frequent reflections about the literature under study and various short writing assignments and exercises, students will write a composition for several major works or units of study. Composition assignments may be creative or based on the modes of discourse: explication, exposition, argumentation, description and narration.

Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

World Studies

TITLE: African, Asian and African-American Literature
COURSE NO: (H) 0076 (CPA) 0077 (CP) 0078
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA, and CP
PREREQUISITE: Literature and Composition II
GRADE(S): 10-12

DESCRIPTION OF COURSE: Students will study traditional patterns of life and thought, including religious traditions in Africa and Asia. Through a variety of primary sources, news articles, and literature, students will explore the ancient, modern and contemporary cultures of India, China, Japan, and several African countries. Students will explore the unique experiences of African Americans and Asian Americans through a variety of readings from the nineteenth, twentieth, and twenty-first centuries. In addition to completing frequent reflections about the literature under study and various short writing assignments and exercises, students will write a composition for several for major works or units of study. Composition assignments may be creative or based on the modes of discourse: description, narration, argumentation, and exposition.

Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Classical Works and World Poetry (Offered 2020-2021)
COURSE NO: (H) 0035 (CPA) 0036
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITES: Literature and Composition II
GRADE(S): 10-12
DESCRIPTION OF COURSE: This course will explore the roots of Western thought and literary tradition in ancient Greece and will trace the development of dramatic writing from those roots to modern times. Students will also explore the nature of poetry and what distinguishes it from other literary forms by reading poems not only from America and Britain, but also from a number of different cultures separated from ours by both time and geography. Students will write numerous critical papers, imitations, poems of their own, and a research paper/presentation on a poet of their choice.

Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Studies in European Literature and Philosophy
COURSE NO: (H) 0020 (CPA) 0021
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITES: Literature and Composition II
GRADE(S): 10-12

DESCRIPTION OF COURSE: Students will study literature and philosophy of the Western World stressing an intensive reading of literature of diverse cultures including Russian, Teutonic, French, Italian, and Spanish speaking countries. Students will read, analyze, and interpret representative authors, poets, and dramatists. Authors under study include Dostoevsky, Solzhenitsyn, Ibsen, Goethe, Kafka, Rilke, Camus, Voltaire, Sartre, Neruda, Marquez, Dante and Boccaccio. Writing and discussion will be the central means by which students form an understanding of the material covered. In addition to completing frequent journal reflections about the literature under study, students will take unit tests to assess their understanding, and write a composition for several major works or unit of study. Composition assignments may be creative or based on the modes of discourse: description, narration, exposition, explication and argumentation.

Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Women Writers and Their Worlds (Offered 2019-2020)
COURSE NO: (H) 0032 (CPA) 0033 (CP) 0034
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA, and CP
PREREQUISITES: Literature and Composition II
GRADE(S): 11-12

DESCRIPTION OF COURSE: In this course learners read and analyze literature written by diverse women about women from different parts of the world and different times in world history to explore the range of women's thought and voice, examine women's roles, gender issues, feminine identity, and evaluate women's historical, political and social influence, significance and oppression. Among other authors and poets, students will read, analyze and interpret three novels, a collection of short stories and a collection of poetry from authors Zora Neale Hurston, Julia Alvarez, Chimamanda Ngozi Adichie and Jhumpa Lahiri or comparable authors from diverse cultures. This course examines the ways slavery, immigration, imperialism, patriarchy and language inform the ways society views women and how women view their own identities. Composition assignments will be based on the modes of discourse: explication, exposition, argumentation, description and narration.

Student Learning Expectation:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and culture

Advanced Placement

TITLE: Advanced Placement English Language and Composition
COURSE NO: 0055
OFFERED: Full Year
CREDIT: 10 Credits
LEVEL(S): AP
PREREQUISITES: Literature and Composition II, preferably at the Honors level, or with teacher recommendation
GRADE(S): 10-12

DESCRIPTION OF COURSE: AP Language and Composition is primarily based on a wide variety of non-fiction works: essays, arguments, non-fiction narration, journalism, memoirs, historical speeches, visual documentaries, and the study of some non-verbal forms of communication such as photographic images, artistic depictions, and statistical data. Fictional works by major American authors will be studied as well. The three major components to this course are: analysis, argument, and synthesis. Weekly compositions will require students to be attentive to logic, coherence, voice, tone, writing terminology, syntax, diction, and grammar. By enrolling in this course, students are committing to taking the Advanced Placement Exam in May. Financial assistance with exam fees is available for those students in need. Students should see his or her guidance counselor to receive assistance. (Required Summer Reading)

Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Advanced Placement English Literature and Composition
COURSE NO: (AP) 0007
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): AP
PREREQUISITES: Literature and Composition II and at least one core literature elective (American, British or World), preferably at the Honors level, or AP Language and Composition
GRADE(S): 11-12

DESCRIPTION OF COURSE: This course is designed for the serious student of literature as a preparation for the AP English Literature and Composition Exam. Students will read challenging works including drama, poetry, and novels from a wide variety of times and cultures, including works written in radically different styles, and will write critical responses to all of the literature covered. By enrolling in this course, students are committing to taking the Advanced Placement Exam in May. Financial assistance with exam fees is available for those students in need. Students should see his or her guidance counselor to receive assistance. (Required Summer Reading)

Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

Electives

TITLE: The Artistry of Writing
COURSE NO: (H) 0030 (CPA) 0031
OFFERED: Semester
CREDIT: 2.5 Credits
LEVEL(S): H, CPA
PREREQUISITES: Literature and Composition II and at least one other English course at the Honors or College Preparatory Advanced level.
GRADE(S): 11-12

DESCRIPTION OF COURSE: Based on the belief that writing as expression is voice from within that joins with voice outside of self, students will concentrate on writing process and craft in this interactive workshop. Advanced Writing covers eight points of emphasis for writers: drafting and composing, revising and editing, mechanics and grammar review, style and voice, research, collaboration, critical thinking, and effective writing strategies and habits of mind. Over the semester, students will explore the genres of poetry, short story, novel and memoir. Final evaluation will be based on an e-Portfolio. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.
Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: Avid Readers Workshop
COURSE NO: (H) 0091 (CPA) 0092
OFFERED: Semester
CREDIT: 2.5 Credits
LEVEL(S): H, CPA, and CP
PREREQUISITES: None
GRADE(S): 9-12

DESCRIPTION OF COURSE: In this course students will spend extended periods of time reading, discussing, writing and otherwise responding to authentic texts of their own choosing. The ultimate goal of the course is to develop life-long, passionate readers. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

Student Learning Expectations:
- Independently select books of interest at his/her reading level
- Engage in meaningful reading for sustained periods of time
- Respond to text through a wide variety writing assignments and genre
- Engage in inquiry-based discussions about literature
- Promote reading and regular involvement with libraries

TITLE: Classics of American Cinema
COURSE NO: (CPA) 0059 (CP) 0060
OFFERED: Semester
CREDIT: 5 credits
LEVEL(S): CPA, CP
PREREQUISITES: Literature and Composition II
GRADE(S): 10-12

DESCRIPTION OF COURSE: This course offers a chronological survey of the American cinema with an emphasis on the classic films of the 1930s, 1940s, 1950s, and 1960s. The course will also provide an historical/cultural context for each of the decades of the films viewed (i.e., national and world events, people in the news, sports, science and technology, education, family life, social problems, music and literature, fashions and fads, et al). Students will also learn a wide variety of film terms and film making techniques. Film selections will be accompanied by any or all of the following: biographical information on actors and directors, behind-the-scenes look at production, and discussions of content (plot, characters, themes) and style (direction, script, performance, et al). Students will write critical essays for films viewed.

Student Learning Expectations:
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
• Utilize media and technology appropriately to both gather and share information
• Collaborate effectively in a learning environment
• Communicate ideas through effective inquiry
• Communicate ideas through writing

TITLE: English for Employment
COURSE NO: (CPA) 0056 (CP) 0057
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): CPA, CP
PREREQUISITES: Literature and Composition II
GRADE(S): 11-12

DESCRIPTION OF COURSE: This course is designed for college bound students and those seeking employment after high school. The program will examine changes in the modern workplace. As active participants in the class, students will exhibit the ability to read, write, and communicate effectively as well as use technological materials appropriate to class activities. Job simulations will be utilized to enhance understanding of actual employment situations. In addition, students will analyze and assess the current job market and skills necessary for employment situations throughout the twenty-first century.

Student Learning Expectations:
• Utilize media and technology appropriately to both gather and share information
• Collaborate effectively in a learning environment
• Communicate ideas through writing

TITLE: Journalism: Newspaper
COURSE NO: (H) 0065 (CPA) 0066 (CP) 0067
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA, and CP
PREREQUISITES: Literature and Composition II
GRADE(S): 10-12

DESCRIPTION OF COURSE: Students will practice journalistic skills and demonstrate their competence in using these skills by writing weekly news stories about the school and community. Journalistic techniques that will be studied and used are the ten approaches to a lead, writing editorials, news stories, feature stories, sports stories, reviews, as well as researching and writing an in-depth investigative report. Students will use research skills, develop interviewing skills, proofread copy, learn the elements of newspaper layout and design, explore photojournalism, and become published in the school newspaper. Students will be afforded the opportunity to regularly read and analyze various online and print media sources to enhance their own writing as well as broaden their understanding of connections between their lives and the local community, the nation, and the world.

Student Learning Expectations:
• Interpret, evaluate and synthesize information
• Communicate effectively through oral/non-verbal forms
• Utilize media and technology appropriately to both gather and share information
• Collaborate effectively in a learning environment
• Communicate ideas through effective inquiry
• Communicate ideas through writing
**Journalism: Yearbook**

**Course No:** (H) 0044 (CPA) 0045 (CP) 0046 Semester, Alternate Day  
(H) 0038 (CPA) 0039 (CP) 0040 Full Year, Alternate Day

**Offered:** Semester and Full Year  
**Credit:** 2.5 Credits (Semester) and 5 Credits (Full Year)

**Level(s):** H, CPA, and CP  
**Prerequisites:** Literature and Composition II  
**Grade(s):** 10-12

**Description of the Course:** The yearbook is more than a scrapbook; it is a vivid, and creative, ultimately journalistic record. Consequently, students will learn about the world of publishing by producing and promoting a comprehensive yearbook that, in both pictures and writing, documents the many events and personalities of the school year. To this end, students will learn and practice a variety of journalistic techniques, including: basic technical and artistic principles of photography, especially photojournalism; traditional and alternative approaches to writing article “copy,” with an emphasis on feature writing; effective interviewing strategies; and compelling graphic design. Students will photograph and write about student life, academics, athletics, and extracurricular activities. They will also seek out a variety of “human interest” stories. Finally, students will solicit ads for the yearbook and design promotional campaigns to boost sales. **The Full Year, Alternate Day Course Must Be Matched Two Other Alternate Day Courses. The One Semester, Alternate Day Course Must Be Matched With Another Alternate Day Course.**

**Student Learning Expectations:**
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

**Literature of the Fantastic**

**Course No:** (H) 0071 (CPA) 0072 (CP) 0073  
**Offered:** Semester  
**Credit:** 5 credits  
**Level(s):** H, CPA, and CP  
**Prerequisites:** Literature and Composition II  
**Grade(s):** 10-12

**Description of Course:** Spaceships, swords, aliens, enchanters, the far future, the imagined past - these and others are the elements of science fiction and fantasy. This course will explore the many dimensions of fantasy, horror, and science fiction. Students will read fables, folk tales, legends, and ancient mythology; furthermore, they will examine the reasons why fantastic literature has had such a long and lasting heritage. Emphasis will be placed on literature old and new as it relates to the origins and traditions of fantasy, horror, and science fiction. Students will examine the work of such writers as Bram Stoker, H. G. Wells, J.R.R. Tolkien, Ray Bradbury, Richard Matheson, Shirley Jackson, Robert Heinlein, Orson Scott Card, Ursula LeGuin, and others. In addition to completing frequent reflections about the literature under study and various short writing assignments and exercises, students will write a composition for every major work or unit of study. Composition assignments may be creative or based on the modes of discourse: description, narration, argumentation and exposition.
Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: Media Literacy
COURSE NO: (CPA) 0013 (CP) 0014
OFFERED: Semester, Alternate Day
CREDIT: 2.5 Credits
LEVEL(S): CPA, CP
PREREQUISITES: None
GRADE(S): 9-10

DESCRIPTION OF COURSE: Literacy teaches students the necessary critical thinking, writing and reading skills required in a media-rich and increasingly techno-centric world. Today’s students must be able to read, comprehend, analyze and respond to non-traditional media with the same skill level they engage with traditional print sources. This course will help students to prepare for their lives after high school, whether they are pursuing college or a career. In this course students will:

- Analyze and respond to advertisements, blogs, websites social media and news media.
- Engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting
- Use various forms of media and technology to strengthen executive functioning skills
- Explore digital literacy to strengthen research skills
- Discover how media, technology, applications and programs can be used to succeed academically and vocationally in high school and beyond graduation.

THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: Media/TV Production
COURSE NO: (H) 0088 (CPA) 0089 (CP) 0090
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA, and CP
PREREQUISITES: Literature and Composition II
GRADE(S): 10-12
DESCRIPTION OF COURSE: Through a “hands on” approach to learning, students will explore the media of visual arts, movies, advertising, and television. Textbooks, a variety of handouts, including articles, and videos provide students with background information for each medium. Students will apply their knowledge of the media through a variety of individual and group projects. Television segments and programs will be aired on the school’s cable channel. Students who elect to enroll in the course at the honors level will complete a major research project and make a twenty minute presentation to the class. Active participation is the key to success in this class. Upon successful completion of the Media/TV Production course, students who have demonstrated independence, maturity, responsibility, creativity, originality and have exceptional attendance will qualify for Video Studio.

Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry

TITLE: Mindfulness Through Literature
COURSE NO: (CPA) 0015 (CP) 0016
OFFERED: Semester, Alternate Day
CREDIT: 2.5 Credits
LEVEL(S): CPA, CP
PREREQUISITES: Literature and Composition I
GRADE(S): 9-12

DESCRIPTION OF COURSE: Mindfulness Through Literature is a life skills and self-empowerment course that teaches students to adopt a growth-mindset through literature and writing. Through a variety of activities and exercises, students will improve the fitness of their body, mind and spirit by reflecting on and writing about short stories, poems, and novels. Students will read works and excerpts of texts by writers such as Maya Angelou, Amy Tan, Paulo Coehlo, Richard Wilbur, Alice Walker, Walt Whitman, David Sedaris and others. In addition to writing frequent reflections about the literature under study and various short writing assignments and exercises, students will write a composition for each unit of study. Students will also learn and practice various meditation techniques and basic yoga. By participating in team-building exercises, students will create a supportive learning community based on the principles of cooperation, compromise, negotiation and consensus.

THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
TITLE: **Sports Literature**  
COURSE NO: (H) 0062 (CPA) 0063 (CP) 0064  
OFFERED: Semester  
CREDIT: 5 Credits  
LEVEL(S): H, CPA and CP  
PREREQUISITES: Literature and Composition II  
GRADE(S): 10-12

DESCRIPTION OF COURSE: This course will examine sport from several perspectives through literature presented by essayists, novelists, playwrights, sport columnists, and the media. Readings will be thought provoking, covering a range of modern fiction, non-fiction, poetry, biographies, and commentaries. Major authors studied may include, but will not be limited to, Hemingway, Twain, Updike, Lardner, Faulkner and Paulsen. While reading and studying various forms of sports literature, students will concentrate on a variety of topics and themes, including perseverance, teamwork, overcoming challenges, setting goals, achieving success, and developing character. In addition to completing frequent reflections about the literature under study and various short writing assignments and exercises, students will write a composition for every major work or unit of study. Composition assignments may be creative or based on the modes of discourse: description, narration, argumentation and exposition.

**Student Learning Expectations:**
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: **Technical Writing/Technical Literature**  
COURSE NO: (CPA) 0095 (CP) 0096  
OFFERED: Semester  
CREDIT: 5 Credits  
LEVEL(S): CPA, CP  
PREREQUISITES: Literature and Composition II. Technical Division seniors are given preference.  
GRADE(S): 12

DESCRIPTION OF COURSE: This course is intended for seniors who will need computer-based communication skills in their future. The course places a major emphasis on learning how to write clear, detailed, effective prose of the type primarily used in business communication and seen in finished pieces related to business. Students also learn how to collect and evaluate data; create and manipulate databases and spreadsheets; analyze the information contained therein and use the data in productive, informative, and interesting ways. Examples of technical writing are read and analyzed for content, structure, and effectiveness. The computer is used extensively in this course.

**Student Learning Expectations:**
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through writing
**Title:** Video Studio  
**Course No:** (H) 0082 (CPA) 0083  
**Offered:** 1st Semester  
**Credit:** 5 Credits  
**Level(s):** H, CPA  
**Prerequisites:** Minimum grade of ‘B’ in Media/TV Production and teacher recommendation  
**Grade(s):** 11-12

**Description of Course:** Students enrolling in this course must have successfully completed the Media/TV Production course, demonstrated independence, maturity, cooperation, responsibility, creativity, originality and have an exceptional record of attendance. In addition to acquiring more sophisticated scriptwriting, interviewing, camera, and editing skills, students are responsible for collaborating with class members to produce the weekly Tantasqua Weekly News show.

**Student Learning Expectations:**
- Interpret, evaluate and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
**FINE ARTS DEPARTMENT**

**Visual Arts**

*Students are limited to one visual art course per year.*

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<thead>
<tr>
<th>TITLE:</th>
<th>Digital Imaging Basics</th>
<th>Digital Imaging Basics</th>
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<tr>
<td>COURSE NO:</td>
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<tr>
<td>PREREQUISITES:</td>
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</tr>
<tr>
<td>GRADE(S):</td>
<td>10-12</td>
<td>9</td>
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</tbody>
</table>

**DESCRIPTION OF COURSE:** This course covers the basics of digital imaging. Using cameras, scanners, and other sources we will cover the creation and editing of images using Adobe Photoshop, which will form the foundation for the course. Students will become familiar with Photoshop through watching demonstrations, and completing structured assignments as well as open ended assignments and projects. We will also work with Adobe InDesign and Illustrator to broaden your understanding of these essential tools. Topics we will explore include digital painting, using digital photos and scanning images, creating montages and collages, and creating web ready graphics. Whenever possible we will work outside of the digital realm, creating prints, books and objects out of our digital files. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Communicate effectively through artistic forms
- Develop skills necessary to identify, define, and solve complex problems

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Drawing</th>
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<tr>
<td>GRADE(S):</td>
<td>10-12</td>
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</tbody>
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**DESCRIPTION OF COURSE:** Students considering art school or architecture are strongly urged to sign up for Drawing. Art schools stress the importance of drawing, and they require high school seniors to include several examples of drawings in applicants’ college admissions portfolios. In our Drawing course, the art of drawing is practiced according to how it relates to our experience of seeing. In-class drawing assignments include the study of objects in our visible world, observing subjects in nature, observation of the student model, and still life. Subjects originating in our imagination are explored. Much emphasis is on proportions of the human figure and composition. The Drawing course teaches elements of design shared by all studio areas including tone, line, form, shape, texture, color, and perspective. Techniques practiced in Drawing may include conventional drawing tools, painting, mixed media, comic art, animation, printmaking or sculpture. An extensive drawing portfolio will result from the student’s completion of Drawing. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Communicate effectively through artistic forms
- Develop skills necessary to identify, define, and solve complex problems
DESCRIPTION OF COURSE: With a rich history from various cultures, this course will allow teacher and students to explore practical techniques using a variety of approaches in weaving, surface design, felt-making, basketry, hand papermaking, dyeing, and fabric construction. Students will combine artistic ability, technical skill, and creative innovation as they learn how to make a design from its conception to finished product. Fiber Arts and Design teaches students both traditional and experimental techniques for working with Fibers; learning about patterns, color, and even composition in 3D form. Students are encouraged to investigate fibrous materials for their potential as sculptural, architectural and functional/wearable objects and for their combined use with other art forms. Learning in Fiber Arts and Design is supported with information about origins of fiber images and techniques, and their influences. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Communicate effectively through artistic forms
- Develop skills necessary to identify, define, and solve complex problems

DESCRIPTION OF COURSE: The student will gain a renewed personal understanding of art through study in Painting. This course begins with color concepts and visual perception exercises in tempera. Issues regarding social relevance of art and “why painters paint” are explored through videos, slides, discussion and hands-on design assignments in watercolor, tempera and acrylic media. Themes relate art history, the student's observation skills, experimentation, drawing, and painting techniques. Later in the semester, the student will be introduced to the origins and ideas of abstract art to learn more about painting and the elements of design. Students will explore changing technologies and discover an expanding range of media available to facilitate their painterly artistic expression. An extensive portfolio of fine art paintings will result from the student's completion of Painting.

**Student Learning Expectations:**
- Communicate effectively through artistic forms
- Develop skills necessary to identify, define, and solve complex problems

DESCRIPTION OF COURSE: Pottery
GRADE(S): 11-12

DESCRIPTION OF COURSE: Students electing pottery will explore basic methods of expression in clay such as slab, coil, pinch, and extruded, to create mostly functional work. Through hand built projects students will learn the qualities and limitations of clay while using a variety of clay tools and techniques vital to the ceramicist. Once students are familiar with the qualities of clay, the wheel method will be introduced and encouraged for any interested students. In the second half of this course, students will be expected to demonstrate a proficiency of the methods covered in the first portion of this course. In addition, students will experiment with both low and high-fire clays, raku & reduction firings, as well as a range of glazing and firing techniques, while acquiring and practicing appropriate potters’ terminology. A more sculptural and non-functional approach to pottery will also be encouraged through the use of themes in their work. Students will complete a “Final Project” demonstrating their newly acquired skills in technique and design.

Student Learning Expectations:
- Communicate effectively through artistic forms
- Develop skills necessary to identify, define, and solve complex problems

TITLE: Printmaking
COURSE NO: 0717
OFFERED: Semester
CREDIT: 5 Credits
PREREQUISITES: None
GRADE(S): 10-12

DESCRIPTION OF THE COURSE: The student learns art and design concepts through challenging assignments in a variety of printmaking media. This course offers a unique hands-on approach to explore and create multiple, original works of 2-dimensional art. Four units of study including relief, lithography, intaglio and serigraphy processes, engage the student in new applications of drawing, sculpting, and painting methods. Printmaking includes stamped, engraved and stenciled art creations on linoleum, wood, metal, paper, and fabric. Emphasis is on learning through discovery and invention. Works by important graphic artists and printmakers are introduced and analyzed. An extensive design portfolio of artwork will result from the student’s completion of Printmaking.

Student Learning Expectations:
- Communicate effectively through artistic forms
- Develop skills necessary to identify, define, and solve complex problems

TITLE: Sculpture
COURSE NO: 0710
OFFERED: Semester
CREDIT: 5 Credits
PREREQUISITES: None
GRADE(S): 10-12

DESCRIPTION OF COURSE: Today, a new movement in sculptural design, materials, methods, and expression has evolved. In conjunction with the Technical Departments, students are given the opportunity to explore new developments in sculptural design and form. Emphasis will build from creating simple organic and geometric forms to the more complex human figure, including conceptual considerations (and some drawing) for more advanced projects. Each student electing this course is expected to have completed several energetic
projects by the end of this course. Choice of materials may include: metal, wood, clay, plaster, plastics, paper, fabrics, fibers and nature. Also, students will use techniques such as plaster carving, wood and paper construction and deconstruction, slip, cast, slump mold, drape mold, press molds, seal peal molds, and waste molds. More advanced methods of working with three-dimensional forms may be explored during the progression of this course.

**Student Learning Expectations:**
- Communicate effectively through artistic forms
- Develop skills necessary to identify, define, and solve complex problems

**TITLE:** Small Metals (Jewelry)
**COURSE NO:** 0714
**OFFERED:** Semester
**CREDIT:** 5 Credits
**PREREQUISITES:** Safe and responsible conduct
**GRADE(S):** 10-12

**DESCRIPTION OF COURSE:** The student’s learning in Small Metals comes from what they have garnered by their own work and thought. In the first half of this course, sketching/note-taking, design and methods are stressed. Copper, brass and nickel wire are extensively used to transpose ideas into reality. Basic bending, cutting, filing, hammering, soldering, and enameling become important tools for the beginning jeweler. In the second half of this course, students are expected to show proficiency in the skills acquired in the first half of this course. In addition, design now becomes aligned with the imagination of the student's own design philosophy and its natural evolving factor. Each student is expected to produce quality sterling at this point. Students may be required to purchase all sterling silver to be used in their projects. Students will also work with enamels, resins, pewter/silver castings, mixed media, hot & cold forming and fabrications, lapidary, and patinas. Personal and class safety are stressed in the small metals studio; alternate assignments may be given to those students demonstrating a lack of shop safety. Jewelry design assignments are explored in a shop/lab environment where every student is expected to adhere to all safety regulations. All course work will be done in class, while the student is also encouraged to explore further and develop design ideas beyond class time.

**Student Learning Expectations:**
- Communicate effectively through artistic forms
- Develop skills necessary to identify, define, and solve complex problems

**TITLE:** Advanced Junior/Senior Art Studio
**COURSE NO:** 0730
**OFFERED:** Semester
**CREDIT:** 5 Credits
**PREREQUISITES:** Participation only through invitation and confirmation in advance by a sponsoring art instructor
**GRADE(S):** 11-12

**DESCRIPTION OF COURSE:** This course bestows a privilege upon the most serious student of art. The student’s nomination to this program will be submitted to his or her guidance counselor by a member of the visual art faculty. The student who is accepted into the Advanced Junior/Senior Art Studio program is eligible for a second art course in the same school year. The student who participates in this program will be accountable to the instructor for major effort and a greater course load than in a regular studio course. A portfolio-quality level of work will result from the semester’s work in Advanced Junior/Senior Art Studio.
Performing Arts

The Music Department offers courses which focus on music performance, and/or the theory of music. An audition process will determine membership in some ensembles.

