

GROTON-DUNSTABLE REGIONAL HIGH SCHOOL
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Dean of Students

Dear Students and Parents:

The Program of Studies of the Groton-Dunstable Regional High School is designed to provide the best educational opportunities possible for all our students. Toward this end, the curriculum and the co-curricula program are subject to on-going review and revision to meet the ever-changing needs of the student body and the communities at large. This Program of Studies reflects an Accelerated Block Schedule and graduation requirements that were presented by the High School Council and accepted by the Groton-Dunstable Regional School Committee.

The Guidance Department, Curriculum Coordinators and teachers are available to assist you in creating a course sequence that fulfills both Groton-Dunstable Regional High School Graduation Requirements and prepares students for post graduate study. Please review minimum requirements and course prerequisites.

Each year the Groton-Dunstable Regional High School develops a schedule of courses that is student centered. Courses run according to student need and interest. Once students have made their course selections, the Master Schedule is created. Therefore, the choice of subjects and levels is an important decision and should not be taken lightly. As such, once you have made your decisions, those selections are your commitment for the school year 2009-2010.

Guidance Counselors and Curriculum Coordinators should be consulted prior to enrolling in courses. When students indicate their course selection for next year, they should be firm.

Best wishes for success in the program you elect.

Sincerely,

Shelley Marcus Cohen, Principal

PROGRAM OF STUDIES

2009-2010

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GROTON-DUNSTABLE HIGH SCHOOL POLICY STATEMENT

It is the policy of the Groton-Dunstable Public Schools not to discriminate on the basis of sex, race, religion, color, handicap, sexual orientation and national origin in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments, Chapter 622 of the Acts of 1971, and Section 504 of the Rehabilitation Act.

Introduction

Grades 9-12

This booklet is designed to help you choose your courses for next year. It includes a summary of graduation requirements and of courses available with their description.

In making choices it is important to remember the following:

1. You must take at least 8 credits this year.
2. Your planning should consider all four years of high school.
3. Curriculum Coordinators, Guidance Counselors, Teachers and Administrators are available to help you.
4. The best planning will result from a careful reading of all course information (i.e. course and grade levels, prerequisites, course expectations.)
5. Scheduling difficulties may make it impossible to honor all your choices.
6. Students may elect subjects with parental consent, but the school reserves the right to assign according to previous achievement of the student and leveling criteria outlined in Program of Studies.

High School Leadership Positions Main Office 978-448-6362

Principal	Shelley Marcus Cohen
Assistant Principal	Christopher Jones
Dean of Students	John Gould
Athletics	Dan Twomey (Ext. 1181)
Foreign Language	Jean Ellis (Ext. 2240)
Language Arts	Kelly Cook (Ext. 2252)
Library	Joyce Gilmartin (Ext. 2146)
Mathematics	Leslie Rounsaville (Ext. 1012)
Science	Ellen Barkhuff (Ext. 1090)
Social Studies	Keith Woods (Ext. 2050)

Mission and Expectations for Student Learning

The primary purpose of Groton-Dunstable Regional High School is to provide a positive learning experience for all students. To this end, the administration, faculty, and staff are committed to maintaining an atmosphere of mutual respect and physical, emotional, social, and intellectual well-being in which students can reach their fullest potential. Through an evolving curriculum, we provide a framework for students of different capabilities and learning styles to acquire and apply the skills and understandings that allow them to contribute to society. By fostering a spirit of cooperation and support among the schools, the communities, the students and their families, we encourage each student to develop a spirit of inquiry and an intrinsic motivation for continuous growth and service so that they may live rewarding lives as responsible citizens in a rapidly changing world.

Expectations for Student Learning (Learner Outcomes)

Groton-Dunstable Regional High School students will:

1. pursue learning independently
2. acquire and apply knowledge
3. show a spirit of inquiry
4. demonstrate learning processes involving multiple strategies
5. communicate and collaborate effectively
6. think critically and solve problems creatively
7. become independent competent users of technology
8. demonstrate an understanding and appreciation of the arts
9. challenge themselves and take appropriate risks to be active, responsible, independent lifelong learners
10. demonstrate a respect for diversity
11. demonstrate respect for themselves and others as worthy, capable, and ethical individuals
12. demonstrate behaviors that promote physical and emotional well-being
13. demonstrate an understanding and responsibility for global and environmental issues
14. understand the role of responsible citizenship
15. show commitment to service to self, family, school, and community

The Guidance Department offers consultation services to faculty, staff, parents, and specialists to assist them in the development of their students and children. Student should see their assigned counselor for all routine matters such as college admissions and placement, financial aid, college board testing, schedule adjustments course selections, rank in class, failing grades, homework assignments, testing, and personal counseling.