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Concert Band</th>
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<tbody>
<tr>
<td>COURSE NO:</td>
<td>0752</td>
<td>0754</td>
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<tr>
<td>OFFERED:</td>
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<td>CREDIT:</td>
<td>5 Credits</td>
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<tr>
<td>PREREQUISITES:</td>
<td>Previous instrumental study</td>
<td>Previous instrumental study</td>
</tr>
<tr>
<td>GRADE(S):</td>
<td>9-12</td>
<td>9-12</td>
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</tbody>
</table>

NOTE: This course is separate from the Marching Band. Members of the Concert Band are not required to participate with the Marching Band.

DESCRIPTION OF COURSE: Band is open to all high school students who have had previous band experience or have studied an instrument privately. Band students utilize and refine their playing skills through performance of literature encompassing a wide variety of styles. The ultimate goal is to achieve the highest level of personal and ensemble performance. Students are required to perform at fall, holiday, all-region, assessments, and spring concerts, as well as graduation exercises. Performances are the equivalent of examinations. Students are graded on instrumental technique, mastery of the music, rehearsal conduct, attitude, effort, and participation. Related band activities may include festivals, exchange programs, and competitions. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Demonstrate the ability to understand and appreciate other nations and cultures

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<thead>
<tr>
<th>TITLE:</th>
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<tr>
<td>COURSE NO:</td>
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<tr>
<td>CREDIT:</td>
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<tr>
<td>PREREQUISITES:</td>
<td>Previous instrumental study and teacher recommendation</td>
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<tr>
<td>GRADE(S):</td>
<td>9-12</td>
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DESCRIPTION OF COURSE: Honor Band is scheduled at the same time as Concert Band and is designed to add more rigor to the Concert Band class. In addition to the requirements of Concert Band, Honor Band students will be required to further their studies through full year enrollment in the course and enrollment in a private lesson program. Students must also perform an audition for the CDMMEA Band or Orchestra, complete graded, in-class performance assessments (not pass/fail), attend at least one professional performance on the students’ main instrument, and prepare one term paper about the professional performance attended. This course is intended for those students who are serious about becoming outstanding musicians. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.
Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Demonstrate the ability to understand and appreciate other nations and cultures

NOTE: This course is separate from the Marching Band. Members of the Concert Band are not required to participate with the Marching Band.

<table>
<thead>
<tr>
<th>TITLE:</th>
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<td>COURSE NO:</td>
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<tr>
<td>GRADE(S):</td>
<td>9-12</td>
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</table>

DESCRIPTION OF COURSE: Concert Choir is a mixed choral ensemble that is open to all students who have a desire to sing. No previous choral experience or formal audition is required. This course emphasizes the development of musical literacy and correct vocal technique so that students are able to perform repertoire of medium to advanced levels of difficulty. Students will develop aural and sight-singing skills using solfeggio and Kodaly methodology, and engage in the comprehensive study of performance repertoire, drawn from all style periods. In addition to rehearsals, students are required to perform in three to four concerts during the school year. Performances are the equivalent of examinations. Only singers who miss a performance with a valid excuse will be permitted to do an alternative make-up project. Students will be graded on participation, attitude, effort, musical knowledge and the progress of their skill development, regardless of ability level.

THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Demonstrate the ability to understand and appreciate other nations and cultures

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<td>PREREQUISITES:</td>
<td>Previous instrumental study and teacher recommendation</td>
</tr>
<tr>
<td>GRADE(S):</td>
<td>9-12</td>
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</tbody>
</table>

DESCRIPTION OF COURSE: Honor Choir is scheduled at the same time as Concert Choir and is designed to add more rigor to the Concert Choir class. In addition to the requirements of Concert Choir, Honor Choir students will be required to further their studies through full year enrollment in the course and enrollment in a private lesson program. Students must also perform an audition for the CDMMEA Chorus, complete graded, in-
class performance assessments (not pass/fail), attend at least one professional performance on the students’ main instrument, and prepare one term paper about the professional performance attended. This course is intended for those students who are serious about becoming outstanding musicians. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Demonstrate the ability to understand and appreciate other nations and cultures

**Title:** Acting and Theatre  
**Course No:** 0790  
**Offered:** Semester Alternate Day  
**Credit:** 2.5 Credits  
**Prerequisites:** None  
**Grade(S):** 9-12

**Description of course:** Students will explore the elements of theatre and develop a deeper and fuller understanding of acting, music, and dance as art forms. Students are expected to actively participate in every class as they work toward a positive self-image through the performing arts. Students study selected plays from the perspectives of actors and directors, and the strategies of playwrights to develop the ability to imagine the play in performance and to appreciate the range of theatre's possibilities. Students will explore technical elements of theatrical production (e.g., sets, lights, costumes, and sound) and their relation to each other (involves hands-on, practical work). Students train in exercises to develop concentration, imagination, and life observation. Improvisations will encourage physical and emotional freedom. This beginning work will teach stage craft, "moment to moment" spontaneity and a specific approach to researching and rehearsing a contemporary scene and monologue. Homework and class work will consist of analyzing scripts and lines, learning monologues, collaborating on theatre and script projects, and analyzing theatre styles through the use of both live and video presentations (i.e. movie musicals, etc.). **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Demonstrate the ability to understand and appreciate other nations and cultures

**Title:** Advanced Instrumental Studio  
**Course No:** 0787  
**Offered:** Semester Alternate Day  
**Credit:** 2.5 credits  
**Prerequisites:** Enrollment and participation in Concert Band
GRADE(S):  9-12

DESCRIPTION OF COURSE: This course provides an opportunity for students to work on solo and chamber ensemble literature. Students utilize and refine their playing skills through performance of literature encompassing a wide variety of styles. The ultimate goal is to achieve the highest level of personal and ensemble performance. Students are required to perform at MMEA district/all state auditions, annual spring chamber music recital, and/or MICCA Solo and Ensemble adjudication. Performances are the equivalent of examinations. Students are graded on instrumental technique, mastery of the music, attitude, effort, and participation. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Advanced Vocal Studio
COURSE NO: 0788
OFFERED: Semester Alternate Day
CREDIT: 2.5 credits
PREREQUISITES: Enrollment and participation in Concert Choir, Show Choir, or Choraleers
GRADE(S): 9-12

DESCRIPTION OF COURSE: This course provides an opportunity for students to work on solo and chamber ensemble literature. Students utilize and refine their singing skills through performance of literature encompassing a wide variety of styles. The ultimate goal is to achieve the highest level of personal and ensemble performance. Students are required to perform at MMEA district/all state auditions, annual spring chamber music recital, and/or MICCA Solo and Ensemble adjudication. Performances are the equivalent of examinations. Students are graded on vocal technique, mastery of the music, attitude, effort, and participation. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: History of Rock and Roll in America: 1920 - Present
COURSE NO.: 0786
OFFERED: Semester
CREDIT: 5 Credits
PREREQUISITES: None
GRADE(S): 9-12

DESCRIPTION OF COURSE: This course offers students a historical perspective of Rock and Roll in the context of American history. It is designed for not only the experienced musician, but also for those students
who have an appreciation for the art of popular music and a desire to further their study of American history through Rock. During this class, students will view live musical performances, interviews with artists and historical figures, and historical footage that will help them to better understand the social and political context from which different songs emerged. Students will be challenged to be critical listeners and thinkers, while participating in writing activities and projects.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Introduction to Dance
COURSE NO: 0799
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: None
GRADE(S): 9-12

NOTE: This course fulfills PE or Fine Arts graduation requirement

DESCRIPTION OF COURSE: Students will explore the elements of dance and develop a deeper and fuller understanding of music and dance as art forms. Students will study various genres of dance that will promote correct posture and physical conditioning as they work to execute the basic movements of these styles. This course will also require students to create their own choreography and analyze and critique a variety of dance performances. This is an active class that will encourage the development of flexibility, coordination, stamina, and strength through dance training and aerobic conditioning. Students are expected to wear dance attire and actively participate in every class as they work toward a more positive self-image through the performing arts. Homework and class work will consist of practicing dance steps, creating original dance combinations, collaborating on choreography projects, and analyzing dance styles through the use of both live and video presentations (i.e. movie musicals, dance concerts, etc.). THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Dance II
COURSE NO: 0798
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: Minimum grade of ‘A’ in Introduction to Dance or student must be a participant in intermediate level of dance class with an outside studio
GRADE(S): 9-12
NOTE: This course fulfills PE or Fine Arts graduation requirement

DESCRIPTION OF COURSE: This intermediate/advanced course is designed for students interested in career fields in the performing arts and for extra-curricular dancers interested in expanding their knowledge base beyond that offered in technique dance classes. Focus is on biomechanics of dance vocabulary, aesthetics of performance, choreography and history. As this is a practical course, performance is required. Course may be repeated for credit. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

Student Learning Expectations:
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Music Composition and Technology
COURSE NO: 0797
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: None
GRADE(S): 9-12

DESCRIPTION OF COURSE: Students will be provided with an overview and hands-on exploration of topics relating to the integration of music and technology. The course will utilize MIDI applications including the use of several sound controllers for music sequencing and editing. Notation and sequencing software such as Finale Allegro will be utilized as students create and experiment with music and sound in order to create and notate original musical compositions. While prior music reading skills are not required, basic knowledge of music theory including the grand staff, rhythmic reading and a working knowledge of basic musical forms is a plus. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Music Theory
COURSE NO: 0770
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: Teacher Recommendation
GRADE(S):  9-12

DESCRIPTION OF COURSE: This course is designed for not only the experienced musician, but also for those students who have an appreciation for the art of music and a desire to further their study. Students will be presented with a working approach to how music is notated, organized, and created. After learning the basic concepts of musical sound and space, (intervals, time, harmony and rhythm), students will have the opportunity to practice and apply those concepts through original composition. Students will learn basic keyboard skills and compose and record their own musical works using our Electronic Music Lab. All students will be required to complete at least one project for this course in addition to class work and homework assignments. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:

- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE:  Piano
COURSE NO:  0782
OFFERED:  Semester Alternate Day
CREDIT:  2.5 Credits
PREREQUISITES:  Access to a keyboard for daily practice
GRADE(S):  9-12

DESCRIPTION OF COURSE: Students will learn to play the piano using proper techniques and practices. The keyboard is studied from both an analytical and historical perspective so that students will develop an understanding of the keyboard from its early beginnings of the harpsichord and piano forte to modern day electronic pianos and synthesizers. Students will develop their ability to read and write musical notation and apply their knowledge of musical terminology to expressively perform various genres of repertoire for the piano from beginning to more advanced pieces depending on the experience and skill level of the student. In addition to a research paper and bi-weekly performance evaluations, students may be required to perform selections in a recital at the end of the semester. Students electing this course must have access to a keyboard for daily practice. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:

- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Demonstrate the ability to understand and appreciate other nations and cultures
Advanced Placement

TITLE: Advanced Placement Music Theory
COURSE NO: (AP) 0776
OFFERED: Full Year, Alternate Day
CREDIT: 5 Credits
LEVELS: AP
PREREQUISITES: Minimum grade of ‘B’ in Music Theory and/or teacher recommendation
GRADE(S): 10-12

DESCRIPTION OF COURSE: AP Music Theory is a yearlong course that teaches a wide array of musical concepts. Along with music theory and beginning composition, students focus on aural skills, dictation, and sight singing. Students learn the basics of music notation and score analysis, as well as knowledge of basic tonal harmony in the eighteenth century common practice period style. Students will engage in a variety of written, singing, and compositional exercises to explore the many aspects of musical composition and analysis. The focus will be on learning the foundational principles of music theory that foster aptitude in analysis and beginning composition, as well as developing a student’s ability to recognize, understand, analyze, and describe the aspects and processes of music heard or seen on a score. By enrolling in this course, students are committing to taking the Advanced Placement Exam in May. Financial assistance with exam fees is available for those students in need. Students should see his or her guidance counselor to receive assistance. THIS COURSE MUST BE MATCHED WITH ONE ALTERNATE DAY COURSE EACH SEMESTER.

Afterschool Ensembles

TITLE: Choraleers
COURSE NO: 0760
OFFERED: Full Year, After School 3 Hours plus/Week
CREDIT: 1 Credit
PREREQUISITE: Fall Semester - Auditions in spring of previous school year.
GRADE(S): 9-12

DESCRIPTION OF COURSE: Choraleers is a selective vocal ensemble which studies and performs accapella chamber music. The repertoire focuses primarily on musical literature arranged in 4 to 8 part harmony. Students will develop musical independence through their ability to interpret notation, analyze musical scores, and apply the skills necessary to execute the demanding literature studied in this course. Enrollment is with permission from the instructor through an audition process. Performances are mandatory and more frequent than other vocal ensembles, especially during the holiday season. For the purpose of assessment, these performances are considered the equivalent of examinations and are evaluated in addition to written class work and homework to determine grading. Only singers who miss a performance with a valid excuse are allowed to do an alternative make-up project. Students are graded on vocal technique, mastery of the repertoire, musicianship, and rehearsal conduct. Students selected for this after-school ensemble are strongly encouraged to participate in the Concert Choir course during the school day.

Student Learning Expectations:

- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Jazz Ensemble
COURSE NO: 0761
OFFERED: Semester, After School 3 Hours/Week
CREDIT: 1 Credit
PREREQUISITES: Members of the Jazz Ensemble are strongly encouraged, but not required, to take Concert Band as well.
GRADE(S): 9-12

DESCRIPTION OF COURSE: Jazz Ensemble is open to students who play saxophone, trumpet, trombone, and rhythm section instruments (other instrumentalists must have the permission of the instructor). This ensemble will emphasize the interpretation of a wide variety of jazz styles, the development of individual improvisation skills, and the preparation of standard and advanced level jazz charts for public performance. This ensemble performs at regular senior high school concerts, as well as community events, throughout the year. Students are graded based on effort and attendance.

Student Learning Expectations:
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Marching Band
COURSE NO: 0753
OFFERED: Full Year, after school
Fall: August Band Camp, Two Weekly Rehearsals, Football Games
Spring: Parades, Spring Band Camp
CREDIT: 1 Credit
PREREQUISITES: Band experience
GRADE(S): 9-12
NOTE: Members of the Marching Band are strongly encouraged, but not required, to take Concert Band as well.

DESCRIPTION OF COURSE: The Tantasqua Warrior Marching Band is an extension of the Tantasqua Fine Arts Department. The ensemble is made up of dedicated students committed to creating an encouraging, caring, and welcoming environment. The Warrior Marching Band is partly a student managed ensemble. There is an appointed drum major, assistant drum major, color guard captain, drum line captain, section leaders, and band manager. The Tantasqua Warrior Marching Band performs at all home football games, occasional away games, pep rallies, and local parades. The band also travels to participate in parades and adjudicated competition festivals. Students are graded based on effort and attendance.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
• Communicate effectively through artistic forms
• Engage in educational pathways and choices consistent with their interests, abilities, and goals
• Collaborate effectively in a learning environment
• Develop skills necessary to identify, define, and solve complex problems
• Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Show Choir
COURSE NO: 0757
OFFERED: Full Year/See Show Choir Director for yearly schedule of planned rehearsals.
CREDIT: 1 Credit
PREREQUISITES: By audition to be conducted in the spring for the following school year
GRADE(S): 9-12

DESCRIPTION OF COURSE: Show Choir is a mixed vocal ensemble in which the performers are expected to sing and dance. A professional choreographer works with the vocal instructor to create and teach dance/movement to each piece. No dance experience is necessary, but a willingness to work hard is essential. The repertoire consists of musical selections drawn from the jazz, pop, and Broadway idioms. Students are required to read musical notation and sight-sing at least at a beginner level, but moderate to advanced levels are preferred. The show choir student must also have a working knowledge of musical terminology and the skill to execute those principles as they apply to the repertoire studied. Course enrollment is with permission from the instructor, resulting from auditions, which take place during the spring of the previous school year. Students selected for this after-school ensemble are strongly encouraged to participate in the Concert Choir course during the school day.

Student Learning Expectations:
• Interpret, evaluate, and synthesize information
• Communicate effectively through oral/non-verbal forms
• Communicate effectively through artistic forms
• Engage in educational pathways and choices consistent with their interests, abilities, and goals
• Collaborate effectively in a learning environment
• Develop skills necessary to identify, define, and solve complex problems
• Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Vocal Jazz Ensemble
COURSE NO: 0769
OFFERED: Full Year, After School 3 Hours/Week
CREDIT: 1 Credit
PREREQUISITE: Permission of instructor and audition
GRADE(S): 9-12

DESCRIPTION OF COURSE: Students in this highly selective vocal ensemble will study and perform a varied repertoire of pieces from the Jazz genre. From big band charts and jazz standards, to innovative arrangements of contemporary pop music, students will analyze and prepare music in six to eight vocal parts. This ensemble performs at The Winter and Spring Concerts, the annual Fine Arts Cabaret, and Jazz Showcase, and competes each spring. Members of the Vocal Jazz Ensemble possess the ability to read musical notation fluently and analyze choral scores using solfege with a moderate to advanced level of facility. Performances are mandatory and are considered the equivalent of examinations for the purpose of assessment. Students are graded on vocal technique, mastery of the repertoire evidenced by their ability to perform vocal parts alone, musicianship, and
rehearsal conduct. *Students selected for this after-school ensemble are strongly encouraged to participate in the Concert Choir course during the school day.*

**Student Learning Expectations:**
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Demonstrate the ability to understand and appreciate other nations and cultures
Tantasqua Regional High School views the study of foreign language as an integral part of one’s education. The foreign language program at Tantasqua offers students the opportunity to learn to communicate in French, Spanish, and Latin. While entrance requirements vary greatly among colleges, most schools encourage foreign language study. The number of years of study can be somewhat dictated by career planning. Students are advised to carefully read the course descriptions and to discuss them with their parent(s)/guardian(s), teachers and guidance counselor before making their choices. Students should make sure that their career plans, interests, and abilities coincide with the course descriptions.

The first three levels of French and Spanish courses and both levels of Latin courses combine CPA and H in the same class. All students will be responsible for the same content. Those students taking the honors level will be required to complete different and/or additional assignments and assessments with higher expectations for their performance. Individually, they will also be required to complete an independent, cumulative research project with an oral presentation.

**No high school credit will be given for Foreign Language courses taken at the junior high school.**

**Students who complete French or Spanish IA and IB in the junior high school cannot repeat French I or Spanish I at the high school without teacher recommendation. If a student is recommended to repeat French I or Spanish I, the course must be taken at the CPA level.**

To continue to the next sequential course at the same level (CPA or H), students will need a ‘C’ or better in the course and on the final exam. To move from CPA to H, students will need a ‘B’ or better in the course and on the final exam, as well as a teacher recommendation. To move from H to CPA, students will need a teacher recommendation.

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**French I**

**COURSE NO:** (H) 0148 (CPA) 0150

**OFFERED:** 2nd Semester

**CREDIT:** 5 Credits

**LEVEL(S):** H, CPA

**PREREQUISITES:** None

**GRADE(S):** 9-12

**DESCRIPTION OF COURSE:** This course is designed as an introduction to the French language. The course emphasizes the development of basic proficiency in listening, speaking, reading and writing. The course is further enhanced by the presentation of various aspects of culture as they apply to the lessons. The first year student will acquire basic grammar skills that include the use of the present tense and be able to engage in simple conversation. After successful completion of French I, students will be able to express themselves in the present and future tenses, using both regular and irregular verbs, and understand material presented in these tenses; understand and use relevant vocabulary, be familiar with the daily life, customs, traditions, and history of France and other countries and other areas where French is spoken; and understand the relationship between the French language and English.

Students continuing the program from the 8th grade French IB will enroll in either French I (CPA) or French II at either the CPA or Honors level, based on teacher recommendation. **No high school credit will be given for French courses taken at the junior high school. Students who complete French IA and IB in the junior high school cannot repeat French I at the high school without teacher recommendation. If a student is recommended to repeat French I, the course must be taken at the CPA level.**
Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: French II
COURSE NO: (H) 0149 (CPA) 0151
OFFERED: 1st Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITES: To continue to the next sequential course at the same level (CPA or H), students will need a ‘C’ or better in the course and on the final exam. To move from CPA to H, students will need a ‘B’ or better in the course and on the final exam, as well as a teacher recommendation. To move from H to CPA, students will need a teacher recommendation.
GRADE(S): 9-12

DESCRIPTION OF COURSE: This course is a continuation of French I. Grammar study will be more intensive, with the introduction of a past tense. Oral proficiency will be increased by a greater use of the target language in class. The course will continue to develop cultural awareness and tolerance. After successful completion of French II, students will increase their ability to use the present tense, acquire the use of the passé composé, use new grammar and vocabulary, improve their pronunciation, further develop communicative skills; and develop a better understanding of French cultures.

Students continuing the program from the 8th grade French IB will enroll in either French I (CPA) or French II at either the CPA or Honors level, based on teacher recommendation. No high school credit will be given for French courses taken at the junior high school. Students who complete French IA and IB in the junior high school cannot repeat French I at the high school without teacher recommendation. If a student is recommended to repeat French I, the course must be taken at the CPA level.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: French III
COURSE NO: (H) 0156 (CPA) 0152
OFFERED: 2nd Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITES: To continue to the next sequential course at the same level (CPA or H), students will need a ‘C’ or better in the course and on the final exam. To move from CPA to H, students will need a ‘B’ or better in the course and on the final exam, as well as a teacher recommendation. To move from H to CPA, students will need a teacher recommendation.
GRADE(S): 9-12

DESCRIPTION OF COURSE: This course is the next step in the French sequence for intermediate students. Grammar study will focus on various parts of speech. Further development of socializing skills and cultural awareness will be stressed. After successful completion of French III, students will be able to comprehend and communicate in the second form of the past tense, use various types of pronouns, adjectives, adverbs and interrogatives; and further understand French cultures and appreciate the diversity of Francophone traditions.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: French IV
COURSE NO: (H) 0158
OFFERED: 1st Semester
CREDIT: 5 Credits
LEVEL(S): H
PREREQUISITES: To continue to the next sequential course at the same level (CPA or H), students will need a ‘C’ or better in the course. To move from CPA to H, students will need a ‘B’ or better in the course, as well as a teacher recommendation. To move from H to CPA, students will need a teacher recommendation.
GRADE(S): 10-12

DESCRIPTION OF COURSE: This course is designed for the college bound or language oriented student. Grammar study will focus on higher level structures. Oral and aural proficiency, proper pronunciation, and writing skills will be stressed. Upon successful completion of French IV, students will be able to express themselves using reflexive verbs in the present and the past tense, recognize and use compound tenses, use the subjunctive forms of irregular verbs, use the imperfect tense and be able to differentiate between the use of the regular past tense and the imperfect tense, make comparisons with nouns, adjectives and adverbs; understand and communicate in the past subjunctive and the past infinitive, and be more aware of Francophone cultures and people. Students will be expected to communicate in the target language.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
Communicate ideas through effective inquiry
Communicate ideas through writing
Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: French V
COURSE NO: (H) 0155
OFFERED: 2nd Semester
CREDIT: 5 Credits
LEVEL(S): H
PREREQUISITES: Minimum grade of ‘C’ in French IV (H)
GRADE(S): 10-12

DESCRIPTION OF COURSE: This course consists of review and expansion of grammatical points introduced in the previous four levels. Emphasis will be placed on improving communicative functions. The approach will include a higher mastery of language skills. A more profound study of French society will be incorporated. After successful completion of this course, students will be able to converse with other students in a more spontaneous fashion, express themselves and understand the use of the future and the conditional tenses, further their competency in the use of more difficult subjunctive structures, understand with more clarity contemporary readings and beginning classical French literature, and develop analytical and critical thinking skills through discussion and writings. Students will be expected to communicate in the target language.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Spanish I
COURSE NO: (H) 0180 (CPA) 0160
OFFERED: 1st Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITES: None
GRADE(S): 9-12

DESCRIPTION OF COURSE: This course is designed as an introduction to the Spanish language. The course emphasizes the development of basic proficiency in listening, speaking, reading, and writing. The course is further enhanced by presentation of cultural points as they apply to the lessons. The first year student will acquire basic grammar skills that include the use of the present tense. The students will also be able to engage in simple conversation. In addition, students will be able to express themselves in the present tense, understand material presented in it, understand and use relevant vocabulary, identify varying Hispanic cultures, and have a greater tolerance for the differences between cultures.

Students continuing the program from the 8th grade Spanish IB will enroll in either Spanish I (CPA) or Spanish II at either the CPA or Honors level, based on teacher recommendation. No high school credit will be given for Spanish courses taken at the junior high school. Students who complete Spanish 1A and IB in the
junior high school cannot repeat Spanish I at the high school without teacher recommendation. If a student is recommended to repeat Spanish I, the course must be taken at the CPA level.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Spanish II
COURSE NO: (H) 0182 (CPA) 0162 (H) 0183 (CPA) 0163
OFFERED: 1st Semester 2nd Semester
CREDIT: 5 Credits 5 Credits
LEVEL(S): H, CPA H, CPA
PREREQUISITES: To continue to the next sequential course at the same level (CPA or H), students will need a ‘C’ or better in the course and on the final exam. To move from CPA to H, students will need a ‘B’ or better in the course and on the final exam, as well as a teacher recommendation. To move from H to CPA, students will need a teacher recommendation.
GRADE(S): 9-12 9-12

DESCRIPTION OF COURSE: This course is a continuation of Spanish I. Grammar study will be more intensive with the introduction of a past tense. Oral proficiency will be increased by greater use of the target language in class. Cultural awareness and tolerance will continue to be developed. After successful completion of Spanish II, students will be able to use regular and irregular verbs in the past tense, increase their competency in oral and written Spanish, improve their pronunciation, and develop a better understanding of and greater tolerance for Hispanic cultures.

Students continuing the program from the 8th grade Spanish IB will enroll in either Spanish I (CPA) or Spanish II at either the CPA or Honors level, based on teacher recommendation. No high school credit will be given for Spanish courses taken at the junior high school. Students who complete Spanish IA and IB in the junior high school cannot repeat Spanish I at the high school without teacher recommendation. If a student is recommended to repeat Spanish I, the course must be taken at the CPA level.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures
Spanish III

COURSE NO: (H) 0174 (CPA) 0164
OFFERED: 1st Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITES: To continue to the next sequential course at the same level (CPA or H), students will need a ‘C’ or better in the course and on the final exam. To move from CPA to H, students will need a ‘B’ or better in the course and on the final exam, as well as a teacher recommendation. To move from H to CPA, students will need a teacher recommendation.
GRADE(S): 9-12

DESCRIPTION OF COURSE: This course is the next step in the Spanish sequence for intermediate students. Grammar study will focus on review and expansion of previous material. The course will also introduce the second simple past tense. Further development of socializing skills and cultural awareness will be stressed. After successful completion of Spanish III, students will be able to express themselves in both past tenses using a variety of regular and irregular verbs and understand material presented in these tenses. They will use new vocabulary to talk about daily activities and travel.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

Spanish IV

COURSE NO: (H) 0176
OFFERED: 1st Semester
CREDIT: 5 Credits
LEVEL(S): H
PREREQUISITES: To continue to the next sequential course at the same level (CPA or H), students will need a ‘C’ or better in the course. To move from CPA to H, students will need a ‘B’ or better in the course, as well as a teacher recommendation.
GRADE(S): 10-12

DESCRIPTION OF COURSE: This course is the next step in the Spanish intermediate sequence. It is designed for the college-bound or language-orientated student interested in pursuing a more in depth study of Spanish. Grammar study will focus on verb usage in several tenses and both moods. The course will continue with the presentation of more advanced vocabulary. Students will be expected to communicate in the target language.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
• Collaborate effectively in a learning environment
• Communicate ideas through effective inquiry
• Communicate ideas through writing
• Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Spanish V
COURSE NO: (H) 0167
OFFERED: 2nd Semester
CREDIT: 5 Credits
LEVEL(S): H
PREREQUISITES: Minimum grade of ‘C’ in Spanish IV (H)
GRADE(S): 10 – 12

DESCRIPTION OF COURSE: This course is an upper-level elective for students who wish to increase their Spanish proficiency through intense exploration of cultural components of Spanish-speaking countries. All grammar points will be presented in the context of culture – history, music, dance, visual art, poetry, food, etc. Students are expected to have mastered all previous grammatical constructions. After successful completion of the course, students will demonstrate greater accuracy and fluency of mastered skills and have a greater appreciation for Hispanic cultures. Students will communicate using only the target language.

Student Learning Expectations:
• Interpret, evaluate, and synthesize information
• Communicate effectively through oral/non-verbal forms
• Utilize media and technology appropriately to both gather and share information
• Engage in educational pathways and choices consistent with their interests, abilities, and goals
• Collaborate effectively in a learning environment
• Communicate ideas through effective inquiry
• Communicate ideas through writing
• Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Spanish VI
COURSE NO: (H) 0179
OFFERED: 2nd Semester
CREDIT: 5 Credits
LEVEL(S): H
PREREQUISITES: Minimum grade of ‘C’ in Spanish V (H)
GRADE(S): 11 – 12

DESCRIPTION OF COURSE: This course is an upper-level elective for students who wish to increase their Spanish proficiency through advanced reading, writing, listening and speaking. Students will focus on intense vocabulary and grammar expansion through compositions and conversations based on authentic materials. Students are expected to have mastered all previous grammatical constructions. After successful completion of the course, students will demonstrate greater accuracy and fluency of mastered skills and have a greater appreciation for Hispanic cultures. Students will communicate using only the target language.

Student Learning Expectations:
• Interpret, evaluate, and synthesize information
• Communicate effectively through oral/non-verbal forms
• Utilize media and technology appropriately to both gather and share information
• Engage in educational pathways and choices consistent with their interests, abilities, and goals
TITLE: Advanced Placement Spanish Language
COURSE NO: (AP) 0172
OFFERED: 2nd Semester
CREDIT: 5 Credits
LEVEL(S): AP
PREREQUISITES: Minimum grade of ‘C’ in Spanish V (H)
GRADE(S): 11 – 12

DESCRIPTION OF COURSE: Advanced Placement Spanish Language is intended for students who wish to increase proficiency and integrate their Spanish skills, using authentic materials and sources. Students who enroll should already have a working knowledge of the language and cultures of Spanish-speaking people. They will speak exclusively in Spanish in addition to producing detailed writing samples. This course prepares students to take the AP Spanish Language Exam. Successful performance on the exam is equivalent to students who have completed 5 or 6 semesters of college Spanish language courses. By enrolling in this course, students are committing to taking the Advanced Placement Exam in May. Financial assistance with exam fees is available for those students in need. Students should see his/her guidance counselor to receive assistance.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Latin I
COURSE NO.: (H) 0130 (CPA) 0128
OFFERED: 1st Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITESThe course is designed to introduce students to the language, culture, and legacy of ancient Rome. Major emphasis is placed upon the development of reading proficiency in Latin, through the acquisition of grammar and vocabulary. The course is further enhanced by the presentation of various aspects of culture as they apply to the lessons. The first year student will acquire grammar skills that include the recognition and use of all cases of the first, second, and third declensions and all tenses of the four conjugations, in the active and passive voices, indicative mood. Students will be able to read, understand, and translate Latin passages of increasing length and complexity which parallel their acquisition of vocabulary and grammar; they will be able to express themselves in written Latin, understand and utilize relevant vocabulary, and understand and respond to basic greetings and instructions in spoken Latin. They will be familiar with the

GRADE(S): 10-12

DESCRIPTION OF COURSE: This course is designed to introduce students to the language, culture, and legacy of ancient Rome. Major emphasis is placed upon the development of reading proficiency in Latin, through the acquisition of grammar and vocabulary. The course is further enhanced by the presentation of various aspects of culture as they apply to the lessons. The first year student will acquire grammar skills that include the recognition and use of all cases of the first, second, and third declensions and all tenses of the four conjugations, in the active and passive voices, indicative mood. Students will be able to read, understand, and translate Latin passages of increasing length and complexity which parallel their acquisition of vocabulary and grammar; they will be able to express themselves in written Latin, understand and utilize relevant vocabulary, and understand and respond to basic greetings and instructions in spoken Latin. They will be familiar with the
daily life, customs, traditions, history, and legacy of the ancient Romans. They will have a better understanding of the relationship between Latin and English and Latin and the Romance languages, and have a greater understanding of English grammar and vocabulary.

**Student Learning Expectations:**
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

**TITLE:** Latin II  
**COURSE NO.:** (H) 0133 (CPA) 0135  
**OFFERED:** 2nd Semester  
**CREDIT:** 5 Credits  
**LEVEL(S):** H, CPA  
**PREREQUISITIES:**  To continue to the next sequential course at the same level (CPA or H), students will need a ‘C’ or better in the course. To move from CPA to H, students will need a ‘B’ or better in the course, as well as a teacher recommendation. To move from H to CPA, students will need a teacher recommendation.

**GRADE(S):** 10-12

**DESCRIPTION OF COURSE:** This course is designed as a continuation of Latin I, with continued emphasis on the development of reading proficiency in Latin through the acquisition of grammar and vocabulary. After successful completion of Latin II, students will be able to read, understand, translate and write Latin passages of considerable length and complexity using new grammatical concepts and vocabulary. They will further increase their understanding of the influence of the Roman Empire.

**NOTE:** The availability of this course is not guaranteed, therefore Latin should not be considered as an option for completing college requirements for foreign language study, as college admissions require at least two years of study in the same foreign language.

**Student Learning Expectations:**
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures
### TANTASQUA REGIONAL HIGH SCHOOL
HISTORY/SOCIAL STUDIES DEPARTMENT COURSE SEQUENCE

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<td>US History I (H, CPA, CP)</td>
<td>US History II (H, CPA, CP)</td>
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<td>Advanced Placement U.S History</td>
<td>Elective (Optional)</td>
<td>Advanced Placement U.S History</td>
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#### Elective Courses:
- AP Comparative Government and Politics (AP)
- AP Psychology (AP)
- Art History (H, CPA)
- Conflict and Coexistence (H, CPA)
- Dynamics of Democracy (H, CPA)
- Economics (H, CPA)
- Global Challenges for the 21st Century (H, CPA)
- Principles of Psychology (H, CPA)
- Sociology (CPA)
- Wars and Revolutions (H, CPA)
- We the People: Law and Civics in America (H, CPA)
HISTORY/SOCIAL STUDIES DEPARTMENT

Since the social studies encompass so much of human activity, the department makes use of the skills and information imparted by all the secondary-level academic departments: the arts, languages, sciences, and mathematics. Most importantly, it demands analytical reading and clear, insightful writing.

The intellectual skills special to history include the following: the ability to understand and to produce narration, the awareness of chronology and geography, the acquisition of important detail and its placement in larger contexts, and the comparison of events from different times and places. Social studies courses follow the standards and themes described in the Massachusetts History and Social Science Curriculum Framework. The academic and civic expectations from Tantasqua’s Core Values and Beliefs are embedded in the course curriculum.

Tantasqua students are expected to read regularly assigned materials from textbooks and other sources, take notes on information presented in class, participate in class discussions, make oral and visual presentations, take written quizzes and tests, and write research-based essays.

In order to accomplish these goals, the History/Social Studies Department requires all students to take and pass World History as freshmen, United States History I or AP United States History as sophomores, and United States History II (excluding AP United States History students) as juniors in order to graduate.

CORE COURSE OFFERINGS

World History (H, CPA, CP)
United States History I (H, CPA, CP)
United States History II (H, CPA, CP)
Advanced Placement United States History

ELECTIVE COURSE OFFERINGS

Advanced Placement Comparative Government and Politics (AP)
Advanced Placement Psychology (AP)
Art History (H, CPA)
Conflict and Coexistence (H, CPA) (Offered 2019-2020)
Dynamics of Democracy (H, CPA)
Economics (H, CPA)
Global Challenges for the 21st Century (H, CPA) (Offered 2019-2020)
Principles of Psychology (H, CPA)
Sociology (CPA)
Wars and Revolutions (H, CPA)
We the People: Law and Civics in America (H, CPA)
TITLE: World History
COURSE NO: (CPA) 0403 (CP) 0404
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): CPA, CP
PREREQUISITES: None
GRADE(S): 9

DESCRIPTION OF COURSE: This course challenges students to investigate global perspectives regarding civilizations, cultures, and societies from The Renaissance through The Cold War. Students will think critically, analyze and process information, research historical sources, as well as develop an understanding of time and chronological relationships. Students taking this course will develop an understanding of course content, exhibit the ability to read and interpret graphical information, locate continents, countries, and cities, as well as show an awareness of current events. All students will be required to write a formal research paper connected to course topic or theme.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: World History
COURSE NO: (H) 0405
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H
PREREQUISITES: Teacher recommendation
GRADE(S): 9

DESCRIPTION OF COURSE: World History (H) is designed to challenge the serious college bound student. Students enrolled in this course will examine forces that shape society, exploring the political, social, economic, cultural, and religious histories of world civilizations from The Renaissance through The Cold War. Specialized vocabulary, which is essential to an understanding of World History, is integrated into these areas of study. Students are expected to recognize broad historical themes, understand inferences and implications, interpret primary source data, identify parallel situations, and integrate new information with prior knowledge. All students will be required to write a formal research paper connected to course topic or theme.

Students enrolled in this course should be able to read and write at or above grade level and should be able to draw inferences and conclusions from primary source readings. Extensive reading is required. Students will take part in historical simulations, plays, projects, and classroom discussions, as well as complete research activities that will culminate in oral and written reports. Students will also demonstrate the ability to use technology as a tool to enhance social studies skills. Active class participation is essential to succeed in this class.
Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: United States History I
COURSE NO.: (CPA) 0421 (CP) 0422
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): CPA, CP
PREREQUISITE: Successful completion of World History (CPA or CP)
GRADE(S): 10

DESCRIPTION OF COURSE: United States History I covers the history of the United States from Colonization to the turn of the twentieth century. Special emphasis will be placed on the Constitution. Students will make connections between the present day and historical events and trends. Students taking this course will be expected to increase their understanding of fundamental civic concepts, knowledge of geography, and skills in reading and analyzing primary sources, graphs, and cartoons. In addition, students will acquire a broad knowledge of current events, specialized social studies vocabulary, and economic concepts. All students will be required to write a formal research paper analyzing a single topic in United States History 1492-1900.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: United States History I (H)
COURSE NO.: (H) 0416
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H
PREREQUISITE: Minimum grade of ‘A’ in World History (CPA) or ‘B’ in World History (H)
GRADE(S): 10

DESCRIPTION OF COURSE: United States History I (H) is a class designed to challenge the serious college bound student. The course covers the history of the United States from Colonization to the turn of the twentieth century. Special emphasis will be placed on the Constitution. Students will make connections between the present day and historical events and trends. Students taking this course will be expected to increase their understanding of fundamental civic concepts, knowledge of geography, and skills in reading and analyzing primary sources, graphs and cartoons. In addition, students will acquire a broad knowledge of current events, specialized social studies vocabulary, and economic concepts. United States History I (H) requires extensive reading of texts and supplemental secondary sources, and will focus particularly on developing skills in reading and analyzing primary sources. Students may also create original written, oral, and visual presentations, engage
in simulations and formal debates, and write formal and informal essays. Active participation in class activities and discussions is essential to success in this class. All students will be required to write a formal research paper analyzing a single topic in United States History 1492-1900.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: United States History II
COURSE NO.: (CPA) 0423 (CP) 0424
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): CPA, CP
PREREQUISITE: Successful completion of United States History I
GRADE(S): 11

DESCRIPTION OF COURSE: This course will focus on the development of United States history and government from 1900 to the present. The course will emphasize understanding the forces that have shaped modern American society and the role of the United States in international affairs. Students will make connections between the present day and historical events and trends. Students taking this course will be expected to increase their understanding of fundamental civic concepts, knowledge of geography, and skills in reading and analyzing primary sources, graphs, and cartoons. In addition, students will acquire a broad knowledge of current events, specialized social studies vocabulary and economic concepts. All students will be required to write a formal research paper analyzing a single topic in United States history from 1900 to the present.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: United States History II
COURSE NO: (H) 0417
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H
PREREQUISITE: Minimum grade of ‘B’ in United States History I (CPA) or ‘C’ in United States History I (H)
GRADE(S): 11

DESCRIPTION OF COURSE: United States History II (H) is a class designed to challenge the serious college bound student. This course will focus on the development of United States History and Government from 1900 to the present. The course will emphasize understanding the forces that have shaped modern American society
and the role of the United States in international affairs. Students will make connections between the present day and historical events and trends. Students taking this course will be expected to increase their understanding of fundamental civic concepts, knowledge of geography, and skills in reading and analyzing primary sources, graphs and cartoons. In addition, students will acquire a broad knowledge of current events, specialized social studies vocabulary and economic concepts. United States History II (H) requires extensive reading of texts and supplemental secondary sources, and will focus particularly on developing skill in reading and analyzing primary sources. Students may also create original written, oral, and visual presentations, engage in simulations and formal debates, and write formal and informal essays. Active participation in class activities and discussions is essential to success in this class. All students will be required to write a formal research paper analyzing a single topic in United States History from 1900 to the present.

Student Learning Expectations:

- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: Advanced Placement United States History
COURSE NO: (AP) 0412
OFFERED: Full Year
CREDIT: 10 Credits
LEVEL(S): AP
PREREQUISITES: Minimum grade of ‘A’ in World History (CPA) or successful completion of World History (H), and teacher recommendation.
GRADE(S): 10-11

DESCRIPTION OF COURSE: This ten credit course is designed for students who will be taking either the United States History SAT Subject Test and/or the AP United States History Exam. The course covers the history of the United States from Colonization to the present. It will provide analytic skills and factual knowledge to prepare students for intermediate and advanced college courses. In keeping with the History/Social Studies Department guideline, all students taking this course will be required to write one research paper for the course. By enrolling in this course, students are committing to taking the Advanced Placement Exam in May. Financial assistance with exam fees is available for those students in need. Students should see his or her guidance counselor to receive assistance.

Student Learning Expectations:

- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
ELECTIVE COURSE DESCRIPTIONS

TITLE: Advanced Placement Comparative Government and Politics
COURSE NO: (AP) 0445
OFFERED: 1st Semester
CREDIT: 5 Credits
LEVEL(S): AP
PREREQUISITES: Minimum grade of ‘B’ in United States History II (H) or a ‘C’ in AP United States History
GRADE(S): 11-12

DESCRIPTION OF COURSE: Advanced Placement (AP) Comparative Government and Politics is a course designed to introduce students to the fundamental concepts of politics. This course aims to illustrate the rich global diversity of political life, to show available institutional and governmental alternatives, to explain the differences that exist in processes and policy outcomes of different countries, to examine various economic systems, and to communicate to students the importance of international political and economic changes. The core concepts of AP Comparative Government and Politics will focus around the examination and investigation of China, Great Britain, Iran, Mexico, Nigeria, and Russia. Students who enroll in this course will:

a) Develop a working understanding of major comparative political concepts and themes
b) Analyze and interpret basic data relevant to comparative government and politics
c) Compare and contrast political institutions and political cultures across countries and the world

By enrolling in this course, students are committing to taking the Advanced Placement Exam in May. Financial assistance with exam fees is available for those students in need. Students should see his or her guidance counselor to receive assistance.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Advanced Placement Psychology
COURSE NO: (AP) 0440
OFFERED: 2nd Semester
CREDITS: 5 Credits
LEVEL(S): AP
PREREQUISITES: Successful completion of Principles of Psychology or Anatomy and Physiology
GRADE(S): 12

DESCRIPTION OF COURSE: The Advanced Placement Psychology course expands students' understanding of the systematic and scientific study of the behavior and mental processes of human beings and animals. Students also learn about the ethics and methods used by psychologists in their science and practice. AP Psychology students should have a strong understanding of the anatomical structure and function of the human brain, the endocrine system, the sensory system, and of the scientific method. Students investigate the psychological facts, principles, and phenomena associated with each of the major subfields within psychology.
During the course, students apply their previous knowledge of the central nervous and endocrine systems to case studies, and independent field work. Additionally, students study the therapeutic and pharmacological treatments for mental illnesses that are introduced in the Principles of Psychology course. Students will analyze current events and contemporary trends in human behavior based upon their prior knowledge of the human mind. By enrolling in this course, students are committing to taking the Advanced Placement Exam in May. Financial assistance with exam fees is available for those students in need. Students should see his or her guidance counselor to receive assistance.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: Art History
COURSE NO: (H) 0464 (CPA) 0465
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITIES: Course is available to all juniors and seniors in good standing. However, preference will be given to those who have completed U.S. History II.
GRADE(S): 11-12

DESCRIPTION OF COURSE: Art History is a course designed for students who would enjoy learning more about specific time periods in history through the study of different mediums of art. This course will cover material chronologically, beginning with Ancient Greece and ending with Post-Modernist contemporary artists. The course will spend the most time on Renaissance art to the 21st century. In addition, we will explore global arts which may include Africa, the ancient North and South Americas, and Asia. Throughout the year, students will be guided by the following essential questions; What is art and how is it made? Why and how does art change? What can we learn from the relationship between art and historical events and trends?

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technologies appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Conflict and Coexistence: World Religions and the Religious History of the U.S.
(Offered 2019-2020)
COURSE NO: (H) 0450 (CPA) 0451
OFFERED: 2nd Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITES: Course is available to all juniors and seniors in good standing. However, preference will be given to those who have completed U.S. History II.

GRADE(S): 11-12

DESCRIPTION OF COURSE: This course examines the impact of religion on global politics, international relations, and U.S. domestic/foreign policy. The first half of the course focuses on the major religions of the world and their global impact on political and cultural history. The second half of the course examines the religious experience of Americans from the colonial era to the present. Emphasis will be placed on key episodes in American religious history that highlight important themes and major turning points that have impacted U.S. political and cultural history.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Dynamics of Democracy: Connecting to Communities
COURSE NO: (H) 0470 (CPA) 0471
OFFERED: 2nd Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITES: Successful completion of or concurrent enrollment in United States History II or successful completion of AP United States History, as well as teacher recommendation.
GRADE(S): 12

DESCRIPTION OF COURSE: This non-traditional civics course engages students in the classic struggle of American democracy: how to balance the rights and responsibilities of individuals with the needs of society as a whole. Topics in American government are studied through a philosophical and practical lens with an emphasis on local issues and the philosophy of democracy and citizenship. Students investigate course content through instructional fieldwork, simulations, guest speakers, research, readings, class discussions and community service learning (CSL) projects. Since CSL is a major component of this course, students may need transportation to cooperating community sites and must exhibit positive citizenship behavior.

Content includes the study of current public policy issues in the Tantasqua communities and Massachusetts, as well as the mission and work of the following community institutions: police and court system, public and private community agencies, local government offices, and state agencies that have an impact on our local communities. Guest speakers from the private and public sector provide insight into the practical aspects of the dynamics of democracy. Students of all abilities should find this course challenging and informative.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
TITLE: Economics
COURSE NO: (H) 0462 (CPA) 0463
OFFERED: Semester, Alternate Day
CREDIT: 2.5 Credits
LEVEL(S): H, CPA
PREREQUISITES: Course is available to all juniors and seniors in good standing. However, preference will be given to those who have completed U.S. II. Sophomores who have successfully completed their 1st Semester of AP U.S. History may also enroll.
GRADE(S): 11-12

DESCRIPTION OF COURSE: This course introduces the fundamentals of both macro and micro economics. Students will acquire a working knowledge of the nature of capital, production, distribution, and consumption; the role of government in both a free and controlled economy, the nature and function of credit and banking, the relationship of Gross Domestic Product (GDP) to economic growth, the business cycle and attempts to control it. Independent research and projects are expected to be completed by all students which should reflect the ability to think abstractly and to communicate information in a clear and effective manner through the written word, classroom discussions, and presentations. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: Global Challenges for the 21st Century (Offered 2019-2020)
COURSE NO: (H) 0492 (CPA) 0493
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITES: Course is available to all juniors and seniors in good standing. However, preference will be given to those who have completed U.S. History II.
GRADE(S): 11-12

DESCRIPTION OF COURSE: This course examines recent history and contemporary challenges facing countries in Africa, Asia, Europe, and the Middle East, and their implications for the United States. Topics may include: the emerging economic and political power of China and Russia; the Israeli-Palestinian conflict; Genocide; the Modern Middle East; the rise of Radical Islamism; and the War on Terrorism. Students will examine the history of these challenges and conflicts, analyze current developments, and make predictions and recommendations for the future. Students will explore these regions and issues in greater depth than is possible in the World History classes and will acquire skills associated with analyzing global conflicts and controversies. Assigned readings from textbooks, primary source documents, periodicals and newspapers, selected films, and individual and group research projects will equip students to approach these questions from different perspectives. Active class participation is essential as students are expected to develop and communicate their own conclusions on significant international issues, make presentations, and take part in debates and simulations.
Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Principles of Psychology
COURSE NO.: (H) 0436 (CPA) 0437
OFFERED: Semester
CREDITS: 5 Credits
LEVEL(S): H, CPA
PREREQUISITES: Successful completion of US History II
GRADE(S): 12

DESCRIPTION OF COURSE: The purpose of Principles of Psychology is to introduce students to the systematic and scientific study of behavior and mental processes. Students will be exposed to the psychological facts, principles, and phenomena associated within the bio-psychological, cognitive, developmental, and sociocultural domains of psychology. They will also learn about the methods psychologists use in their science and practice. Different methods and strategies will be used to actively involve students in this learning process. Some of these include experiments, problem solving group work, writing for understanding, oral presentations, news journals, and student notebooks. Some of the topics covered in psychology include the following: the biological bases of behavior; learning; growth and development; motivation, emotion, and stress; personality and assessment; and psychological disorders.

Student Learning Expectations:
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: Sociology
COURSE NO.: (CPA) 0431
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): CPA
PREREQUISITES: Course is available to all juniors and seniors in good standing. However, preference will be given to those who have completed U.S. History II.
GRADE(S): 11-12

DESCRIPTION OF COURSE: Sociology is the systematic study of human society and social interaction. Sociologists develop theories of how human behavior is shaped by group life, and how, in turn, group life is affected by individuals. Sociological inquiry about society and human behavior will provide students with new ways of approaching problems in everyday life, as well as promoting understanding of people and cultures throughout the world. Active student learning will include research projects, current event article analysis
relating to our sociology subjects, video simulation exercises, group discussions, audio-visual presentations, small group projects, research assignments, oral presentations, and the integration of Google Classroom.

**Student Learning Expectations:**
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

**TITLE:** Wars and Revolutions  
**COURSE NO:** (H) 0486 (CPA) 0487  
**OFFERED:** Semester  
**CREDIT:** 5 Credits  
**LEVEL(S):** H, CPA  
**PREREQUISITES:** Course is available to all juniors and seniors in good standing. However, preference will be given to those who have completed U.S. History II.  
**GRADE(S):** 11-12

**DESCRIPTION OF COURSE:** Wars and Revolutions is a non-traditional history course designed to study modern wars and revolutions through research, presentation and competitive class debates. The main focus of this history class will be Ireland, Israel and Iraq/Afghanistan. The war component of the course will compare and contrast the conventional wars of the twentieth century (WWI and WWII, etc.) with guerilla wars (Ireland, Afghanistan, etc.) and use this knowledge to study current conflicts (Israel, Iraq etc.). Students will investigate the causes and results of wars and revolutions through debates and historical simulation games. Class assessments are primarily research projects, presentations, and debating. The course is designed for highly motivated students who take an interest in the events of the past and how they connect to today.

**Student Learning Expectations:**
- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

**TITLE:** We the People: Law and Civics in America  
**COURSE NO:** (H) 0478 (CPA) 0479  
**OFFERED:** Semester  
**CREDIT:** 5 Credits  
**LEVEL(S):** H, CPA  
**PREREQUISITES:** Course is available to all juniors and seniors in good standing. However, preference will be given to those who have completed U.S. History II.  
**GRADE(S):** 11-12

**DESCRIPTION OF COURSE:** This course uses real life and hypothetical legal situations and hands on debates, mock trials, simulations, and discussions to teach students about various aspects of the law and its role in the
everyday lives of teens and young adults in the United States today. It specifically focuses on practical areas of the law that will prove useful to students entering college or the “real world.” Finally, the course expands upon the fundamental rights and responsibilities of American citizens and provides students with the information and tools necessary to become knowledgeable and active citizens in today’s ever-changing society.

Student Learning Expectations:

- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media & technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Communicate ideas through effective inquiry
- Communicate ideas through writing
LIFE SKILLS DEPARTMENT

Leadership, Consumer Sciences, and Health

As part of the Life Skills Department, Leadership, Consumer Sciences, and Health courses are designed to teach students to make healthy decisions and to become informed consumers. Our environment impacts what we are, how we see others, how we deal with others, and how we proceed through life. In these courses, students are given the opportunity to explore the many facets of contemporary living, to become critical decision makers, and to communicate effectively with others. Students will also have the opportunity to apply classroom theory to hands-on activities in class and use their knowledge and skills in everyday living situations. The basic living skills learned in this class will enable students to live happy, healthy, and productive lives.

TITLE: Freshman Seminar
COURSE NO: 0814
OFFERED: Semester, Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: None
GRADE(S): 9

DESCRIPTION OF COURSE: Freshman Seminar is designed to assist freshman students in transitioning to high school and introduce them to leadership characteristics that will support their personal growth and academic success. This course will focus heavily on learning, practicing and reinforcing practical skills and behavior that will allow them to become school and community leaders. Course work includes in-class individual and teamwork building activities, homework assignments, the reading of The Seven Habits of Highly Effective Teens, and a portfolio. Topics covered will include personal responsibility/self-advocacy, goal setting, organization and time management, mental well-being and stress management, communication and teamwork, growth mindset and study skills. A community service learning project will be developed to assess the skills learned and provide the opportunity for students to gain practical experience. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral-non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: Real-World Warriors: Post Graduate Planning
COURSE NO: 0813
OFFERED: Semester, Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: None
GRADE(S): 10-12

DESCRIPTION OF COURSE: Real World Warriors is designed to prepare students to safely and successfully navigate everyday life after high school, whether it is college or another post-secondary experience. Students
will learn how to manage resources while living healthy, well, and independently in the years after high school graduation. This innovative course is designed to help students take charge of their future. Course work includes in-class skill based activities and quizzes/exams. This course is organized into the following units of study: Health/Personal Safety, Money Management, Stress Management, Cooking and Nutrition Fundamentals, and the Basics of Car Ownership. Some examples of specific topics to be discussed include: preparing healthy meals on a budget, creating and managing a budget, credit card interest rates and debt awareness, and advanced health topics such as interpersonal safety, accessing healthcare services, and basic automobile safety and maintenance. Special focus will be placed on preparing students to think critically, make wise decisions, and develop a foundation of healthy habits that will allow them to become self-sufficient, socially aware, contributing members of society. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral-non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing

**Health**

All students must take and pass Health I: An Examination of Risks in order to graduate.

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<th>Health I: An Examination of Risks</th>
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</tbody>
</table>

**DESCRIPTION OF COURSE:** Health I is grounded in scientific principles that explores adolescent behavior and the effects such behavior can have on individuals, their family, a social group, or society. The objectives are 1) make students familiar with diseases as they affect human body systems; 2) explore health behavior theory so that students may understand the rationale behind their decision making; 3) teach health enhancing behaviors for students to incorporate into their lifestyle; and 4) practice the skills necessary for health promotion. Emphasis is placed on the science of health. Course work includes class discussions, activities and in class group work, homework assignments and exams. Students are expected to maintain an organized binder of all materials distributed in class. This binder is regularly assessed and graded. Health I encourages students to be active participants in the investigation of adolescent health issues. The course consists of six parts: healthy eating, communicable diseases, human sexuality, mental health, drugs, and personal safety. Identification of risk-taking behavior and habits to improve personal health and safety are the primary foci throughout the semester. Each student is encouraged to identify individual health needs and to develop specific plans to maintain or improve personal health. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**
**Student Learning Expectations:**

- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral-non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing

**Physical Education**

The physical education program, with its focus on lifetime activities, is designed to meet students’ needs through individual activities, team sports and personal fitness programs. These activities are designed to meet specific goals that develop group unity and cohesiveness, critical thinking skills, positive social interactions, and encourage students to accept all challenges. Students will develop gross and fine motor skills and a working knowledge of lifetime activities and fitness concepts.

All physical education classes are co-educational. All students will be provided a lock and locker to store their belongings. Students are required to change their clothes for class to promote proper hygiene. Students may participate in a swimming unit during their physical education class. Students must wear a clean bathing suit (with no underwear, as per public health law) and provide their own towel and showering materials.

Students must pass a minimum of seven and one-half credits of physical education to graduate. Students in grades nine and ten are assigned to Physical Education 9/10. Students in grades eleven and twelve are assigned to Physical Education 11/12 or may choose physical education as an elective.

Students are not medically excused from physical education without proper documentation. Students who are unable to participate due to a long term or chronic medical issue must provide medical documentation. Students unable to actively participate in physical education class due to a short term medical issue must have a note from a parent/guardian and may be required to obtain documentation from their physician. Documentation must include the nature of the disability, date of return to active participation, and the physician’s name and signature. A written assignment will be required of a student unable to participate in physical education for a medically documented reason.

Students who wear jewelry or have body piercing that are deemed by the instructor to present a danger to the student or others will be required to remove or cover the jewelry or pierced area of concern while participating in class activities.

Seniors must have the approval of the physical education department and Internship Coordinator to be an intern for a semester. First consideration for an internship is given to seniors interested in physical education, or a related field, as a career. A limited number of openings are available.

**Course Offerings**

<table>
<thead>
<tr>
<th>TITLE: Physical Education 9/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO: 0801</td>
</tr>
<tr>
<td>OFFERED: Semester Alternate Day</td>
</tr>
<tr>
<td>CREDIT: 2.5 Credits</td>
</tr>
</tbody>
</table>
PREREQUISITES: None
GRADE(S): 9-10

DESCRIPTION OF COURSE: The focus of Physical Education 9/10 is the development of basic fitness concepts, physical skills, games, rules, and both individual and team play. Students may begin to develop an understanding for the kinesiology and biomechanics of movement. Units may include the following: beginner fitness, aerobic activities; badminton; basketball; coordination; floor hockey; lacrosse; new games; orienteering; recreational games; soccer; softball, swimming; tennis; ultimate Frisbee; volleyball; and weight training. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral-non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry

TITLE: Introduction to Dance
COURSE NO: 0799
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: None
GRADE(S): 9-12

NOTE: This course fulfills PE or Fine Arts graduation requirement

DESCRIPTION OF COURSE: Students will explore the elements of dance and develop a deeper and fuller understanding of music and dance as art forms. Students will study various genres of dance that will promote correct posture and physical conditioning as they work to execute the basic movements of these styles. This course will also require students to create their own choreography and analyze and critique a variety of dance performances. This is an active class that will encourage the development of flexibility, coordination, stamina, and strength through dance training and aerobic conditioning. Students are expected to wear dance attire and actively participate in every class as they work toward a more positive self-image through the performing arts. Homework and class work will consist of practicing dance steps, creating original dance combinations, collaborating on choreography projects, and analyzing dance styles through the use of both live and video presentations (i.e. movie musicals, dance concerts, etc.). THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Communicate effectively through oral-non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Demonstrate the ability to understand and appreciate other nations and cultures
TITLE: Dance II
COURSE NO: 0798
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: Minimum grade of ‘A-’ in Introduction to Dance or student must be a participant in intermediate level of dance class with an outside studio
GRADE(S): 9-12
NOTE: This course fulfills PE or Fine Arts graduation requirement

DESCRIPTION OF COURSE: This intermediate/advanced course is designed for students interested in career fields in the performing arts and for extra-curricular dancers interested in expanding their knowledge base beyond that offered in technique dance classes. Focus is on biomechanics of dance vocabulary, aesthetics of performance, choreography and history. As this is a practical course, performance is required. Course may be repeated for credit. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Physical Education 11/12
COURSE NO: 0804
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: None
GRADE(S): 11-12

DESCRIPTION OF COURSE: The focus of Physical Education 11/12 is to help students understand advanced concepts of fitness, game play, strategies, and team concepts. Additionally, this course is designed to teach students about activities that will foster a healthy lifestyle and encourage lifelong physical well-being. Students may continue to develop an understanding for the kinesiology and biomechanics of movement. Students will spend part of the semester in fitness related activities such as stretching, cardiovascular training, and muscular strength and endurance. Students also may participate in the following selections: archery, badminton, basketball, coordination, fitness testing, floor hockey, golf, lacrosse, recreational games, softball, soccer, swimming, tennis, ultimate Frisbee, and volleyball. Activities will be limited to ensure objectives are met; therefore, not all activities listed above will be offered. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral-non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
TITLE: Sports Fitness Training
COURSE NO: 0819
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: Minimum grade of ‘A-’ in Physical Education 9/10 or Physical Education 11/12, and Department Chair recommendation
GRADE(S): 9-12

DESCRIPTION OF COURSE: This advanced level course is designed for students interested in resistance training and cardiovascular conditioning as a means of enhancing athletic and personal performance. Focus is on full body strength training programs that establish a sound fitness base while maximizing potential. Intensity level will increase as the student masters each section. Students may repeat this course for credit. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral-non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry

TITLE: Walking, Jogging, and Cardio Exercise
COURSE NO: 0808
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: Successful completion of Physical Education 9/10
GRADE(S): 10-12

DESCRIPTION OF COURSE: This course is designed to teach the student about walking and jogging for pleasure and fitness. The focus of this course is on walking and jogging technique, strengthening and stretching exercises, cardiovascular fitness programming, and diet. Students are required to actively participate in this course and will walk or jog in most, if not all class, meetings. Good running shoes would be helpful. Alternate activities may be included such as swimming, hiking, and aerobics. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral-non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment

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MATHEMATICS DEPARTMENT

The Mathematics Department offers courses that are designed to meet the needs of all students.

These courses:
- Accommodate all students’ interests, abilities, and goals.
- Have specific measurable goals associated with each skill area.
- Require students to assume responsibility for attaining goals.
- Develop skills through applications that require students to acquire, interpret, analyze, integrate, and apply information in a discerning manner.
- Include the use of all appropriate technology.

Core courses in mathematics include:
- Algebra I: Part 1 & Part 2
- Geometry
- Algebra II

**College Preparatory Level Courses**

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>MCAS Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO:</td>
<td>(CP) 0216</td>
</tr>
<tr>
<td>OFFERED:</td>
<td>2nd Semester Alternating Day</td>
</tr>
<tr>
<td>CREDIT:</td>
<td>2.5 Credits</td>
</tr>
<tr>
<td>LEVEL(S):</td>
<td>CP</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Must have a warning on the 8th grade MCAS test, have failed the MCAS Math Exam or receive teacher recommendation</td>
</tr>
<tr>
<td>GRADE(S):</td>
<td>10-12</td>
</tr>
</tbody>
</table>

DESCRIPTION OF COURSE: This alternating day course is designed to help improve the computational and mathematical interpretation skills of students to help them pass the 10th grade MCAS test. The course content is aligned with the Massachusetts Curriculum Frameworks. The curriculum includes topics from the Framework strands of: Number Sense and Quantity; Relations and Algebra; Geometry; Statistics and Probability. The credits for this course do not fulfill the school’s math credit requirements for graduation. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE DURING SECOND SEMESTER.**

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Introduction to High School Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO:</td>
<td>(CP) 0254</td>
</tr>
<tr>
<td>OFFERED:</td>
<td>1st Semester</td>
</tr>
<tr>
<td>CREDIT:</td>
<td>5 Credits</td>
</tr>
<tr>
<td>LEVEL(S):</td>
<td>CP</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Teacher recommendation</td>
</tr>
</tbody>
</table>
GRADE(S): 9-12

DESCRIPTION OF COURSE: Introduction to High School Math (CP) is designed to prepare students for the kinds of mathematical reasoning and problem solving required for Algebra and other high school Math courses. Units covered include the study of patterns and functions, basic probability, number sense, interpreting data, geometry, and arithmetic skills. Students in Introduction to High School Math will approach problems of increasing complexity in a variety of content areas. Emphasis will be placed on displaying and communicating numerical and algebraic sense. The next recommended course is Pre-Algebra (CP).

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

TITLE: Pre-Algebra  
COURSE NO.: (CP) 0223  
OFFERED: 1st Semester  
CREDIT: 5 Credits  
LEVEL(S): CP  
PREREQUISITES: Teacher recommendation  
GRADE(S): 9-10

DESCRIPTION OF COURSE: Pre-Algebra (CP) is a course designed to prepare students for the study of Algebra. Students in Pre-Algebra will approach problems of increasing complexity in a variety of content areas. Units covered will include the study of patterns and functions, basic probability, number sense, interpreting data, geometry and arithmetic skills. Introductory topics in Algebra including variables, solving equations, proportional reasoning and working with integers will be examined. The next recommended course is either Intro to Abstract Math (CP) or Algebra I Part 1 (CP), based on teacher recommendation.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

TITLE: Intro to Abstract Math  
COURSE NO.: (CP) 0290  
OFFERED: 1st Semester  
CREDIT: 5 Credits  
LEVEL(S): CP  
PREREQUISITES: Teacher recommendation  
GRADE(S): 9-12

DESCRIPTION OF COURSE: Introduction to Abstract Math (CP) is designed to prepare students for the kinds of mathematical reasoning and problem solving required for Algebra and other high school Math courses. Units covered include the study of patterns and functions, basic probability, number sense, interpreting data, geometry, and arithmetic skills. Students in Introduction to Abstract Math will approach problems of increasing
complexity in a variety of content areas. Emphasis will be placed on displaying and communicating numerical and algebraic sense. This course includes MCAS prep once a week. The next recommended course is Algebra I Part 1 (CP).

**Student Learning Expectations:**

- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

<table>
<thead>
<tr>
<th>TITLE: Algebra I - Part 1</th>
<th>Algebra I - Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO: (CP) 0274</td>
<td>(CP) 0276</td>
</tr>
<tr>
<td>OFFERED: 1st Semester</td>
<td>1st Semester</td>
</tr>
<tr>
<td>CREDIT: 5 Credits</td>
<td>5 Credits</td>
</tr>
<tr>
<td>LEVEL(S): CP</td>
<td>CP</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Successful completion of Pre-Algebra (CP) or Intro to Abstract Math (CP)</td>
</tr>
<tr>
<td>GRADE(S): 9-12</td>
<td>9-12</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF COURSE:** Algebra I – Part 1 (CP) constitutes the first course in our college preparatory level mathematics sequence. It is essential for many trades and professions and is required for some majors at two-year colleges. Units covered include variable representation, order of operations, operations with signed numbers, solving both linear equations and linear inequalities. Problem solving and computing using algebraic methods and appropriate technology is included in this course. The next recommended course is Algebra I - Part 2 (CP).

**Student Learning Expectations:**

- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

<table>
<thead>
<tr>
<th>TITLE: Algebra I - Part 2</th>
<th>Algebra I - Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO: (CP) 0276</td>
<td>(CP) 0277</td>
</tr>
<tr>
<td>OFFERED: 1st Semester</td>
<td>2nd Semester</td>
</tr>
<tr>
<td>CREDIT: 5 Credits</td>
<td>5 Credits</td>
</tr>
<tr>
<td>LEVEL(S): CP</td>
<td>CP</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Successful completion of Algebra I – Part 1 (CP)</td>
</tr>
<tr>
<td>GRADE(S): 9-12</td>
<td>9-12</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF COURSE:** Algebra I – Part 2 (CP) constitutes the second course in our college preparatory level mathematics sequence. It is essential for many trades and professions and is required for some majors at two-year colleges. Units covered include graphing linear equations and inequalities, absolute value functions, exponential functions, solving systems of equations and solving real-world problems. Problem solving and computing using algebraic methods and appropriate technology is included in this course. The next recommended course is Geometry (CP).
Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

**Title:** Geometry  
**Course No:** (CP) 0226  
**Offered:** 1st Semester  
**Credit:** 5 Credits  
**Level(s):** CP  
**Prerequisites:** Successful completion of Algebra I – Part 2 (CP)  
**Grade(s):** 10-12

**Description of Course:** Geometry (CP) is the third course in our college preparatory level mathematics sequence. It is designed for those students who have had difficulty with mathematics but would benefit from having the fundamentals of geometry. While the content parallels that of Geometry (CPA), emphasis is placed on interpreting information and computational skills. Units covered include two-dimensional relationships, congruence, similarity, parallel lines, area, and volume. The primary focus is to learn concrete geometric concepts applicable to most trades and professions. The next recommended course is Bridge to Algebra II (CP).

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

**Title:** Bridge to Algebra II  
**Course No:** (CP) 0237  
**Offered:** 1st Semester  
**Credit:** 5 Credits  
**Level(s):** CP  
**Prerequisites:** Successful completion of Geometry (CP)  
**Grade(s):** 10-12

**Description of Course:** Bridge to Algebra II (CP) is the fourth course in our college preparatory level mathematics sequence. Units covered include solving and graphing quadratic equations, operations with polynomials, rational exponents, radicals, and solving real-world problems. Problem solving and computing using algebraic methods and appropriate technology is included in this course. The next recommended course is Algebra II (CP).

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation
DESCRIPTION OF COURSE: Algebra II (CP) is the fifth course in our college preparatory level mathematics sequence. It is essential for many trades and professions and is required for some majors at two-year colleges. Units covered include graphing polynomial equations, operations on polynomial functions, families of functions, rational and negative exponents, imaginary and complex numbers and arithmetic and geometric sequences. Emphasis is placed on problem solving and computing using algebraic methods and appropriate technology.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

College Preparatory Advanced Level Courses

DESCRIPTION OF COURSE: Algebra I – Part 1 (CPA) is the first course in our college preparatory advanced mathematics sequence. It is required by most colleges and is essential for most trades and professions. Units covered include polynomials, linear equations, inequalities, simplifying and evaluating algebraic expressions, solving linear equations, graphing linear functions and systems, and applications of those skills. Emphasis is placed on problem solving and computing using algebraic methods and appropriate technology. The next recommended course is Algebra I – Part 2 (CPA).

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation
<table>
<thead>
<tr>
<th>TITLE: Algebra I - Part 2</th>
<th>Algebra I - Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO: (CPA) 0270</td>
<td>(CPA) 0271</td>
</tr>
<tr>
<td>OFFERED: 1st Semester</td>
<td>2nd Semester</td>
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<tr>
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</tr>
<tr>
<td>LEVEL(S): CPA</td>
<td>CPA</td>
</tr>
<tr>
<td>PREREQUISITES: Minimum grade of ‘C’ in Algebra I – Part 1 (CPA) and teacher recommendation</td>
<td></td>
</tr>
<tr>
<td>GRADE(S): 9-12</td>
<td>9-12</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF COURSE:** Algebra I – Part 2 (CPA) is the second course in our college preparatory advanced mathematics sequence. It is required by most colleges and is essential for most trades and professions. Units covered include factoring, solving and graphing quadratic equations, operations with polynomials, rational exponents, radicals, and solving real-world problems. Emphasis is placed on problem solving and computing using algebraic methods and appropriate technology. The next recommended course is Geometry (CPA).

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

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<table>
<thead>
<tr>
<th>TITLE: Geometry</th>
<th>Geometry</th>
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</thead>
<tbody>
<tr>
<td>COURSE NO: (CPA) 0221</td>
<td>(CPA) 0222</td>
</tr>
<tr>
<td>OFFERED: 1st Semester</td>
<td>2nd Semester</td>
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<tr>
<td>CREDIT: 5 Credits</td>
<td>5 Credits</td>
</tr>
<tr>
<td>LEVEL(S): CPA</td>
<td>CPA</td>
</tr>
<tr>
<td>PREREQUISITES: Minimum grade of ‘C’ in Algebra I – Part 2 (CPA) and teacher recommendation</td>
<td></td>
</tr>
<tr>
<td>GRADE(S): 10-12</td>
<td>10-12</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF COURSE:** Geometry (CPA) is the third course in our college preparatory advanced mathematics sequence. Required by most colleges, Geometry is recommended for students planning on continuing their education past high school. Units covered include parallel and perpendicular lines, properties of triangles, congruent and similar figures, and right triangle trigonometry. Though proof is an integral part of the course, emphasis is placed on the organization of ideas and the application of geometric concepts. The recommended next course is Algebra II (CPA).

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

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<table>
<thead>
<tr>
<th>TITLE: Algebra II</th>
<th>Algebra II</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO: (CPA) 0241</td>
<td>(CPA) 0242</td>
</tr>
<tr>
<td>OFFERED: 1st Semester</td>
<td>2nd Semester</td>
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<tr>
<td>CREDIT: 5 Credits</td>
<td>5 Credits</td>
</tr>
<tr>
<td>LEVEL(S): CPA</td>
<td>CPA</td>
</tr>
</tbody>
</table>
PREREQUISITES: Minimum grade of ‘C’ in Algebra I – Part 2 (CPA), successful completion of Geometry (CPA), and teacher recommendation
GRADE(S): 10-12

DESCRIPTION OF COURSE: Algebra II (CPA) is the fourth course in our college preparatory advanced mathematics sequence. It satisfies the mathematics prerequisite for entry into all Massachusetts state colleges and universities. Units covered include graphing and solving linear and quadratic functions, graphing and solving inequalities, complex numbers, and polynomial equations. Appropriate technology is utilized to help students analyze and interpret information. The recommended next course for students interested in Precalculus (CPA) is Algebra III (CPA).

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

**Title:** Algebra III
**Course No:** (CPA) 0233
**Offered:** 1st Semester
**Credit:** 5 Credits
**Level(S):** CPA
**Prerequisites:** Minimum grade of ‘C’ in Algebra II (CPA) and teacher recommendation
**Grade(S):** 10-12

**Title:** Algebra III
**Course No:** (CPA) 0234
**Offered:** 2nd Semester
**Credit:** 5 Credits
**Level(S):** CPA
**Prerequisites:** Minimum grade of ‘C’ in Algebra II (CPA) and teacher recommendation
**Grade(S):** 10-12

DESCRIPTION OF COURSE: Algebra III (CPA) is the fifth course in our college preparatory advanced mathematics sequence. It prepares students with the knowledge base and critical thinking skills demanded by competitive colleges. Units covered include logarithms and exponential functions, rational functions, parent functions and translating, conic sections. Sequences and series and an introduction to trigonometry may also be covered. Appropriate technology is utilized to help students analyze and interpret information. It is strongly recommended that each student has the use of a TI-84 calculator or its equivalent for this course. The recommended next course is Precalculus (CPA).

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

**Title:** Precalculus
**Course No:** (CPA) 0251
**Offered:** 1st Semester
**Credit:** 5 Credits
**Level(S):** CPA
**Prerequisites:** Minimum grade of ‘C’ in Algebra II (CPA) or successful completion of Algebra II (H) and teacher recommendation
**Grade(S):** 11-12

**Title:** Precalculus
**Course No:** (CPA) 0252
**Offered:** 2nd Semester
**Credit:** 5 Credits
**Level(S):** CPA
**Prerequisites:** Minimum grade of ‘C’ in Algebra III (CPA) or successful completion of Algebra II (H) and teacher recommendation
**Grade(S):** 11-12
DESCRIPTION OF COURSE: Precalculus (CPA) is the sixth course in our college preparatory advanced mathematics sequence. This course will provide a basic foundation for Calculus. Units covered include topics in advanced algebra, trigonometry, and analytic geometry. It is strongly recommended that each student has the use of a TI-84 calculator or its equivalent for this course. The recommended next course is Calculus (H).

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

Honors Level Courses

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Algebra I</th>
<th>Algebra II</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO:</td>
<td>(H) 0212</td>
<td>(H) 0243</td>
</tr>
<tr>
<td>OFFERED:</td>
<td>1st Semester</td>
<td>2nd Semester</td>
</tr>
<tr>
<td>CREDIT:</td>
<td>5 Credits</td>
<td>5 Credits</td>
</tr>
<tr>
<td>LEVEL(S):</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Minimum grade of ‘B+’ in 8th grade Introduction to Algebra or teacher recommendation</td>
<td>Minimum Grade of ‘C+’ in 9th grade Algebra I (H) or teacher recommendation</td>
</tr>
<tr>
<td>GRADE(S):</td>
<td>9</td>
<td>9-10</td>
</tr>
</tbody>
</table>

DESCRIPTION OF COURSE: Algebra I (H) is the first course in our honors mathematics sequence. It prepares motivated students with the knowledge base and critical thinking skills demanded by the honors level math courses. Units covered include: solving, graphing, modeling linear, quadratic, radical, exponential equations and inequalities; problem solving and modeling with linear, quadratic, radical, and exponential equations; systems of equations and inequalities; functions. The next recommended course is Algebra II (H).

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Algebra II</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO.:</td>
<td>(H) 0243</td>
</tr>
<tr>
<td>OFFERED:</td>
<td>1st Semester</td>
</tr>
<tr>
<td>CREDIT:</td>
<td>5 Credits</td>
</tr>
<tr>
<td>LEVEL(S):</td>
<td>H</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Minimum grade of ‘B’ in 8th grade Algebra I (H) or ‘C+’ in 9th grade Algebra I (H) or teacher recommendation</td>
</tr>
<tr>
<td>GRADE(S):</td>
<td>9-10</td>
</tr>
</tbody>
</table>

DESCRIPTION OF COURSE: Algebra II (H) is the second course in our honors mathematics sequence. It prepares motivated students with the knowledge base and critical thinking skills demanded by competitive
colleges. Units covered include linear equations and functions, polynomial equations, systems of equations, complex numbers, equations in three variables, conics, and an introduction to natural logarithms and the number e. Appropriate technology is utilized to help students analyze and interpret information. It is strongly recommended that each student has the use of a TI-84 calculator or its equivalent for this course. The recommended next course is Geometry (H).

*Students who successfully complete Algebra I (H) in eighth grade and enroll in Algebra II (H) first semester, freshman year, will be awarded 5 credits for their Algebra I (H) grade 8 course. This course will appear on the student’s high school transcript.

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

**Geometry (sophomores only)**

**Geometry**

**TITLE:** Geometry (sophomores only)  
**COURSE NO:** (H) 0218  
**OFFERED:** 1st Semester  
**CREDIT:** 5 Credits  
**LEVEL(S):** H  
**PREREQUISITES:** Minimum grade of ‘C+’ in Algebra II (H) or teacher recommendation  
**GRADE(S):** 10

**Description of Course:** Geometry (H) is the third course in our honors mathematics sequence. Satisfying the Geometry pre-requisite of most colleges, this course provides the student of above average ability with the knowledge base and critical thinking skills demanded by the most competitive four-year colleges. While covering the traditional topics of Geometry (CPA), this course places greater emphasis on proof and advanced critical thinking skills. The recommended next course is Advanced Algebra with Analytic Geometry (H).

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

**Advanced Algebra with Analytic Geometry**

**TITLE:** Advanced Algebra with Analytic Geometry  
**COURSE NO:** (H) 0246  
**OFFERED:** 2nd Semester  
**CREDIT:** 5 Credits  
**LEVEL(S):** H  
**PREREQUISITES:** Minimum grade of ‘C+’ in Geometry (H) or teacher recommendation  
**GRADE(S):** 10 - 11

**Description of Course:** Advanced Algebra with Analytic Geometry (H) is an accelerated fourth course in our honors mathematics sequence. It prepares motivated students with the knowledge base and critical
thinking skills demanded by competitive colleges. Units covered include polynomial functions and modeling, parent functions and translating, logarithms and exponential functions, conic sections, sequences and series, linear programming, matrices and an introduction to trigonometry. Appropriate technology is utilized to help students analyze and interpret information. It is strongly recommended that each student has the use of a TI-84 calculator or its equivalent for this course. The recommended next course is Precalculus (H).

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Precalculus</th>
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<tr>
<td>COURSE NO:</td>
<td>(H) 0250</td>
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<td>OFFERED:</td>
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<td>CREDIT:</td>
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<tr>
<td>LEVEL(S):</td>
<td>H</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Minimum grade of ‘C+’ in Advanced Algebra with Analytic Geometry (H) or teacher recommendation</td>
</tr>
<tr>
<td>GRADE(S):</td>
<td>11-12</td>
</tr>
</tbody>
</table>

DESCRIPTION OF COURSE: Precalculus (H) is the fifth course in our honors mathematics sequence. It is designed to be more rigorous than Precalculus (CPA). Units in Precalculus (H) are covered in greater depth. Additional units in discrete mathematics are introduced. It is strongly recommended that each student has the use of a TI-84 calculator or its equivalent for this course. The recommended next course is AP Calculus (AB).

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Calculus</th>
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<tbody>
<tr>
<td>COURSE NO:</td>
<td>(H) 0255</td>
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<tr>
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<td>CREDIT:</td>
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<td>LEVEL(S):</td>
<td>H</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Minimum grade of ‘C+’ in Precalculus (CPA) or ‘C-’ in Precalculus (H) and teacher recommendation</td>
</tr>
<tr>
<td>GRADE(S):</td>
<td>11-12</td>
</tr>
</tbody>
</table>

DESCRIPTION OF COURSE: Calculus (H) is typically the first year of mathematics in college. Included in this high school course are differential and integral calculus of algebraic functions. Successful completion will give the motivated student the subject familiarity and confidence to succeed in Calculus at any four-year college. It is strongly recommended that each student has the use of a TI-84 calculator or its equivalent for this course.
Student Learning Expectations:

- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

TITLE: Advanced Placement Calculus (AB)
COURSE NO: (AP) 0260
OFFERED: Full Year
CREDIT: 10 Credits
LEVEL(S): AP
PREREQUISITES: Minimum grade of ‘C+’ in Precalculus (H) and teacher recommendation
GRADE(S): 12

DESCRIPTION OF COURSE: Advanced Placement Calculus (AB) is designed to be comparable to a first year college Calculus course. The study of calculus is the study of motion and change. The course is divided into two major topics: differential and integral calculus. Differential calculus enables us to calculate rates of change, to find the slope of a curve, and to calculate velocities and accelerations of moving bodies. Integral calculus is used to find the area of an irregular region in the plane, to measure lengths of curves, and to calculate centers of mass of arbitrary solids. Problems in this course will be presented and solved in four distinct ways: analytically, numerically, graphically, and verbally. Students will be required at times to use a graphing calculator to determine the value of a derivative at a point, determine the value of a definite integral, to graph a function in any window, and to solve an equation. It is strongly recommended that each student has their own graphing calculator. The TI-84 calculator will be utilized as a resource in this class. By enrolling in this course, students are committing to taking the Advanced Placement Exam in May. Financial assistance with exam fees is available for those students in need. Students should see his or her guidance counselor to receive assistance.

Student Learning Expectations:

- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

TITLE: Advanced Placement Calculus (BC)
COURSE NO: 0260BC
OFFERED: Full Year
CREDIT: 10 Credits
LEVEL(S): AP
PREREQUISITES: Minimum grade of ‘B’ in Precalculus (H) and teacher recommendation
GRADE(S): 12

DESCRIPTION OF COURSE: AP Calculus (BC) is an intensive college-level course on differential and integral calculus. It is equivalent to the first two semesters of calculus at most colleges and universities. Topics include an introduction to limits and continuity, derivatives and their applications, integrals and their applications, anti-derivatives and the Fundamental Theorem of Calculus, solving first-order differential equations using slope fields and Euler’s Method, Taylor polynomials and series, tests of convergence and calculus using parametric, vector and polar equations. There is an emphasis on conceptual understanding and working with functions represented graphically, numerically and analytically. More information can be found
It is strongly recommended that each student has their own graphing calculator. The TI-84 calculator will be utilized as a resource in this class. **By enrolling in this course, students are committing to taking the Advanced Placement Exam in May.** Financial assistance with exam fees is available for those students in need. Students should see his or her guidance counselor to receive assistance.

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

### Mathematics Electives

<table>
<thead>
<tr>
<th>TITLE: Consumer Math</th>
<th>Consumer Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO: (CP) 0206</td>
<td>(CP) 0207</td>
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<tr>
<td>OFFERED: 1st Semester</td>
<td>2nd Semester</td>
</tr>
<tr>
<td>CREDIT: 5 Credit</td>
<td>5 Credits</td>
</tr>
<tr>
<td>LEVEL(S): CP</td>
<td>CP</td>
</tr>
<tr>
<td>PREREQUISITES: Students must have a minimum of 10 math credits and must have passed the 10th grade MCAS test to take this course.</td>
<td></td>
</tr>
<tr>
<td>GRADE(S): 11-12</td>
<td>11-12</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF COURSE:** Consumer Math is designed for students who intend to enter the workforce after graduation. The course is designed to help graduating students understand and handle the financial responsibilities of adulthood. Units covered include earnings, taxes, insurance, retirement plans, borrowing, investing, banking, budgeting, buying, and home ownership. Emphasis is placed on solving practical problems.

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

<table>
<thead>
<tr>
<th>TITLE: Trigonometry</th>
<th>Trigonometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO.: (CPA) 0247</td>
<td>(CPA) 0248</td>
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<tr>
<td>OFFERED: 1st Semester</td>
<td>2nd Semester</td>
</tr>
<tr>
<td>CREDIT: 5 Credits</td>
<td>5 Credits</td>
</tr>
<tr>
<td>LEVEL(S): CPA</td>
<td>CPA</td>
</tr>
<tr>
<td>PREREQUISITES: Minimum grade of ‘C’ in Algebra II (CPA) and teacher recommendation</td>
<td></td>
</tr>
<tr>
<td>GRADE(S): 11-12</td>
<td>11-12</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF COURSE:** This project enhanced course enables students to understand trigonometric principles and apply them in various fields of engineering, science and mathematics. The topics include: a study of functions with angles of any size, radian measure, trigonometric equations, trigonometric identities, graphs of trigonometric functions, solutions of triangles and the use of various trigonometric formulas. The course emphasizes applications in trigonometry in the real world. It is designed for students with a solid background in
algebra and geometry, and who have the ability to visualize mathematical concepts. This course is not recommended for those students who have completed Precalculus.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

TITLE: Probability and Statistics
COURSE NO: (CPA) 0261
OFFERED: 1st Semester
CREDIT: 5 Credits
LEVEL(S): CPA
PREREQUISITES: Successful completion of Algebra II (H), or a minimum grade of ‘B’ in Algebra II (CPA) and teacher recommendation
GRADE(S): 11-12

DESCRIPTION OF COURSE: Probability and Statistics (CPA) introduces the student to the many ways to present, analyze, and predict data. This course is a vital part of numerous college curricula including such varied majors as Business, Psychology, and Political Science. Units covered include measures of central tendency, permutations, combinations, the normal distribution, z-scores, and probability distributions. Emphasis is placed on collecting data and determining the probability of an event.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

TITLE: Advance Placement Statistics
COURSE NO.: (AP) 0265 & 0267 (students must choose both numbers)
OFFERED: Full Year (1st Semester Every Day) (2nd Semester Alternate Day)
CREDIT: 7.5
LEVEL(S): AP
PREREQUISITES: Minimum grade of ‘C’ in Algebra II (H) or ‘C+’ in Precalculus (CPA) or teacher recommendation
GRADE(S): 10-12

DESCRIPTION OF COURSE: The AP Statistics course is designed to be comparable to a first year college statistics course. The course will lead students through four main themes which are noted as the key topics on the AP Statistics Exam by the College Board. These themes are:

1. Exploring Data (describing patterns and departures from patterns)
2. Sampling and Experimentation (planning and conducting a study)
3. Anticipating Patterns (exploring random phenomena using probability and simulation)
4. Statistical Inference (estimating population parameters and testing hypotheses)
Students will show the ability to design an appropriate strategy to collect and analyze data (appropriate to a given situation). They also will become well versed in statistical terminology and they will be asked to communicate detailed statistical conclusions in the correct context. By enrolling in this course, students are committing to taking the Advanced Placement Exam in May. Financial assistance with exam fees is available for those students in need. Students should see his or her guidance counselor to receive assistance. This course will run every day during semester 1 and every other day during semester 2. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE DURING SECOND SEMESTER.**

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

**TITLE:** Computer Science 1  
**COURSE NO:** (CPA) 0280  
**OFFERED:** 1st Semester  
**CREDIT:** 5 Credits  
**LEVEL(S):** CPA  
**PREREQUISITES:** Successful completion of Algebra I (CPA) or teacher recommendation  
**GRADE(S):** 9-12

**DESCRIPTION OF COURSE:** Computer Science 1 (CPA) is the first course in computer programming. This course will introduce students to the basic operations, concepts, and procedures of programming computers. Emphasis is placed on analyzing, interpreting, and applying information to solve problems and communicating the solution. The recommended next course is Computer Science 2 (CPA).

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

**TITLE:** Computer Science 2  
**COURSE NO:** (CPA) 0282  
**OFFERED:** 1st Semester  
**CREDIT:** 5 Credits  
**LEVEL(S):** CPA  
**PREREQUISITES:** A minimum grade of ‘C’ in Computer Science 1 (CPA) and teacher recommendation  
**GRADE(S):** 10-12

**DESCRIPTION OF COURSE:** Computer Science 2 (CPA) is the second course in computer programming. This course provides students with a more intensive study of programming. Topics include memory organization, arrays, sorting, searching, and interactive databases. Elementary logic, data analysis, and problem solving are stressed through applications in mathematics, engineering, and other technological fields. The recommended next course is Computer Science 3 (H).
Student Learning Expectations:

- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

**Computer Science 1 & 2**

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Computer Science 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO.</td>
<td>(H) 0288</td>
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<td>CREDIT:</td>
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<td>LEVEL(S):</td>
<td>H</td>
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<tr>
<td>PREREQUISITES:</td>
<td>Math Teacher Recommendation</td>
</tr>
<tr>
<td>GRADE(S):</td>
<td>9-12</td>
</tr>
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</table>

DESCRIPTION OF COURSE: Computer Science 1 & 2 (H) is an accelerated exploration into the concepts of computer programming. Programming topics include memory organization, arrays, sorting, functions, searching, and interactive databases. Elementary logic, data analysis, and problem solving are stressed through applications in mathematics, engineering, and other technical fields. Emphasis is placed on analyzing, interpreting, and applying information to solve problems and in communicating the solution. The recommended next course is Computer Science 3 (H).

Student Learning Expectations:

- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation

**Computer Science 3**

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Computer Science 3</th>
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</thead>
<tbody>
<tr>
<td>COURSE NO.</td>
<td>(H) 0284</td>
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<tr>
<td>OFFERED:</td>
<td>1st Semester</td>
</tr>
<tr>
<td>CREDIT:</td>
<td>5 Credits</td>
</tr>
<tr>
<td>LEVEL(S):</td>
<td>H</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Minimum grade of ‘B’ in Computer Science 2 (CPA) or ‘C+’ in Computer Science 1 &amp; 2 (H) and teacher recommendation</td>
</tr>
<tr>
<td>GRADE(S):</td>
<td>10-12</td>
</tr>
</tbody>
</table>

DESCRIPTION OF COURSE: Computer Science 3 (H) is the third course in computer programming. Students in this course will develop analytical skills and sophisticated programming techniques through programming in Java. They will examine the capabilities and limitations of Java. The fundamentals of algorithms, data types, memory organization, classes, object oriented programming and graphical user interfaces will be investigated. Emphasis in this course is on program efficiency.

Student Learning Expectations:

- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation
TITLE: Advanced Placement Computer Science
COURSE NO.: (AP) 0257 (AP) 0258
OFFERED: 1st Semester 2nd Semester
CREDITS: 5 Credits 5 Credits
LEVEL(S): AP AP
PREREQUISITES: Minimum grade of ‘C’ in Computer Science 3 (H) and teacher recommendation
GRADE(S): 11-12 11-12

DESCRIPTION OF COURSE: In this course, students will design and implement computer programs to solve problems and enhance skills that are fundamental to the study of Computer science. This includes the development, design, abstraction and analysis of algorithms and fundamental data structures. It also includes the use of logic and formal methods. This course emphasizes object-oriented programming methodology. Students will design and implement computer programs that solve problems relevant to today’s society. This class is the equivalent of a first semester college level course in computer science. By enrolling in this course, students are committing to taking the Advanced Placement Exam in May. Financial assistance with exam fees is available for those students in need. Students should see his or her guidance counselor to receive assistance.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through effective calculation
**Tantasqua Regional High School**
Science Department Course Sequence

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All courses are 5 credits unless otherwise noted.

<table>
<thead>
<tr>
<th>Minimum Grade Level</th>
<th>Recommended minimal courses if applying to a 4-year college</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>10th</td>
</tr>
</tbody>
</table>

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Marine Ecology (H) (2.5 credits)

Anatomy & Physiology (H)

AP Biology (10 credits) Concurrent with Chemistry (H)

AP Chemistry (10 credits)

AP Physics 1 (2.5 credits)

Physics (H)

Chemistry (H)

AP Physics 1 (2.5 credits)

Astronomy (H) (2.5 credits)

AP Chemistry (10 credits)

Environmental Studies (CPA)

AP Environmental Science (7.5 credits)

Chemistry (CPA)

AP Environmental Science (7.5 credits)

Anatomy & Physiology (CPA)

Botany & Zoology (CPA)

Marine Ecology (CPA) (2.5 credits)

Practical Chemistry (CP)

Botany & Zoology (CP)

Environmental Studies (CPA)

Biology (H)

Physical Science (CP)

Biology (H)

Biology (CP)

Astronomy (CPA) (2.5 credits)

Astronomy (H and CPA)

Aviation Science (H and CPA)

Physical Science (CPA)

Physical Science (CPA)
SCIENCE DEPARTMENT

An understanding of science is central to our ability to succeed in an ever-changing technological society. Students must be prepared to make decisions and to assess the validity of evidence and the logic of arguments. Course offerings have been designed to meet the needs of all students and to challenge them to think critically and communicate effectively. An environment that fosters the development of a positive attitude towards science will encourage students to take ownership of the scientific process and to achieve at the highest possible level. Hands-on laboratory investigations will provide students with the opportunity to apply their knowledge and build understanding through the use of the scientific method. Using the tools of science, students will be able to assume their roles as informed members of the global community.

In order to fulfill requirements for graduation:
1. Freshmen must take and pass Physical Science (CPA or CP) or Biology (H).
2. Sophomores who took Physical Science (CPA or CP) must take and pass Biology (CPA or CP).
3. Students must earn a minimum of 15 credits in science.
4. Electives will be offered as enrollment permits.

TITLE: Physical Science
COURSE NO: (CP) 0390
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): CP
PREREQUISITES: None
GRADE(S): 9

DESCRIPTION OF COURSE: This is an introductory course intended for students whose mathematical skills indicate a less quantitative approach than that offered on the (CPA) level. Students will study topics similar to those outlined in Physical Science (CPA), but the approach will focus on developing basic science skills and will have a greater emphasis on the applications of science. The inquiry-based lab program is designed to help students to clarify difficult concepts and further develop quantitative reasoning skills.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

TITLE: Physical Science
COURSE NO: (CPA) 0389
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): CPA
PREREQUISITES: Minimum grade of ‘C’ in Science 8
GRADE(S): 9
DESCRIPTION OF COURSE: This is an introductory course in which students will study topics in physical science including forces and motion, conservation and transmission of energy, structure of matter, electromagnetism and electromagnetic radiation, and sound and light. Students will perform inquiry-based experiments which will clarify difficult concepts. Laboratory exercises and activities are designed to promote greater understanding of the material and to apply problem solving and critical thinking skills.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

TITLE: Biology
COURSE NO: (CP) 0352
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): CP
PREREQUISITES: Successful completion of Physical Science
GRADE(S): 10

DESCRIPTION OF COURSE: This is a hands-on, project-based course in the fundamental concepts in biology. Topics covered will be similar to those covered in Biology (CPA), including the following: scientific inquiry, cellular biology, evolution, genetics, major organ systems, and ecology. The emphasis will be on inquiry and application. Students will participate in group discussions and laboratory work, and complete research projects.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

TITLE: Biology
COURSE NO: (CPA) 0350
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): CPA
PREREQUISITES: Minimum grade of ‘C’ in Physical Science (CPA)
GRADE(S): 10

DESCRIPTION OF COURSE: This is an introductory course in the fundamental concepts in biology. Topics covered will include the following: scientific inquiry, biochemistry, cellular biology, evolution, genetics, body
systems, and ecology. The emphasis will be on inquiry-based learning and lectures. Students will participate in group discussions, demonstrations, group laboratory work, and term projects.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

TITLE: Biology
COURSE NO: (H) 0348
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H
PREREQUISITES: Recommendation of eighth grade science teacher or recommendation of Physical Science teacher
GRADE(S): 9-10

DESCRIPTION OF COURSE: This is an introductory, accelerated course in the fundamental concepts in biology. Topics covered will include those covered in Biology (CPA) but the approach will be more rigorous. The emphasis will be on inquiry-based learning and lectures. Students will participate in group discussions, demonstrations, and group laboratory work. Outside readings and term projects will be assigned.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

TITLE: Advanced Placement Biology
COURSE NO: (AP) 0347
OFFERED: Full year
CREDIT: 10 Credits
LEVEL(S): AP
PREREQUISITES: Minimum grade of ‘B’ in Biology (H) and completion of or concurrent enrollment in Chemistry (H), recommendation of science teacher, and completion of selected readings and practice problems from text.
GRADE(S): 10-12
DESCRIPTION OF COURSE: The Advanced Placement (AP) Biology course is designed to be the equivalent of a two-semester college introductory course. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The emphasis will be on inquiry-based learning and lectures. Students will participate in group discussions, demonstrations, group laboratory work and self-directed study. Outside readings and term projects will be assigned. By enrolling in this course, students are committing to taking the Advanced Placement exam in May. Financial assistance with exam fees is available for those in need. Students should see his or her guidance counselor to receive assistance.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

TITLE: Practical Chemistry
COURSE NO: (CP) 0371
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): CP
PREREQUISITES: Minimum grade of ‘C’ in Biology (CP)
GRADE(S): 10-12

DESCRIPTION OF COURSE: This is an introductory course in chemistry that will minimize the emphasis on mathematics and focus on chemical applications. Units include: energy and change, forensic chemistry, soil chemistry, atmospheric chemistry and food chemistry. Class work will include lectures, demonstrations, laboratory work, and group activities.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

TITLE: Chemistry
COURSE NO: (CPA) 0368
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): CPA
PREREQUISITES: Minimum grade of ‘C’ in Biology (CPA) and Algebra I (CPA)
DESCRIPTION OF COURSE: This is an introductory course in general chemistry. Topics covered will include the following: fundamental concepts of matter, energy and change, the organization of matter, the language of chemistry, solution chemistry, and chemical reactions. The emphasis will be on providing a solid foundation in the fundamentals of chemistry. Class work will include lectures, group discussions, demonstrations, laboratory activities, and individual and group projects.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

DESCRIPTION OF COURSE: This is an introductory accelerated course in general chemistry requiring a strong foundation in mathematics. Topics covered will be similar to those studied in Chemistry (CPA), but the material will be presented in greater depth and at an accelerated pace. The emphasis will be on the quantitative aspects of chemistry. Class work will include the following: lectures, group discussions, demonstrations, laboratory work and research, problem solving sessions, and independent projects.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

DESCRIPTION OF COURSE: This is an introductory course in general chemistry. Topics covered will include the following: fundamental concepts of matter, energy and change, the organization of matter, the language of chemistry, solution chemistry, and chemical reactions. The emphasis will be on providing a solid foundation in the fundamentals of chemistry. Class work will include lectures, group discussions, demonstrations, laboratory activities, and individual and group projects.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

TITLE: Advanced Placement Chemistry
COURSE NO: (AP) 0374
OFFERED: Full Year
CREDIT: 10 Credits
LEVEL(S): AP
PREREQUISITES: Minimum grade of ‘B’ in Chemistry (H) and Algebra II (H), recommendation of science teacher, and completion of selected readings and practice problems from text
GRADE(S): 11-12

DESCRIPTION OF COURSE: This course is designed to provide students with a greater understanding of the principles and concepts of general chemistry through an extensive laboratory program and a variety of problem solving experiences. Emphasis will be placed on inquiry-based learning, analysis of data, and communication of results. Descriptive chemistry will be presented in the context of environmental, biological, and societal issues. Students will conduct independent research on a topic that reflects their individual interests, conduct lab-based research, and exhibit the results of their research. By enrolling in this course, students are committing to taking the Advanced Placement exam in May. Financial assistance with exam fees is available for those in need. Students should see his or her guidance counselor to receive assistance.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

TITLE: Physics
COURSE NO: (H) 0394 (CPA) 0395
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H and CPA
PREREQUISITES: Minimum grade of ‘C’ in Biology (H) and ‘C’ in Geometry (H) or ‘B’ in Geometry (CPA) for Honors
Minimum grade of ‘C’ in Biology (CPA) and Geometry (CPA) for CPA
GRADE(S): 10-12

DESCRIPTION OF COURSE: This is an introductory course requiring a strong foundation in mathematics. Topics covered will include: kinematics, vectors, forces, work and energy, momentum, rotational mechanics, simple harmonic motion, mechanical waves, sound, and an introduction to DC electrical circuits. Class work will include lectures, group problem solving, demonstrations, and laboratory activities, some of which will be inquiry based. This course is designed to aid students in the further development of their critical thinking and mathematical reasoning skills. Honors Physics students who perform well in this course are expected to take the Advanced Placement Physics 1 exam in May. Financial assistance with exam fees is available for those in need. Students should see his or her guidance counselor to receive assistance.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
Communicate ideas through effective inquiry
Communicate ideas through writing
Communicate ideas through effective calculation

TITLE: Advanced Placement Physics 1
COURSE NO.: 0305
OFFERED: Second Semester, Alternate Day
CREDIT: 2.5 Credits
LEVEL(S): AP
PREREQUISITES: Minimum grade of ‘B’ in Physics (H) or ‘A’ in Physics (CPA), ‘B’ in Algebra II (H) or ‘A’ in Algebra II (CPA), and recommendation of physics teacher
GRADE(S): 11-12

DESCRIPTION OF COURSE: This is a college level, algebra based course sequential to Physics (H). It requires a strong foundation in mathematics. Students will cultivate their understanding of Physics as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. Topics covered will review and build on those studied in Physics (H). Class work will include lectures, group problem solving, demonstrations, and laboratory activities, many of which will be inquiry based. This course is designed to give students interested in science related careers a stronger background in physics. It will also aid students in the further development of their critical thinking and mathematical reasoning skills.

By enrolling in this course, students are committing to taking the Advanced Placement Physics 1 exam in May. Financial assistance with exam fees is available for those in need. Students should see his or her guidance counselor to receive assistance. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE DURING THE SECOND SEMESTER.**

Student Learning Expectations:

- Learn to interpret, evaluate, and synthesize information
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

TITLE: Environmental Studies
COURSE NO: (CPA) 0383
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): CPA
PREREQUISITES: Minimum grade of ‘C’ in Biology (CPA)
GRADE(S): 10-12

DESCRIPTION OF COURSE: This course is designed to introduce students to environmental issues and the methods of scientific survey and research. Content will be organized in the following units: principles of ecology, population ecology and human population issues, human impact on biodiversity, freshwater ecosystems, energy, environmental issues with food production, and atmospheric environmental change. Class work will include field studies, with a substantial amount of time outside; group projects; lectures and discussions; role-plays; oral presentations; laboratory investigations; and videos.
Student Learning Expectations:

- Learn to interpret, evaluate, and synthesize information
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

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**Advanced Placement Environmental Science**

**TITLE:** Advanced Placement Environmental Science  
**COURSE NO:** (AP) 0315 & 0319 **(students must choose both numbers)**  
**OFFERED:** Full Year (1st Semester Every Day) (2nd Semester Alternate Day)  
**CREDIT:** 7.5 Credits  
**LEVEL(S):** AP  
**PREREQUISITES:** Minimum grade of ‘B’ in Biology (CPA) or ‘C’ in Biology (H), completion of summer reading assignment, and recommendation of science teacher  
**GRADE(S):** 11-12

**DESCRIPTION OF COURSE:** This course is designed to be the equivalent of an introductory college course in Environmental Science. In addition to college-level content, students will gain experience in conducting laboratory activities as well as outdoor fieldwork at the college level. AP Environmental Science will provide students with a better understanding of the relationships of organisms and humans with their environment and assessment of environmental stresses on these relationships. The connections between environmental concerns and environmental policy and decision-making will also be explored. Class work will include lectures, discussions, outdoor field studies, laboratory activities, library research, and oral presentations. **By enrolling in this course, students are committing to taking the Advanced Placement exam in May.** Financial assistance with exam fees is available for those in need. Students should see his or her guidance counselor to receive assistance. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE DURING THE SECOND SEMESTER.**

**Students that have already taken Environmental Studies (CPA) are not eligible to take AP Environmental Science**

Student Learning Expectations:

- Learn to interpret, evaluate, and synthesize information
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

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**Conservation**

**TITLE:** Conservation  
**COURSE NO:** (CP) 0314  
**OFFERED:** Semester  
**CREDIT:** 5 Credits  
**LEVEL(S):** CP  
**PREREQUISITES:** Successful completion of Biology (CP)  
**GRADE(S):** 10-12
DESCRIPTION OF COURSE: This hands-on, project-based course is designed to provide students with an understanding of some of the basic concepts important to conservation. Units covered include the following: introduction to entomology and pest management, forestry, renewable energy and environmental impact, the value of biodiversity, wildlife management, an introduction to botany, and an introduction to horticulture. Class work will include hands-on activities, field studies, lectures, presentations, group discussions, and computer based activities. A substantial amount of time will be spent engaged in outdoor learning activities.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Demonstrate the ability to understand and appreciate other nations and cultures

TITLE: Anatomy and Physiology
COURSE NO: (H) 0336 (CPA) 0337
OFFERED: Semester
CREDIT: 5 Credits
LEVEL(S): H and CPA
PREREQUISITES: Minimum grade of ‘C’ in Biology (H) or ‘B+’ in Biology (CPA) for Honors
Minimum grade of ‘C’ in Biology (CPA) for CPA
GRADE(S): 10-12

DESCRIPTION OF COURSE: This course will cover the anatomy and physiology of the major systems of the body in greater detail than is possible in a survey course. Focus will be on the skeletal, muscular, nervous, digestive, circulatory, respiratory, excretory, immune, endocrine, and reproductive systems. Special emphasis will be placed on the chemical physiology of each system. Class work will include lectures, demonstrations, group laboratory work including dissections, and term assignments. Adjustments will be made in terms of expectations and assessments for students electing to take the course at the (H) level.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing

TITLE: Astronomy: Discovering the Universe
COURSE NO: (H) 0376 (CPA) 0377
OFFERED: Semester, Alternate Day
CREDIT: 2.5 Credits
LEVEL(S): H and CPA
PREREQUISITES: Successful completion of 9th grade science class
GRADE(S): 10-12
DESCRIPTION OF COURSE: This course introduces students to the study of astronomy, including its’ history and development, basic scientific laws of gravity, concepts in modern astronomy, and the methods used by astronomers to learn about the mysteries of the universe. Additional topics include our solar system, the Milky Way and other galaxies. Students will explore the universe using various tools including online tools, night viewing, and group explorations. Class work will include lecture, readings, group presentations, laboratory assignments, and group projects. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Goals:**
- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral/nonverbal forms
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculations

**TITLE:** Aviation Science  
**COURSE NO:** (H) 0320 (CPA) 0321  
**OFFERED:** Semester  
**CREDIT:** 5 Credits  
**LEVEL(S):** H, CPA  
**PREREQUISITES:** Minimum grade of ‘C’ in 9th grade science class (H or CPA)  
**GRADE(S):** 10 - 12

DESCRIPTION OF COURSE: This course is intended for students that have an interest in learning about the principles of flight in both manned and unmanned aircraft. Topics include the design and construction of aircraft, aerodynamics and the forces of flight, how to control and maneuver aircraft, how flight instruments function, and aircraft performance and limitations. Careers in aviation and aerospace will also be explored. Class work will include laboratory activities, use of flight simulators, field trips to local airports, guest speakers, lectures, readings, research projects, and presentations.

**Student Learning Expectations:**
- Learn to interpret, evaluate, and synthesize information
- Utilize media and technology appropriately to both gather and share information
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing and speaking
- Communicate ideas through effective calculation
- Collaborate effectively in a learning environment
- Engage in educational pathways and choices consistent with interests, abilities, and goals

**TITLE:** Botany and Zoology  
**COURSE NO:** (CPA) 0362 (CP) 0363  
**OFFERED:** Semester  
**CREDIT:** 5 Credits  
**LEVEL(S):** CPA, and CP  
**PREREQUISITES:** Successful completion of Biology  
**GRADE(S):** 11-12
DESCRIPTION OF COURSE: This course provides an overview of the biological principles that distinguish living things from non-living things. The plant and animal kingdoms are studied, with emphasis placed on the comparison of the structure and function of representative organisms. The course will offer an understanding of the development of scientific thought, scientific inquiry, and the application of scientific principles, with a focus on plants during the first term and animals during the second term.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation

TITLE: Marine Ecology
COURSE NO: (H) 0364 (CPA) 0365
OFFERED: 2nd Semester, Alternate Day
CREDIT: 2.5 Credits
LEVEL(S): H and CPA
PREREQUISITES: Minimum grade of ‘C’ in Biology (H) for (H)
Minimum grade of ‘C’ in Biology (CPA) for (CPA)
GRADE(S): 11-12

DESCRIPTION OF COURSE: Oceans cover 72% of the Earth’s surface, supply over half the world’s oxygen and serve as the most important life support system for the planet. This course will cover major topics in oceanography and marine biology, and will look at marine environmental issues with a special emphasis on Massachusetts marine ecosystems. Class work will include lectures and discussions, laboratory activities, videos, library research, and oral presentations. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Learn to interpret, evaluate, and synthesize information
- Utilize media and technology appropriately to both gather and share information
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation
SPECIAL EDUCATION PROGRAM

The Special Education Department provides services for eligible students with identified learning disabilities (IDEA 04). Services are designed to give the student the best chance to receive the full educational benefit of the high school’s various programs.

Prior to referral for an evaluation (IDEA 04), parent(s)/guardian(s), teachers, and guidance staff will make every effort to provide accommodations within the regular education program to meet the student’s diverse learning needs. Guidance counselors serve as coordinators and consultants in such efforts, which may include help sessions, peer tutoring, or accommodations relating to instruction or assessment.

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Tutorial</th>
</tr>
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<tbody>
<tr>
<td>OFFERED:</td>
<td>Semester</td>
</tr>
<tr>
<td>CREDIT:</td>
<td>2.5 Credits</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Special Education Team Determination</td>
</tr>
<tr>
<td>GRADES:</td>
<td>9-12 (on an Individualized Education Plan)</td>
</tr>
</tbody>
</table>

Tutorial classes are available to students with designated learning problems.

DESCRIPTION OF COURSE: The tutorial course is designed for students who receive special education services under an Individualized Education Plan (IEP). In order to take this course, students must be found eligible for specially designed instruction outside of the general education curriculum through the team process. The goal of the tutorial program is to provide students with disabilities direct instruction in their area of disability in order to support the acquisition of specific skills related to IEP goals and objectives. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

Student Learning Expectations:

- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation
- Demonstrate the ability to understand and appreciate other nations and cultures
TECHNICAL DIVISION ELECTIVES
AVAILABLE TO ACADEMIC DIVISION STUDENTS

The following semester courses are offered to Academic Division students who want to seriously explore entering a particular discipline within the Technical Division. Please pay particular attention to the individual course prerequisites. At the end of the semester if a student would like to continue on in that technical area, he/she may have the option to transfer into the Technical Division. With the integration of the academic and technical divisions, students are able to consider courses from either discipline provided prerequisites are met and space is available.

**Business Technology**

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Introduction to Business Technology</th>
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<tbody>
<tr>
<td>COURSE NO:</td>
<td>0670</td>
</tr>
<tr>
<td>OFFERED:</td>
<td>Full Year Alternate Day</td>
</tr>
<tr>
<td>CREDITS:</td>
<td>5 Credits</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>None</td>
</tr>
<tr>
<td>GRADE(S):</td>
<td>10</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF COURSE:** Students will use the popular computer application programs to design a variety of publications which are used in starting up a small business. Students learn how to incorporate various business machines including a digital camera, 10-key calculator, telephone, scanner, fax, and copier. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Introduction to Marketing</th>
</tr>
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<tbody>
<tr>
<td>COURSE NO:</td>
<td>0675</td>
</tr>
<tr>
<td>OFFERED:</td>
<td>2nd Semester</td>
</tr>
<tr>
<td>CREDITS:</td>
<td>5 Credits</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>None</td>
</tr>
<tr>
<td>GRADE(S):</td>
<td>11-12</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF COURSE:** Learn the four P’s of Marketing – product, price, place and promotion. Marketing is all about selling the right product, at the right price, in the right place using the right promotion. Students will research, select, design, and market a product to sell in the school store. Using a computerized, virtual business, students learn how to run a convenience store. Students may be eligible to work in the school store.

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation
TITLE: **Introduction to Accounting**

COURSE NO: 0690
OFFERED: 1st Semester
CREDITS: 5 Credits
PREREQUISITES: None
GRADE(S): 11 – 12

DESCRIPTION OF COURSE: Students will learn accounting concepts and procedures for a service business organized as a proprietorship and a merchandising business organized as a corporation. Students work through the accounting cycle for a proprietorship, gain knowledge of banking practices, and develop an understanding of business and financial practices. An accounting simulation provides a hands-on learning approach.

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

**CAD/Drafting**

TITLE: **Introduction to CAD (Computer Aided Drafting)**

COURSE NO: 0605
OFFERED: Full Year Alternate Day
CREDIT: 5 Credits
PREREQUISITES: None
GRADE(S): 10

DESCRIPTION OF COURSE: This introductory course will offer students an opportunity to learn the fundamentals of Computer Aided Drafting (CAD), sketching and manual drafting. Students will learn about different career opportunities associated with drafting and engineering. Critical thinking and problem solving skills will be developed through participation in two team oriented design projects including projects using a 3D printer. 3D model printing has been added to help students see their designs in solid form. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: **Architectural Design 1**

COURSE NO: 0650
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: None
GRADE(S): 11-12

DESCRIPTION OF COURSE: Are you thinking about becoming an Architect? This course provides an introduction to the concepts of Architectural Design. You will engage in house design, creating drawings using
industry level software and hardware. Design projects will help you develop your design skills giving you hands-on training. If you are thinking about a career in Architecture or Interior Design, this class will help to prepare you. 3D model printing has been added to help students see their designs in solid form. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

**TITLE:** Architectural Design 2  
**COURSE NO:** 0651  
**OFFERED:** Semester Alternate Day  
**CREDIT:** 2.5 Credits  
**PREREQUISITES:** Architectural Design 1  
**GRADE(S):** 11-12

**DESCRIPTION OF COURSE:** This course provides the basic concepts of Architectural Design. You will engage in house design creating drawings using Autodesk Revit Architecture software. Design projects will help you develop your design skills giving you hands-on training and model building experience. If you are thinking about a career as an Architect or Interior Designer this class is important to your future success. 3D model printing has been added to help students see their designs in solid form. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

**TITLE:** Architectural Design 3  
**COURSE NO:** 0652  
**OFFERED:** Semester Alternate Day  
**CREDIT:** 2.5 Credits  
**PREREQUISITES:** Architectural Design 2  
**GRADE(S):** 11-12

**DESCRIPTION OF COURSE:** This course offers students advanced concepts of Architectural Design. You will engage in house design creating drawings using Autodesk Revit Architecture software. Design projects will help you improve your designing and model building skills. If you are thinking about a career in Architecture or Interior Design this class will train you to think like an Architect / Interior Designer. 3D model printing has been added to help students see their designs in solid form. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation
Architectural Design 4
COURSE NO: 0653
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: Architectural Design 3
GRADE(S): 11-12

DESCRIPTION OF COURSE: This course offers students advanced applications of Architectural Design. You will create drawings for buildings you design using Autodesk Revit Architecture software. Imitating the professional office setting, team projects are the focus. These design projects will exhibit your designing and model building and interpersonal skills. If you are applying to a college Architecture or Interior Design program, this class will help to prepare you. 3D model printing has been added to help students see their designs in solid form. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

Architectural Design 5
COURSE NO: 0654
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: Architectural Design 4
GRADE(S): 11-12

DESCRIPTION OF COURSE: This course offers future Architects more advanced applications to create real life design solutions. Individual and team projects are the format for this class. Design projects will exhibit your designing, model building and presentation skills. Students will have the opportunity to design using a 3D printer. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

Mechanical Engineering and Design 1
COURSE NO: 0660
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: None
GRADE(S): 11-12

DESCRIPTION OF COURSE: Are you thinking about becoming a Mechanical Engineer? This course provides an introduction to the concepts of Mechanical Engineering and Design. You will engage in the design process creating drawings using industry level software and hardware. Design projects will help you develop your skills giving you hands-on training and model building experience. If you are thinking about a career in
Mechanical Engineering or Product Design this class will help to prepare you. 3D model printing has been added to help students see their designs in solid form. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

**TITLE:** Mechanical Engineering and Design 2  
**COURSE NO:** 0661  
**OFFERED:** Semester Alternate Day  
**CREDIT:** 2.5 Credits  
**PREREQUISITES:** Mechanical Engineering and Design 1  
**GRADE(S):** 11-12

**DESCRIPTION OF COURSE:** This course provides the basic concepts of Mechanical Engineering / Design. You will engage in the design process creating drawings using Autodesk Inventor software. Design projects will help you develop your skills giving you hands-on training and model building experience. If you are thinking about a career as a Mechanical Engineer or Product Designer this class is important to your future success. 3D model printing has been added to help students see their designs in solid form. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

**TITLE:** Mechanical Engineering and Design 3  
**COURSE NO:** 0662  
**OFFERED:** Semester Alternate Day  
**CREDIT:** 2.5 Credits  
**PREREQUISITES:** Mechanical Engineering and Design 2  
**GRADE(S):** 11-12

**DESCRIPTION OF COURSE:** This course offers students advanced concepts of Mechanical Design. You will apply the design process to create product drawings using Autodesk Inventor software. Design projects will help you improve your designing and model building skills. If you are thinking about a career in Mechanical Engineering, Product Design, or Design this class will train you to think like a Mechanical Engineer / product designer. 3D model printing has been added to help students see their designs in solid form. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation
TITLE: Mechanical Engineering and Design 4
COURSE NO: 0663
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: Mechanical Engineering and Design 3
GRADE(S): 11-12

DESCRIPTION OF COURSE: This course offers students advanced applications of Mechanical Design. You will create drawings for products you design using Autodesk Inventor and Solidworks software. Design projects will exhibit your designing and model building skills. If you are applying to a Mechanical Engineering, Product Design or Design college program this class will help to prepare you. 3D model printing has been added to help students see their designs in solid form. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Mechanical Engineering and Design 5
COURSE NO: 0664
OFFERED: Semester Alternate Day
CREDIT: 2.5 Credits
PREREQUISITES: Mechanical Engineering and Design 4
GRADE(S): 11-12

DESCRIPTION OF COURSE: This course offers future Mechanical Engineers more advanced applications to create real life design solutions. Individual and team projects are the format for this class. Design projects will exhibit your designing, model building and presentation skills. 3D model printing has been added to help students see their designs in solid form.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

Carpentry

TITLE: Introduction to Carpentry
COURSE NO: 0606
OFFERED: Full Year Alternate Day
CREDIT: 5 Credits
PREREQUISITES: None
GRADE(S): 10

DESCRIPTION OF COURSE: Students will be introduced to general house building and cabinet construction while demonstrating the safe and proper techniques of using tools and equipment. Students will be exposed to framing, roofing, siding, and the installation of doors and windows. These aspects of the industry will be
performed on a shed or similar size project within our shop environment. All projects are designed to simulate house construction. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

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**Culinary Arts**

**TITLE:** Introduction to Culinary Arts  
**COURSE NO:** 0602  
**OFFERED:** Full Year Alternate Day  
**CREDIT:** 5 Credits  
**PREREQUISITES:** None  
**GRADE(S):** 10

**COURSE DESCRIPTION:** Students will be involved in learning activities designed to increase the technical skills as well as their communication, problem solving and teamwork abilities. Students will be introduced to the Food Service Industry by learning the basic skills of baking, customer relations, and light-fare cooking such as breakfast preparation, grilling, sandwiches, and salads. They will learn how to set up a dining room, wait on customers, take food orders, operate a cash register, portion control, and estimate food cost. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

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**Electrical Technology**

**TITLE:** Introduction to Electrical Technology  
**COURSE NO:** 0607  
**OFFERED:** Full Year Alternate Day  
**CREDIT:** 5 Credits  
**PREREQUISITES:** None  
**GRADE(S):** 10

**DESCRIPTION OF COURSE:** This course will introduce the academic division student to the world of electrical technology. Fifty percent of the course time will be spent in the Electrical Laboratory wiring circuits and devices. Fifty percent of the time will be spent in the classroom learning the basic concepts of electricity, electrical wiring, and drawing electrical diagrams. At least average math skills are needed to succeed in the course. A four function calculator and a dedicated 3 ring binder are required for classroom use. Students deciding to continue in the Electrical Career Pathway must purchase approximately $300 worth of hand tools during the second semester. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**
Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

Health Careers

Introduction to Health Careers offers course work designed to meet the needs of all students who are interested in health careers. The course utilizes both traditional classroom techniques and competency-based instruction to provide students with the knowledge and skills necessary to matriculate to more advanced course work in health care.

TITLE: Introduction to Health Careers
COURSE NO: 0611
OFFERED: Full Year Alternate Day
CREDIT: 5 Credits
PREREQUISITES: None
GRADE(S): 10

DESCRIPTION OF COURSE: This course is designed to give students an introduction to health care utilizing competency-based instruction and practice. The related course of study for the Fall Semester includes: the health care team, basic anatomy and physiology, common medical conditions and related care, classification of diseases and infection control, ethical and legal issues, communication skills, observation, reporting and documentation, specific skills associated with patient care and medical terminology. During the Spring Semester, the related course of study includes: basic anatomy and physiology, common medical conditions and related care, basic human needs, environmental safety, mental illness, nutrition, death and dying, specific skills associated with patient care, and medical terminology. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Introduction to Health Careers
COURSE NO: 0610
OFFERED: 1st Semester
CREDIT: 5 Credits
PREREQUISITES: None
GRADE(S): 11-12

DESCRIPTION OF COURSE: This course is designed to give students an introduction to health care utilizing competency-based instruction and practice. The related course of study includes: the health care team, basic anatomy and physiology, common medical conditions and related care, classification of diseases and infection control, ethical and legal issues, basic human needs, communication skills, specific skills associated with patient care, environmental safety, mental illness, nutritional needs, death and dying, adult CPR/AED and first aid, and medical terminology.
Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

Hotel and Restaurant Management

| TITLE: Introduction to Hotel and Restaurant Management | COURSE NO: 0680 |
| OFFERED: Full Year Alternate Day | CREDIT: 5 Credits |
| PREREQUISITES: None | GRADE(S): 10 |

DESCRIPTION OF COURSE: This course is designed to give students an introduction to Hotel and Restaurant Management utilizing competency-based instruction and practice. Career awareness of the various occupations that make up the Hotel and Restaurant Management industry will be established through a variety of classroom instructional techniques. Explore customer service, dining room management, housekeeping, reservations, and other hotel or restaurant career opportunities through interactive projects and practical hands-on experiences. Students will see how academic course work such as math and geography are applied to and used in the workplace. If you enjoy interacting with people, travel and entertainment explore the opportunities available in Hotel and Restaurant management. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

Information Technology

Introduction to Information Technology offers coursework designed to meet the needs of all students who are interested in IT careers and advanced technology literacy. The course utilizes traditional classroom techniques, online curricula, and competency-based instruction to provide students with the knowledge and skills necessary to matriculate to more advanced coursework in Information Technology. This course prepares the student for challenges of the digital and connected world we live in, work in, or play in.

| TITLE: Introduction to Information Technology | COURSE NO: 0604 |
| OFFERED: 2nd Semester Alternate Day | CREDIT: 5 Credits |
| PREREQUISITES: None | GRADE(S): 10 |

DESCRIPTION OF COURSE: This course is for motivated students who are interested in developing skills and knowledge in hardware and software fundamentals, with an emphasis on preparing for the nationally recognized certifications. Becoming certified demonstrates that the student has the skills, training, and
knowledge required for basic use of computer hardware, application software, and operating systems. Students develop these skills through hands-on projects and interactive online courseware. Students will also develop academic and executive skills in problem solving, writing, research, and critical thinking, as well as core technology skills. Emphasis will be placed on information technology concepts and IT career exploration. Successful completion of this course will prepare students to take Information Technology III in grade 11. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

**Machine Technology**

**TITLE:** Introduction to Machine Technology  
**COURSE NO:** 0608  
**OFFERED:** Full Year Alternate Day  
**CREDIT:** 5 Credits  
**PREREQUISITE(S):** None  
**GRADE(S):** 10

**DESCRIPTION OF COURSE:** This course will closely resemble Machine Technology II (course number 964), but with less machine/computer time available. This is a good introduction to Machine Technology if you plan to continue further study in this field. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

**TITLE:** Fundamentals of Machine Technology  
**COURSE NO:** 0626  
**OFFERED:** Semester  
**CREDIT:** 5 Credits  
**PREREQUISITE(S):** None  
**GRADE(S):** 11-12

**DESCRIPTION OF COURSE:** This course will provide the student with opportunities to explore how machines are used in manufacturing, but with much less machine/computer time available. This is a good introduction to machine technology if you plan to consider mechanical engineering as a career pathway.

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation
TECHNICAL DIVISION PROGRAMS

Learning for Life

The Technical Division of the Tantasqua Regional High School is committed to preparing Tantasqua students to meet the needs and demands of the ever-changing technical workplace. It is essential that we provide our students with broad, transferable technical skills, as well as the communication, computation, collaboration, critical thinking, and interpersonal skills necessary for successful lifelong learning, wage earning, and citizenship. Our end result is to prepare our students to be college and career ready.

● Prepare students for post graduate experiences that include college, careers, and/or military service.

● Maintain a distinctive, active learning environment which requires student application of knowledge and demonstration of skills.

● Offer a wide range of technical-based programs designed to prepare students for today’s challenging world of work, as well as the promising careers of tomorrow.

● Provide learning experiences that are school and community based in order to promote within students a spirit of civic pride and community involvement.

● Secure the community support and involvement necessary to provide current, meaningful, and relevant curriculum offerings.

Technical Division Courses

The Technical Division of Tantasqua Regional Senior High School provides instruction in nine technical areas: Business Technology, Health Careers, CAD/Drafting, (Mechanical Design and Architectural Design) Carpentry, Information Technology, Culinary Arts, Electrical Technology, Hotel & Restaurant Management, and Machine Technology. Technical Division students must enroll in a full complement of academic courses as well as the following technical courses:

Grade 9
Tech I Exploratory
Tech II Exploratory

Grades 10, 11 & 12
Business Technology
CAD/Drafting (Mechanical Design and Architectural Design)
Carpentry
Information Technology
Culinary Arts
Electrical Technology
Health Careers
Hotel & Restaurant Management
Machine Technology (Advanced Manufacturing)

Students having questions about enrolling in Technical Division courses or transferring to the Technical Division should inquire at the Technical Division office.
### Articulation Agreements

**With Post-Secondary Institutions**

<table>
<thead>
<tr>
<th>College</th>
<th>THS Program</th>
<th>College Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holyoke Community College</td>
<td>Information Technology II or Introduction to Information Technology**</td>
<td>Computer Applications</td>
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<tr>
<td></td>
<td>Culinary Arts II, III, IV**</td>
<td>Up to 4 courses in Food Service Mgt. and Hospitality Mgt.</td>
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<td></td>
<td>**Must maintain “80” or better</td>
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<tr>
<td>Lincoln Culinary Institute</td>
<td>Culinary Arts II, III, IV**</td>
<td>Introduction to Culinary Arts</td>
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<tr>
<td></td>
<td>Culinary Arts Related II, III, IV**</td>
<td>(applies to Culinary Arts, Italian Culinary Arts, or Baking and Pastry)</td>
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<tr>
<td></td>
<td>**Must maintain “B” or better</td>
<td></td>
</tr>
<tr>
<td>New England Institute of Tech</td>
<td>Carpentry II, III, IV**</td>
<td>Tool and Site Work Lab and House Framing I Lab</td>
</tr>
<tr>
<td></td>
<td>CAD/Drafting II, III, IV**</td>
<td>Computer Aided Design I*</td>
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<tr>
<td></td>
<td>Information Technology II, III, IV**</td>
<td>*for Mech. Eng.; pending for Architecture</td>
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<tr>
<td></td>
<td>**Must maintain “B” or better</td>
<td>Windows Networking Essentials</td>
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<td>Hardware Fundamentals</td>
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<tr>
<td>Quinsigamond Community College</td>
<td>Culinary Arts II, III, IV and Related**</td>
<td>Up to 3 courses in Food Service Mgt. and Hotel/Restaurant Mgt.</td>
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<td></td>
<td>Electrical Applications II, Electrical Technology &amp; Systems Design II**</td>
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<td></td>
<td>Machine Technology Shop II, III, IV and Related**</td>
<td></td>
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<tr>
<td></td>
<td>**Must maintain “80” or better</td>
<td></td>
</tr>
<tr>
<td>Springfield Technical</td>
<td>CAD/Drafting II, III, IV**</td>
<td>Up to 4 courses in Mechanical Engineering Technology</td>
</tr>
<tr>
<td>Community College</td>
<td>Machine Technology II, III, IV**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Must maintain “80” or better</td>
<td></td>
</tr>
<tr>
<td>ALL Massachusetts Community</td>
<td>Tantasqua CAD/Drafting II, III, IV**</td>
<td>Introduction to Drafting at all 15 Massachusetts Community Colleges</td>
</tr>
<tr>
<td>Colleges</td>
<td>**Must maintain “80” or better and a minimum overall GPA of 2.0</td>
<td></td>
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</tbody>
</table>

Massachusetts Community Colleges and the Commonwealth’s Career and Technical High Schools have developed new articulation/transfer agreements aimed at creating seamless pipelines to higher education and reducing the time to completion for technical high school students entering community colleges. The articulation agreements will assist transitioning technical high school students to community college degree and certificate programs in STEM fields, the trades, health care, business and other high-demand middle skills careers.
According to Bill Hart, Executive Officer of MCCEO, “The 15 Community Colleges across the state continually partner locally and regionally with high schools on pathways to college programs. However, in this particular partnership we created a statewide collaborative model that provides clear pathways for motivated students to have access to higher education in disciplines and career fields in which they already know they have an interest and some experience. Also, the agreements that are developed through this inclusive process with both community college faculty and technical high school teachers ensure that articulation and transfer for these programs is done in a uniform and consistent way.” There will now be a total of 14 collaborative agreements that allow for technical high school students in specific programs to be awarded credits at community colleges for work already completed at the technical high school level. “Creating a seamless continuum of educational opportunities for students while streamlining the process just makes sense. These students have already proven they have done the work in a given area. Let’s keep them motivated by moving them forward in a particular trade area or degree program so that they have a shot at high-quality, low-cost higher education that will serve them well for a lifetime,” said Hart.

The agreements are in the high demand fields of Hospitality Management; Business Technology; Health Assisting (CNA); Carpentry, Machine Tool Technology (Machine Manufacturing), Drafting, Information Technology; Manufacturing Engineering, and Culinary Arts. For more information on the Massachusetts Community Colleges & Vocational High School articulation agreements visit www.masscc.org.

**Tech - Exploratory**

Tech Exploratory is a full year experience for Technical Division students designed to introduce them to all of the vocational-technical programs offered at Tantasqua. Hands-on projects in each area will show the students the skills and tasks required. We want students to see how their interests and abilities match up with the requirements of programs prior to choosing one in which to specialize. Each rotation will also focus on career and college opportunities connected to the curriculum for the respective program.

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Tech I Exploratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE NO:</td>
<td>(CPA) 0902</td>
</tr>
<tr>
<td>OFFERED:</td>
<td>Terms 1, 2, 3 Alternate Days</td>
</tr>
<tr>
<td>CREDIT:</td>
<td>3.75 Credits</td>
</tr>
<tr>
<td>LEVEL(S):</td>
<td>CPA</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>None</td>
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<tr>
<td>GRADE(S):</td>
<td>9</td>
</tr>
</tbody>
</table>

**DESCRIPTION OF COURSE:** This course will be a combination of program based, experiential activities and career development lessons. Students explore all nine vocational-technical areas: Business Technology, CAD/Drafting, Carpentry, Information Technology, Culinary Arts, Electrical, Health Careers, Hotel-Restaurant Management, and Machine Technology. In addition, nine career development lessons will be covered: Job Application and Career Interest Survey, Goal Setting, Safety, Workplace Skills, Entrepreneurship, Team Building, First Aid, Communication, and Personal Qualities/Time Management. At the completion of this schedule the students will have one additional lesson on Non-Traditional Careers. They will then choose one program to explore in detail for the fourth term. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
• Develop skills necessary to identify, define, and solve complex problems
• Communicate ideas through effective calculation

TITLE: Tech II Exploratory
COURSE NO: (CPA) 0903
OFFERED: Term 4 Alternate Days
CREDIT: 1.25 Credits
LEVEL(S): CPA
REQUISITE: Taken in conjunction with 0902
GRADE(S): 9

DESCRIPTION OF COURSE: This course will explore in depth the basic fundamental principles and practices in one program of the student’s choice. The student will be introduced to shop practices, safety concerns, introductory terminology, basic techniques and competencies which build the foundation for in-depth instruction in subsequent years. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

Student Learning Expectations:
• Engage in educational pathways and choices consistent with interests, abilities, and goals
• Collaborate effectively in a learning environment
• Develop skills necessary to identify, define, and solve complex problems
• Communicate ideas through effective calculation

**Business Technology**

The Business Technology program is designed to help the student develop competency skills needed for a career in business and/or to prepare them to further their education at a business college. Students will develop skills in the areas of finance, marketing and management. (See your program instructor for a list of suggested academic electives.)

TITLE: Business Technology II
COURSE NO: (CPA) 0968
OFFERED: Full Year Alternate Day
CREDITS: 5
LEVEL(S): CPA
PREREQUISITES: None
GRADE(S): 10

DESCRIPTION OF COURSE: Learn skills which can prepare you for work, college, and life! Students will use the popular computer application programs to design a variety of publications used in starting up a small business. Students learn how to operate various business equipment including a digital camera, 10-key calculator, phone system, projector, scanner, fax, and copier. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

Student Learning Expectations:
• Engage in educational pathways and choices consistent with interests, abilities, and goals
• Collaborate effectively in a learning environment
• Develop skills necessary to identify, define, and solve complex problems
• Communicate ideas through effective calculation
TITLE: Business Technology III
COURSE NO: (CPA) 0987
OFFERED: Full Year
CREDITS: 10
LEVEL(S): CPA
PREREQUISITES: Successful completion of Business Technology II
GRADE(S): 11

DESCRIPTION OF COURSE: Business Technology III will focus on introductory accounting principles, marketing and customer service. Students will learn accounting concepts and procedures for a service business organized as a proprietorship and merchandising business organized as a corporation. Students work through the accounting cycle for a proprietorship, gain knowledge of banking practices, and develop an understanding of business and financial practices. Students will learn the four P’s of Marketing – product, price, place, and promotion. Marketing is all about selling the right product, at the right price, in the right place using the right promotion. Students research, select, design, and market a product and have an opportunity to work in Tantasqua Outfitters, the school store. Using a computerized, virtual business simulation, students learn how to run a convenience store. In addition, students will be trained in customer service.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Business Technology IV
COURSE NO: (CPA) 0988
OFFERED: Full Year
CREDITS: 20
LEVEL(S): CPA
PREREQUISITES: Successful completion of Business Technology III
GRADE(S): 12

DESCRIPTION OF COURSE: Business Technology IV focuses on advanced accounting and marketing skills, as well as introduces students to management and entrepreneurial skills. Advanced Accounting covers departmentalized, corporation and management accounting. Use of automated accounting to record school store operations and accounting simulations will provide students with a hands-on approach. Business Technology IV demonstrates how the growth of “social media” (Twitter, Facebook, YouTube and cell phones) has impacted the way organizations communicate and are able to market their product/service. Students are challenged to be creative and innovative with social media, as well as demonstrate how an effective web page design and e-commerce can affect their business. Students will manage Tantasqua Outfitters, the school store, and develop a business plan for starting up a service or retail business following the Small Business Administration guidelines.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation
CAD/Drafting

TITLE: CAD/Drafting II
COURSE NO: (H) 0942H (CPA) 0942C
OFFERED: Full Year Alternate Day
CREDIT: 5 credits
LEVEL(S): H, CPA
PREREQUISITES: Honors level requires teacher recommendation
GRADE(S): 10

DESCRIPTION OF COURSE: This course presents the fundamentals of sketching and Computer Aided Drafting / Design (CAD). Students will learn about different career opportunities associated with drafting, design and engineering using industry level software and hardware. Students will create and design real products used every day. At least one design will include 3D printing. Critical thinking and problem solving skills will be developed through participation in team oriented design projects. Students will explore in greater detail both the Mechanical Design and Architectural Design aspects of CAD before selecting an area of concentration. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Mechanical Engineering and Design III
COURSE NO: (H) 0945M (CPA) 0940M
OFFERED: Full year
CREDIT: 20 credits
LEVEL(S): H, CPA
PREREQUISITES: Successful completion of CAD/Drafting II, Honors level requires teacher recommendation
GRADE(S): 11

DESCRIPTION OF COURSE: This course offers students advanced concepts of Mechanical Design. You will apply the design process to create product drawings using Autodesk software including AutoCad Mechanical, Inventor, Fusion 360, and 3D StudioMax. Design projects will help you improve your designing and model building skills. Students will engage in challenging projects working independently and in teams. Students will also have an opportunity to design products and 3D print them as scale model prototypes.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation
TITLE: Mechanical Engineering and Design IV
COURSE NO: (H) 0946M (CPA) 0941M
OFFERED: Full year
CREDIT: 20 credits
LEVEL(S): H, CPA
PREREQUISITES: Successful completion of Mechanical Engineering and Design III, Honors level requires teacher recommendation
GRADE(S): 12

DESCRIPTION OF COURSE: This course offers students advanced applications of Mechanical Design. Students will learn how to create real world solutions to real world challenges. You will create drawings for products you design using Autodesk software including AutoCad Mechanical, Inventor, Fusion 360, and 3D StudioMax. Design projects will exhibit your designing, model building and presentation skills. Communication and project management will be highlighted through these projects. Students will work in teams to design a more multi-parts project and 3D print the project.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Architectural Design III
COURSE NO: (H) 0945A (CPA) 0940A
OFFERED: Full Year
CREDIT: 20 credits
LEVEL(S): H, CPA
PREREQUISITES: Successful completion of CAD/Drafting II, Honors level requires teacher recommendation
GRADE(S): 11

DESCRIPTION OF COURSE: Architectural Design III is a course that builds on fundamentals of building design and drafting learned in CAD Drafting II. Students will create a solution to design projects using space planning techniques, zoning and building code requirements as guidelines to draft a set of working drawings and illustrations. Students work on increasing their skills using various industry standard software programs, hand drafting techniques, and model making. Critical thinking and drafting conventions are strengthened and applied to individual projects and assignments to increase skills used in the architecture, design and engineering career fields. Primary software used: AutoCAD, Revit, SketchUp, and Adobe Creative Suite.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation
Architectural Design IV

COURSE NO: (H) 0946A (CPA) 0941A
OFFERED: Full Year
CREDIT: 20 credits
LEVEL(S): H, CPA
PREREQUISITES: Successful completion of Architectural Design III, Honors level requires teacher recommendation
GRADE(S): 12

DESCRIPTION OF COURSE: Architectural Design IV is a course that builds on fundamentals of building design and drafting learned in CAD Drafting II and Architectural Design III. Students will study the various building elements, loads, components, and systems, investigating how they come together, and how they must collaborate with each other during the design and construction of a building. Students develop projects that include physical model construction, detailed working drawings, presentation drawings and illustrations.

Critical thinking and drafting conventions are strengthened and applied to individual projects and assignments to increase skills used in the architecture, design and engineering career fields. Primary software used: AutoCAD, Revit, SketchUp, Adobe Creative Suite.

Students will also investigate career pathways in architecture, engineering, historic restoration, construction management. Students will understand the path it takes to become a Registered Architect and Professional Engineer. Students will create a design portfolio, resume and cover letter along with developing skills interviewing, presenting projects, and workplace etiquette.

Student Learning Expectations:

- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

Carpentry

COURSE NO: (CPA) 0934
OFFERED: Full Year Alternate Day
CREDIT: 5 Credits
LEVEL(S): CPA
PREREQUISITES: None
GRADE(S): 10

DESCRIPTION OF COURSE: Students will be introduced to general shop practices and cabinet construction while demonstrating the safe and proper techniques of using tools and machines preparing them for career readiness. Students will be exposed to design, measurement, layout and construction of small projects, for example tool chest and step stools. These aspects of the industry will be performed on a tool chest and step stools, and a Shaker end table or similar size project within our shop environment from a detailed set of plans. All projects are designed to simulate step by step construction regardless of size or scope. Students will have to purchase some small hand tools for this class. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.
Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Carpentry Construction III
COURSE NO: (CPA) 0930
OFFERED: Full Year
CREDIT: 15 Credits
LEVEL(S): CPA
PREREQUISITES: Successful completion of Carpentry Construction II
GRADE(S): 11

DESCRIPTION OF COURSE: Students will enhance their skills obtained in Construction II. All areas of house building will be covered in detail. Students will build an 8'x12 shed in the shop by laying out, cutting, fitting, and joining components using hand and power tools. Students will be involved in building projects for members of the community. During all aspects of construction OSHA safety standards are followed. Students will have to purchase a tool belt for this class with essential hand tools.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Carpentry Related III
COURSE NO: (CPA) 0931
OFFERED: Full Year
CREDIT: 5 Credits
LEVEL(S): CPA
REQUISITE: Must be taken concurrently with Carpentry Construction III
GRADE(S): 11

DESCRIPTION OF COURSE: Students will review basic woodworking and carpentry techniques along with the safe use of tools and equipment. They will enhance their learning experience by covering in more detail the layout and covering of walls, floors, ceilings, and roofs, as well as the various materials used in modern construction techniques. Blueprint reading and drafting will also be covered. An OSHA class will be part of the related class so that each student may receive an OSHA 10 Construction card.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation
Carpentry Construction IV

COURSE NO: (CPA) 0932
OFFERED: Full Year
CREDIT: 25 Credits
LEVEL(S): CPA
PREREQUISITES: Successful completion of Carpentry Construction III
GRADE(S): 12

DESCRIPTION OF COURSE: Students will continue their training in the carpentry trade by constructing a house or several similar smaller projects in the Tantasqua communities. Students will receive practical, on site experience in all aspects of house construction.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

Carpentry Related IV

COURSE NO: (CPA) 0933
OFFERED: Full Year
CREDIT: 5 Credits
LEVEL(S): CPA
REQUISITE: Must be taken concurrently with Carpentry Construction IV
GRADE(S): 12

DESCRIPTION OF COURSE: Students will review carpentry methods and techniques along with the safe use of tools and equipment covered in the eleventh grade. Students will be able to utilize their acquired knowledge and skills to construct dormers, hip and valley roofs, stair layouts, and basic cabinets. Students will design a house of their choosing, utilizing the federal, state, and local building codes. They will also estimate material and labor costs.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

Culinary Arts

Culinary Arts II

COURSE NO: (CPA) 0915
OFFERED: Full Year Alternate Day
CREDIT: 5 Credits
LEVEL(S): CPA
PREREQUISITES: None
GRADE(S): 10

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DESCRIPTION OF COURSE: Culinary Arts II is a full year course designed to allow Technical Division sophomore students the opportunity to explore the technologies involved in Tantasqua’s Culinary Arts Program. Students will be involved in learning activities designed to increase technical skills as well as communication, problem solving and teamwork abilities. Four individual courses constitute the Culinary Arts II sequence. Culinary Arts students will be introduced to the Food Service Industry by learning the basic skills of baking, customer relations, and light-fare cooking such as breakfast preparation, grilling, sandwiches, and salads. They will learn how to set up a dining room, wait on customers, take food orders, operate a cash register, portion control and estimate food cost. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

**TITLE:** Culinary Arts III  
**COURSE NO:** (CPA) 0911  
**OFFERED:** Full Year  
**CREDIT:** 15 credits  
**LEVEL(S):** CPA  
**PREREQUISITES:** Successful completion of Culinary Arts II  
**GRADE(S):** 11

**DESCRIPTION OF COURSE:** Students will learn techniques of professional baking and share in the excitement of preparing pastries, desserts, and a variety of breads. Students will also learn the preparation of food for the Cornerstone Café, basic cooking techniques, preparation of soups, and sauces. Upon completion of the 11th grade, students will have the capability to be employed at a professional baking facility and restaurant establishment.

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

**TITLE:** Culinary Arts Related III  
**COURSE NO:** (CPA) 0912  
**OFFERED:** Full Year  
**CREDIT:** 5 credits  
**LEVEL(S):** CPA  
**REQUISITE:** Must be taken concurrently with Culinary Arts III  
**GRADE(S):** 11

**DESCRIPTION OF COURSE:** Students will learn methods of professional baking, quality control, basic culinary math, weights and measures, sanitation and safety, food production, customer service, and communication skills. Students will enhance their learning by exploring and studying the Food Service Industry and Entrepreneurship opportunities. Students will be introduced to Hospitality and Tourism. Students will be introduced to ServSafe course.
Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Culinary Arts IV  
COURSE NO: (CPA) 0913  
OFFERED: Full Year  
CREDIT: 25 credits  
LEVEL(S): CPA  
PREREQUISITES: Successful completion of Culinary Arts III  
GRADE(S): 12

DESCRIPTION OF COURSE: This course gives a great opportunity to students for hands-on experience in the restaurant and food service business field. This course will prepare the students with the ability and skills to operate a restaurant kitchen, with training in food ordering, food handling, menu planning, food preparation and customer service. Emphasis will be placed on developing interpersonal skills. Students will also have the opportunity to enhance their skills by working in a local area food service establishment.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Culinary Arts Related IV  
COURSE NO: (CPA) 0914  
OFFERED: Full Year  
CREDIT: 5 credits  
LEVEL(S): CPA  
REQUISITE: Must be taken concurrently with Culinary Arts IV  
GRADE(S): 12

DESCRIPTION OF COURSE: Students will review culinary arts methods and techniques along with sanitation and safety in tools and equipment operation covered in the eleventh grade. Students will expand their knowledge in the culinary arts field by learning how to operate a restaurant kitchen and dining room. Students will enhance their learning in more detail by exploring and studying the Food Service Industry and Entrepreneurship opportunities. Students will continue the introduction to Hospitality and Tourism, and study for ServSafe certification.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation
Electrical Technology

The Electrical Department is comprised of both laboratory hands on work and classroom work related to electrical theory, design, and calculations. Students will typically work in teams as well as on their own discovering solutions to problems and situations while applying their acquired skills. While participating in these activities, students are expected to attain broad transferable and technical skills as well as the communication, computation, collaboration, critical thinking and interpersonal skills needed for life-long learning, wage earning and citizenship. The courses are:

**Electrical Applications II**

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Electrical Applications II</th>
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<tbody>
<tr>
<td>COURSE NO:</td>
<td>(CPA) 0955</td>
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<tr>
<td>OFFERED:</td>
<td>Full Year Alternate Day</td>
</tr>
<tr>
<td>CREDIT:</td>
<td>5 credits</td>
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<td>LEVEL(S):</td>
<td>CPA</td>
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<tr>
<td>PREREQUISITES:</td>
<td>None</td>
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<td>GRADE(S):</td>
<td>10</td>
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**DESCRIPTION OF COURSE:** This shop-based, hands-on course teaches competencies in basic wiring, covering switching, lighting, and power circuits. Students are required to purchase approximately $300 worth of hand tools* during the 1st semester. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

* Students are required to have specific tools for their vocational program. In the event that a student cannot afford the tools that are required for their program, tools will be provided as described in the Student/Parent/Guardian Handbook.

**Electrical Applications III**

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<thead>
<tr>
<th>TITLE:</th>
<th>Electrical Applications III</th>
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<tbody>
<tr>
<td>COURSE NO:</td>
<td>(CPA) 0950</td>
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<tr>
<td>OFFERED:</td>
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<tr>
<td>LEVEL(S):</td>
<td>CPA</td>
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<tr>
<td>PREREQUISITES:</td>
<td>Successful completion of Electrical Applications II</td>
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<td>GRADE(S):</td>
<td>11</td>
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**DESCRIPTION OF COURSE:** Electrical Applications III is a continuation of Electrical Application II. In this course students will wire a house, bend conduits, and apply more complicated circuits to their projects. Power, heat and lighting projects provide students with a well-rounded electrical background.

**Student Learning Expectations:**
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation
TITLE: Electrical Technology and System Design III  
COURSE NO: (CPA) 0951  
OFFERED: Full Year  
CREDIT: 8 credits  
LEVEL(S): CPA  
REQUISITE: Must be taken concurrently with Electrical Applications III  
GRADE(S): 11  

DESCRIPTION OF COURSE: A continuation of Electrical Technology and Systems Design II, this course provides a solid understanding of residential wiring and basic competencies of commercial design and wiring methods.  

Student Learning Expectations:  
- Engage in educational pathways and choices consistent with interests, abilities, and goals  
- Collaborate effectively in a learning environment  
- Develop skills necessary to identify, define, and solve complex problems  
- Communicate ideas through effective calculation  

TITLE: Electrical Applications IV  
COURSE NO: (CPA) 0952  
OFFERED: Full Year  
CREDIT: 20 credits  
LEVEL(S): CPA  
PREREQUISITES: Successful completion of Electrical Applications III  
GRADE(S): 12  

DESCRIPTION OF COURSE: This “hands-on” course is intended to provide students with practical applications in various areas of the electrical industry. It is meant to serve those students who will be entering the world of work, as well as those seeking real world experiences before continuing their educational pursuits in related engineering disciplines. Students will be involved in laboratory activities and off-campus electrical projects.  

Student Learning Expectations:  
- Engage in educational pathways and choices consistent with interests, abilities, and goals  
- Collaborate effectively in a learning environment  
- Develop skills necessary to identify, define, and solve complex problems  
- Communicate ideas through effective calculation  

TITLE: Electric Motors and Motor Controls IV  
COURSE NO: (CPA) 0954  
OFFERED: Full Year  
CREDIT: 10 credits  
LEVEL(S): CPA  
REQUISITE: Must be taken concurrently with Electrical Applications IV  
GRADE(S): 12  

DESCRIPTION OF COURSE: This course covers the motors and controls encountered by an electrician and/or technician in a typical commercial or industrial work setting. The majority of the course time will
be spent in the Motor and Controls Laboratory applying knowledge in a practical environment using real world motors and controls. This course utilizes both traditional and computer based control equipment.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

Health Careers

The Health Careers program offers coursework designed to meet the needs of all students who are interested in health careers. These courses utilize both traditional classroom techniques and competency-based instruction to provide students with the knowledge and skills necessary to matriculate to more advanced coursework in health care. This program prepares students for American Heart Association CPR/AED and first aid certifications, Alzheimer’s Association Habilitation Training Certificate, and the Massachusetts Department of Public Health nursing assistant and home health aide certifications.

TITLE: Health Careers II
COURSE NO: (H) 0923H (CPA) 0923C
OFFERED: Full Year Alternate Day
CREDIT: 5 Credits
LEVEL(S): H, CPA
PREREQUISITES: None
GRADE(S): 10

DESCRIPTION OF COURSE: This course is designed to give students an introduction to health care utilizing competency-based instruction and practice. The related course of study includes: the health care team, basic anatomy and physiology, common medical conditions and related care, classification of diseases and infection control, ethical and legal issues, basic human needs, communication skills, specific skills associated with patient care, environmental safety, mental illness, nutritional needs, death and dying, and medical terminology. THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Health Careers III
COURSES NO: (H) 0920H (CPA) 0920C
OFFERED: Full Year
CREDIT: 10 Credits
LEVEL(S): H, CPA
PREREQUISITES: Honors level requires a minimum grade of a “C” in Health Careers II and teacher recommendation
GRADE(S): 11
DESCRIPTION OF COURSE: This course is designed to give students an introduction to health care utilizing competency-based instruction and practice. The related course of study includes: community health care, basic anatomy and physiology, common medical conditions and related care, introduction to care of the elderly and the chronically ill, certification in adult CPR/AED and first aid, medical terminology, infection control, ethical and legal issues, and communication skills. Students learn specific skills associated with patient care: bed-making, vital signs, positioning and transfers, height/weight and patient bathing.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Health Careers IV – Clinical
COURSE NO: (CPA) 0921C
OFFERED: Full Year
CREDIT: 12 Credits
LEVEL(S): CPA
PREREQUISITES: Minimum grade of “C” in Health Careers III
REQUISITE: Must be taken concurrently with Health Careers IV – Theory
GRADE(S): 12

DESCRIPTION OF COURSE: This course is designed to give students the opportunity to experience hands-on training in health care settings. Students will participate in three (3) clinical rotations: acute hospital care, long-term care, and an internship or cooperative experience. During these rotations, students will provide direct patient care in medical/surgical and long-term care and will job shadow in a variety of medical departments including: radiology, cardiac rehabilitation, respiratory therapy, physical therapy, occupational therapy, pediatrics, obstetrics, same day surgery, emergency room, and CAT scan/MRI.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Health Careers IV – Theory
COURSE NO: (H) 0924 (CPA) 0922
OFFERED: Full Year
CREDIT: 8 Credits
LEVEL(S): H, CPA
PREREQUISITES: Minimum grade of “C” in Health Careers III. Honors level requires teacher recommendation. Must be taken concurrently with Health Careers IV – Clinical
GRADE(S): 12
DESCRIPTION OF COURSE: This course utilizes competency-based instruction and practice. The course of study includes: care of the elderly, care of the surgical patient, pediatrics, obstetrics, home health care, rehabilitation and restorative care, employment opportunities and career growth, anatomy and physiology, common disorders and related care, specific skills associated with health care, journal writings based on clinical experiences, cultural sensitivity, review for state certification examinations, and medical terminology. Upon completion of the program, students may be eligible to test for nursing assistant and home health aide certifications with the Massachusetts Department of Public Health Alzheimer’s Habilitation Certification.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

### Hotel and Restaurant Management

**TITLE:** Hotel and Restaurant Management II  
**COURSE NO:** (CPA) 0989  
**OFFERED:** Full Year Alternate Day  
**CREDIT:** 5 Credits  
**LEVEL(S):** CPA  
**PREREQUISITES:** None  
**GRADE(S):** 10

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

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

**TITLE:** Hotel and Restaurant Management III  
**COURSE NO:** (CPA) 0990  
**OFFERED:** Full Year  
**CREDIT:** 20 Credits  
**LEVEL(S):** CPA
PREREQUISITES: Successful completion of Hotel and Restaurant Management II
GRADE(S): 11

DESCRIPTION OF COURSE: The training in Hotel and Restaurant Management is continued using the curriculum designed by the American Hotel & Lodging Association. Students will add dining room supervision, room set up and break down, banquet planning and layout to their skills inventory. The curriculum covers information about cruise line operations, sales, menu costing, business management, hiring, inventory maintenance, and designing seating plans. Introduction to hotel operations will be enhanced by off-site interaction with local lodging partnerships. Practical hands-on experiences in the front of the house operations will be enhanced by students running, in conjunction with the Culinary Arts program, the 75 seat Cornerstone Café. Students will also develop skills and knowledge in entrepreneurship while working with the computer simulation program Virtual Business-Restaurant. Traditional classroom lecture, interactive discussions and related practical projects will continue to be utilized for classroom instruction. Application and integration of traditional academic course work will continue to show students real world uses for these subject areas. In addition, students will strengthen their broad transferable technical, communication, collaboration, critical thinking and interpersonal skills needed for lifelong learning, wage earning and citizenship. Students will have the opportunity to receive CPR and ServSafe Certification.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Hotel and Restaurant Management IV
COURSE NO: (CPA) 0991
OFFERED: Full Year
CREDIT: 20 Credits
LEVEL(S): CPA
PREREQUISITES: Successful completion of Hotel and Restaurant Management III
GRADE(S): 12

DESCRIPTION OF COURSE: The training of Hotel and Restaurant Management is continued using curriculum designed by the American Hotel & Lodging Association. Students will develop a résumé and interview skills. Each student will participate in off-site training at a local lodging partner. Student presentation skills will be enhanced by projects utilizing PowerPoint. Students will continue to demonstrate the mastery of vocational competencies in Hotel, Restaurant, Travel and Tourism to include supervisory skills while acting as dining room manager for the 75 seat, student run, Cornerstone Café. Scheduling and menu planning will be emphasized while teamwork and problem solving will be strengthened by working collaboratively with Culinary Arts Seniors who supervise Back of the House operations for the Cornerstone Café. Students will continue to increase entrepreneurship skills by working with Virtual Business – Restaurant. Traditional classroom lecture, interactive discussions and related practical projects will continue to be utilized for classroom instruction. Further application and integration of traditional academic course work will continue to show students real world uses for these subject areas. In addition, students will strengthen their broad transferable technical, communication, collaboration, critical thinking and interpersonal skills needed for lifelong learning, wage earning and citizenship.
Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

**Information Technology**

The Information Technology program offers coursework designed to meet the needs of all students who are interested in IT careers or post-secondary studies. These courses utilize both traditional classroom techniques and competency-based instruction to provide students with the knowledge and skills necessary to matriculate to more advanced coursework in information technology. This program prepares students for nationally recognized certification (PC Pro). The honors level requires students to earn a second third-party certification of their choice.

**TITLE:** Information Technology II
**COURSE NO:** (H) 0982H (CPA) 0982C
**OFFERED:** Full Year Alternate Day
**CREDIT:** 5 Credits
**LEVEL(S):** H, CPA
**PREREQUISITES:** Honors level requires teacher recommendation
**GRADE(S):** 10

**DESCRIPTION OF COURSE:** This course is for motivated students who are interested in developing skills and knowledge in Information Technology, network technology and system support, and computer service. Students will learn technical skills in refurbishing, troubleshooting and repairing computer systems. Software management topics including installing, configuring, and updating applications are covered, as well as business skills including workplace etiquette, customer service and project management are explored. Students develop these skills through hands-on projects that serve their school and community. Through these projects, students will develop academic and professional skills in problem solving, writing, research, and critical thinking, as well as core technology skills. Emphasis will be placed on Information Technology basics and IT career exploration. Students will be expected to complete Industry standard national certification. Honors level students have the opportunity to secure a second certification. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

**TITLE:** Information Technology III
**COURSE NO:** (H) 0980H (CPA) 0980C
**OFFERED:** Full Year
**CREDIT:** 10 Credits
**LEVEL(S):** H, CPA
PREREQUISITES: Successful completion of Information Technology II. Honors level requires teacher recommendation
GRADE(S): 11

DESCRIPTION OF COURSE: This course is for motivated students, who are interested in furthering their skills in Information Technology, network system technology systems, operating systems, and network components. Students will learn the advanced hardware, software, and network troubleshooting, and advanced software applications. Students develop these skills by participating in hands-on projects that serve their school and community. Through these projects, students develop academic skills in problem solving, writing, research, organizational strategies, and critical thinking. This course is designed to be the introduction many facets of information technology including operating systems, PC repair and more. Successful completion of this course will lead to a national certification and prepare students to take Information Technology IV in their senior year. Honors level students have the opportunity to secure a second certification.

Student Learning Expectations:

- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

TITLE: Information Technology IV
COURSE NO: (H) 0981H (CPA) 0981C
OFFERED: Full Year
CREDIT: 20 credits
LEVEL(S): H, CPA
PREREQUISITES: Successful completion of Information Technology III. Honors level requires teacher recommendation
GRADE(S): 12

DESCRIPTION OF COURSE: Students will expand upon their knowledge and experience gained from Information Technology III. All students will complete a national certification in each semester. Advanced topics in network operating systems, network configuration, and administration, and server security administration will be covered. Troubleshooting and maintaining network components, related equipment, networking, and help desk/command center will be taught. In addition, students will train in advanced network system design & configuration. A self-paced, independent senior project is required, in which students will utilize skills acquired from being in the program. Opportunities to gain on and off-site hands on experience exist for students who meet specific requirements. Emphasis will be placed on network system support, customer service, project management and networking.

Student Learning Expectations:

- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation
DESCRIPTION OF COURSE: This course will introduce basic techniques of drilling, turning, milling, and grinding machines. Simple projects that reinforce basic machine safety and operation will be the focus. Computerized machine operations or CAD/CAM will also be introduced. Most of our machines are interfaced with Information Technology. This course will lay a strong foundation for career growth in the manufacturing industry or a related field. **THIS COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.**

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

DESCRIPTION OF COURSE: Students enrolled in this course will learn precision measuring techniques and quality control practices. Safety precautions and proper use of equipment typical to many manufacturing industries will be studied. Ferrous and nonferrous material removal operations will be stressed. Students will become familiar with blueprint reading practices and computer applications specific to local manufacturing industries. Skills will be introduced and practiced through the completion of projects. Projects can be single or production manufactured items, written reports, or professional presentations. Students will experience and gain an understanding of general industrial manufacturing environments. This occupational knowledge will include planning, technical and production skills, underlying principles of technology, labor issues, and safety practices. Students will be introduced to state of the art technology including; CNC Turning Center, 3D printing, and laser engraving.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation
TITLE: Machine Technology Related Science III  
COURSE NO: (H) 0961H (CPA) 0961C  
OFFERED: Full Year  
CREDIT: 5 credits  
LEVEL(S): H, CPA  
REQUISITE: Must be taken concurrently with Machine Technology Systems III. Honors level requires teacher recommendation  
GRADE(S): 11  

DESCRIPTION OF COURSE: Students will learn methods of quality control, care, use, and setup of many precision measuring tools. Planning and layout of machined parts and operations will be studied. Students will become familiar with basic to intermediate blueprint reading skills, the mathematics and theory of machining, tapers, threads and gears, and many underlying principles of manufacturing. Students will experience and gain an understanding of the manufacturing industry. This occupational knowledge will include planning, finance, management, technical and production skills, and underlying principles of technology, labor issues, and health and safety practices. A strong background in math and reading comprehension make this course easier for students.  

Student Learning Expectations:  
- Engage in educational pathways and choices consistent with interests, abilities, and goals  
- Collaborate effectively in a learning environment  
- Develop skills necessary to identify, define, and solve complex problems  
- Communicate ideas through effective calculation  

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TITLE: Machine Technology Systems IV  
COURSE NO: (H) 0962H (CPA) 0962C  
OFFERED: Full Year  
CREDIT: 15 credits  
LEVEL(S): H, CPA  
PREREQUISITES: Successful completion of Machine Technology Systems III. Honors level requires teacher recommendation  
GRADE(S): 12  

DESCRIPTION OF COURSE: Students will continue to develop their knowledge and skills learned the previous year. Projects will be more involved and include heat treatment, metallurgy, surface finishes, and abrasive grain technologies. Job cost estimating and CAD/CAM technology will be stressed throughout the course. Students will experience occupational knowledge in job planning, safety, production skills, and underlying principles of technology. There will be opportunities for co-op employment and/or industrial visitations to round out the students’ experience.  

Student Learning Expectations:  
- Engage in educational pathways and choices consistent with interests, abilities, and goals  
- Collaborate effectively in a learning environment  
- Develop skills necessary to identify, define, and solve complex problems  
- Communicate ideas through effective calculation
TITLE: Machine Technology Related Science IV
COURSE NO: (H) 0963H (CPA) 0963C
OFFERED: Full Year
CREDIT: 5 credits
LEVEL(S): H, CPA
REQUISITE: Must be taken concurrently with Machine Technology Systems IV. Honors level requires teacher recommendation
GRADE(S): 12
DESCRIPTION OF COURSE: Students will learn the science behind finish grinding, the theory of electrical discharge machining, and fixture making procedures, use of the sine bar and applied trigonometry. Blueprint interpretation, studies in geometric dimensions and tolerances, computer integrated manufacturing, and locating/using informational resources will be studied in great detail. This occupational knowledge will include job planning, shop management, underlying principles of technology, labor issues, and safety practices. Strong math and reading comprehension are recommended.

Student Learning Expectations:
- Engage in educational pathways and choices consistent with interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective calculation

COOPERATIVE EDUCATION

TITLE: Cooperative Education
OFFERED: Semester
CREDITS: Embedded in program course
PREREQUISITES: As indicated below
GRADE(S): 12

REQUIREMENTS FOR STUDENT PARTICIPATION

Description of the Cooperative Education Program
The Cooperative Education Program is a continuation of the technical program that provides qualified students with an occupational employment opportunity in a professional setting. The program experience must be directly related to the career in which the student has been trained and cooperating employers agree to provide additional training as specified by the school and that meets the Massachusetts Vocational Technical Education Frameworks. The employer assesses student performance, provides a written evaluation to the school on a regular basis. All students enrolled in the Cooperative Education Program must be paid at or above the prevailing minimum wage.

Grades, Attendance, Performance Requirements
Student eligibility criteria are a very important part of cooperative education. Students must be encouraged to work hard to become eligible to participate. The criteria used must be checked for the period prior to cooperative education commencing and maintained during the cooperative education program.

The following is a list of factors considered in the assessment of student eligibility:
- Possession of a career plan
- Minimum age of 16 years old
- Shop/related technical and academic grade point average should be no less than a cumulative 2.0
● No failing grades in the preceding marking period
● Has completed or is scheduled to complete all graduation requirements
● Possession of an OSHA 10-hour training certificate (for applicable technical program)
● No more than five (5) days absent in a semester without an acceptable excuse
● Competency attainment (only those students who are enrolled in an approved technical education program and who have demonstrated those academic, technical, and employability competencies associated with at least one and one half years of full time study in the technical cooperative education program area
● Enrollment should occur no earlier than midway through the junior year
● Teacher recommendation/approval (shop/related/academic)*
● Administrative recommendation/approval to ensure good discipline/conduct and attendance*
● Has no major disciplinary infractions
● Guidance counselor recommendation/approval*
● Parent/guardian approval
● The principal may wave requirement(s) allowing placement in co-op

*Recommendation/Approval: The student candidate must have the recommendation/approval of their individual technical and academic teachers before they may apply for cooperative education to ensure the minimum grades are being met. The guidance counselor or principal must recommend the student regarding conduct/discipline and attendance. In addition, the student’s possession of a career plan and career portfolio should be verified by the guidance counselor and/or principal as well as the cooperative education coordinator.

If a student receives a failing grade on a progress report or report card in any subject during his/her cooperative education experience, a written warning will be issued. If the student does not achieve a passing grade on the next progress report or report card, his/her cooperative education experience will be terminated immediately.

Application and Selection Process
Every student who wishes to participate in cooperative education must complete an application. The application must include the student’s biographical information, as well as prospective employer information. The form should be circulated to all teachers (technical and academic) to ensure that eligibility requirements are being met. The guidance counselor and/or principal must also sign the application.
Virtual schools are educational organizations that offer courses through Internet or web-based methods. Virtual schools allow students to take courses not currently offered at Tantasqua Regional High School and, as such, enrich existing curricula. The advantage of online learning is that it does not require students to be physically present in the same location as the instructor or other students. Distance learning courses allow Tantasqua’s educational program to increase accessibility and flexibility in the delivery of instruction. Online courses are intended to augment the curriculum and provide learning opportunities where financial resources do not justify the addition of courses to meet particular student interests.

It is the school committee’s intention that distance learning will not replace any courses currently being offered at Tantasqua. Tantasqua Regional High School students may take an approved virtual/online course not offered at Tantasqua Regional High School. In the event of an unavoidable scheduling conflict that would have a negative impact on a student’s academic sequence or ability to complete prescribed graduation requirements, the administration may approve the taking of an online course the equivalent of which is offered at Tantasqua Regional High School.

Students may enroll and earn credit in virtual/online courses in a variety of subjects, offered in every day and alternating day formats. Tantasqua policy limits the total number of credits earned through distance learning courses to a maximum of 15 credits per student. Tantasqua students must meet the eligibility criteria, complete the Virtual High School Program application, meet with their counselor and gain approval to participate in these courses. As determined by school committee policy, students taking a virtual course will do the following:

1. Adhere to the Code of Conduct to include rules of behavior and consequences for violations.
2. Adhere to the District’s Internet Acceptable Use Policy.

Eligibility Criteria & Selection Process

1. When registering for virtual/online courses, priority will first be given to seniors and then to juniors. Other students will be considered on an individual basis.
2. Students must complete and return the Virtual High School Program application, which includes a parent/guardian signature.
3. A student may not take more than one online course per semester.
4. Students may earn up to a maximum of fifteen (15) credits online.
5. Students may only register for online courses that are not taught at Tantasqua Regional High School. Exceptions may be granted with permission from the Principal or his/her designee.
6. It is the responsibility of the individual student to meet all obligations of the online course.
7. Grades earned for virtual/online courses will be recorded on student transcripts and credit will be assigned. Consistent with Tantasqua’s credit policy, semester courses will earn five (5) credits and full year courses will earn ten (10) credits. The school must receive an official record of the final grade before awarding credit toward graduation.
8. Students improperly using the Internet will be subject to disciplinary action including the possible loss of Internet privileges and withdrawal from the program.
9. All policies and practices that apply to Tantasqua’s course selection process supersede any Virtual High School policy (i.e., pre-requisites, add/drop timelines).
10. An approved course is defined by the Principal or his/her designee.

Any exceptions to the above stated guidelines will require the written authorization of the Principal or his/her designee.
DUAL ENROLLMENT

The Dual Enrollment Program allows approved high school seniors to complete graduation distribution requirements and earn credit towards graduation by concurrently attending a local community college or four-year university for their twelfth year of high school. Students who are approved for this program will continue to be enrolled as a student at Tantasqua Regional High School, but attend classes for either one or both semesters of senior year on a participating college campus.

To participate in the Dual Enrollment Program, senior students must meet the eligibility criteria of Tantasqua Regional High School, as well as the college’s Dual Enrollment Program eligibility requirements. Students must complete the Dual Enrollment Program application, meet with their counselor, and gain approval from Tantasqua Regional High School Administration prior to applying to the participating college’s Dual Enrollment Program.

Eligibility Criteria & Selection Process

1. The eligibility criteria to participate in the Dual Enrollment Program is as follows:
   a. Student must be a senior in good academic standing (having 100 or more credits by the end of junior year).
   b. Student must have a satisfactory discipline record.
   c. Student must have a good record of attendance, including minimal tardies and dismissals. Days present must be 90% or greater in junior year, not including excused absences or Field Trips.
   d. If attending Quinsigamond Community College, student is preferred to have an overall ‘B’ average and completed high school English courses with grades of ‘B’ or better, per Quinsigamond Community College’s acceptance criteria.

2. Eligible students must complete and return the Dual Enrollment Program application to his/her counselor, which includes a parent/guardian signature, well in advance of the college’s Dual Enrollment application deadline. It’s the student’s responsibility to identify all Dual Enrollment deadlines at the participating college.

3. Students must be approved to participate in the Dual Enrollment Program by Tantasqua Regional High School Administration, after a review of the Dual Enrollment Application, teacher recommendations, credit assessment form, attendance record, discipline record, and grade point average eligibility requirement.

4. Once a student has been approved by Tantasqua Regional High School Administration, a student may begin completing the necessary steps to apply for the college’s Dual Enrollment program. It is the student’s responsibility to work with his/her guidance counselor and identify the participating college’s Dual Enrollment requirements, deadlines, and process, as well as submit necessary documents to the participating college by deadline.

5. Once the student has been approved to participate in the Dual Enrollment by the participating college, the student will meet with his/her guidance counselor to have all college course selections approved. At this time, his/her guidance counselor will determine the weighted level of each course (Honors or Un-leveled), as well as what graduation distributions the selected courses will meet.

6. Grades earned for Dual Enrollment courses will be recorded on student transcripts and credit will be assigned. Consistent with Tantasqua’s credit policy, semester courses will earn five (5) credits. The school must receive an official record of the final grade before awarding credit toward graduation.

Any exceptions to the above stated guidelines will require the written authorization of the Principal or his/her designee.
The student internship program is a work site experience during which a senior student, with guidance and supervision at the workplace, completes a series of activities, set of learning objectives, or projects designed to give a broad understanding of a business or occupational area. Internships may be served during part of the school day, after school, on weekends, during vacations, or in the summer. If part of the school day is used for internship, it may be only one class period per day, per semester, and may be either every day for the duration of one semester, or on alternate days for the whole school year, providing there is an alternate day course to match. If students request out of building internships, they must have a valid driver’s license and a car. Internships are not electives, as students must apply and be accepted into the program. Students must complete and return all internship paperwork, including the internship contract, and parents must sign the parental permission form for the internship to be approved.

An intern earns credits for the work-based learning experience. All interns must complete an internship application and arrange the internship with the Internship Coordinator and his or her Guidance Counselor. An Intern Evaluation Form based on the Massachusetts Department of Education Work-Based Learning Plan is employed twice a semester as an evaluation tool. Interns submit weekly reports, and at the conclusion of the internship, a self-evaluation and a work-site evaluation. Credits are awarded for successful completion of the internship: 2.5 credits for alternate day internships and 5 credits for everyday internships.

The goal of the student internship is to have the student experience the workplace environment as much as possible. We encourage student internship sponsors to allow the students to do as much “hands on” activity as they are willing to allow, while maintaining safety and ethical protocol. Engaging students in the daily routine helps to emphasize the importance of the work and gives the student a greater understanding of what educational preparation is necessary to pursue a career in that area.

Previous internship placements included district elementary schools, Tantasqua Regional Junior High, Tantasqua Regional High School, Tantasqua/Union 61 Superintendent’s Office, Harrington Hospital, Mary Lane Hospital, Wing Memorial Hospital, Sturbridge Police Department, Southbridge Evening News, Sturbridge Host Hotel, OFS Engineering, area retailers, hair salons, nursing homes, veterinary clinics, and law offices.

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Student Internship</th>
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<tbody>
<tr>
<td>OFFERED:</td>
<td>Semester</td>
</tr>
<tr>
<td>CREDIT:</td>
<td>2.5 Credits (Semester, Alternate Day)</td>
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<tr>
<td></td>
<td>5 Credits (Semester, Every Day)</td>
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<tr>
<td>PREREQUISITES:</td>
<td>Graduation requirements met, 90% attendance, GPA of 2.0 or better, and no suspensions the semester before the internship is to be served, and/or administrative approval.</td>
</tr>
<tr>
<td>GRADE:</td>
<td>12</td>
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</tbody>
</table>

DESCRIPTION OF COURSE: The student internship program is a work site experience during which a student, with guidance and supervision at the workplace, completes a series of activities, set of learning objectives, or projects designed to give a broad understanding of a business or occupational area. Internships may be served during part of the school day, after school, on weekends, during vacations, or in the summer. An intern earns credits for the work-based learning experience. All interns must complete an internship application and arrange the internship with the Internship Coordinator and his or her Guidance Counselor. An Intern Evaluation Form based on the Massachusetts Department of Education Work-Based Learning Plan is employed.
as an evaluation tool. Interns submit weekly reports, and at the conclusion of the internship, a self-evaluation and a work-site evaluation. Internships may be paid or unpaid, and are reserved for seniors only.

THE ALTERNATE DAY COURSE MUST BE MATCHED WITH ANOTHER ALTERNATE DAY COURSE.

Student Learning Expectations:

- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation
- Demonstrate the ability to understand and appreciate other nations and cultures

COMMUNITY SERVICE

TITLE: Community Service Project
OFFERED: Semester
CREDIT: 1 credit for 20 plus hours of community service
PREREQUISITES: NONE
GRADE: 9-12

DESCRIPTION OF COURSE: Community Service Project is a learning experience afforded to students who perform services to promote improved social, cultural, and humanitarian conditions for the greater good. Students may participate individually or with a group, such as a club or sports team. Examples of recent Community Service Projects include Old Sturbridge Village Halloween pumpkin carving, Wales Senior Center luncheon preparation and service, Holland Elementary School gardening project, Brimfield Town Hall Election Day, Brookfield Apple Country Fair, Sturbridge Harvest Festival, and the Festival of Giving Trees.

As a culminating activity, students will need to write a one-page essay detailing their community service experience, as well as provide documentation verifying the hours of community service performed (ex. letter from organization). Once approved by the Director of Guidance, this course will appear on the student’s transcript and 1 credit will be earned.

Student Learning Expectations:

- Interpret, evaluate, and synthesize information
- Communicate effectively through oral/non-verbal forms
- Communicate effectively through artistic forms
- Utilize media and technology appropriately to both gather and share information
- Engage in educational pathways and choices consistent with their interests, abilities, and goals
- Collaborate effectively in a learning environment
- Develop skills necessary to identify, define, and solve complex problems
- Communicate ideas through effective inquiry
- Communicate ideas through writing
- Communicate ideas through effective calculation
- Demonstrate the ability to understand and appreciate other nations and cultures