Marking System

A+	97 -100	C+	77 – 79	M	Medical Excuse
A	93 – 96	C	73 – 76	P	Pass
A-	90 – 92	C-	70 – 72	I	Incomplete
B+	87 – 89	D+	67 – 69	WP	Withdraw Pass
B	83 – 86	D	63 – 66	WF	Withdraw Fail
B-	80 – 82	D-	60 – 62		Failing, Below 60

Promotion

Students are classified by grade according to the number of credits they have earned:

- 10th – Seven (7) credits earned
- 11th – Fourteen (14) credits earned
- 12th – Twenty and one-half (20.5) credits earned
- Graduation – Twenty -Seven(27) credits earned

Graduation Requirements

Students must carry 8 credits/year

- English 4 credits
- Math 3 credits
- Social Sciences 3 credits
- Science 3 credits
- Foreign Language 2 credits
- Phys/Behavioral Health 2 credits
- Fine Arts 1 credit
- Computer Applications .5 credit
- Senior Project 1 credit

TOTAL 19.5 CREDITS

Remaining credits can be earned through our elective offerings from all departments.

Minimum Requirements:

1. All students 9-12 must take a minimum of eight (8) credits per year.
2. Students must meet the requirements as stated in the Program of Studies to proceed to the next sequential course.
3. It is strongly recommended that students who fail required courses make up those courses in summer school. No credit will be given for summer school courses taken without prior approval from GDRHS. For credit to be awarded, the student must have failed the course during the school year with a minimum average of fifty (50%) percent. Also, students who fail a required course, for example, English 9, World History, 1st semester must take it 2nd semester if available.
4. Junior and Senior students who have developed an interest in an area of study beyond the classroom instruction may, with Curriculum Coordinator and Guidance Counselor approval, enroll in an Independent Study Program. (See Independent Study Proposal Form in Appendix "Forms").

Block Scheduling

Block scheduling allows the students to delve deeply into curriculum areas over the course of their high school career. Through the maximum number of 8 credits, students have various options in the approach to their scheduling needs. The details of Block Scheduling are:

*There are two semesters in the academic year. Semester 1 runs from September through January, Semester 2 from January through June.

*There are 4 period in a day, each 83 minutes in length with a break and lunch period built into the student's day.

*Two options of classes are available for the students to develop their schedule:

*Semester classes are 2 terms and have a value of 1 credit

*Term classes are 9 weeks in length (1 term) and have a value of .5 credits.

Any configuration that will satisfy the student's graduation requirements and add up the necessary 8 credits will define the student's schedule for the year.

Course Changes

The selection of courses must be given careful thought, and students must make appropriate choices so that their decisions will help them reach their goals. A final selection of courses should represent the best program possible for a student's individual needs.

Once the school year has started, changes in a student's program may not always be possible because of class size, scheduling conflicts, number of sections, etc. Emphasis should be placed on careful planning throughout the scheduling process. During early Spring, students will have the opportunity to make major course changes to their schedule. Schedule changes will not be honored in September.

Should a student encounter difficulty in a course in which they have enrolled, the course of action to be taken should be discussed with their teacher, parents, counselor and administration. Students may withdraw passing (WP) from a course if:

1. Student is passing at the time of withdrawal.
2. Parent permission is secured.
3. Student still carries minimum of 8 credits.
4. Withdrawal is during first week of a course.

NOTE: Withdrawal at any other time will result in Withdrawn Failing (WF), which is calculated into the quarterly average. Final grades will reflect academic status at the time of withdrawal from that course, i.e. Withdrawn Passing (WP) = 60, Withdrawn Failing (WF) = 50. Students should be aware that these final grades would be included with all other final grades in the calculation of cumulative grade point averages and class rank. Extenuating circumstances will be reviewed by the administration.

Students may elect subjects with parental consent, but the school reserves the right to assign levels according to previous achievement of the student and leveling criteria outline on page 9.

COURSE LEVEL DESCRIPTIONS

Note: Students can move levels within a content area based on their progress, teacher recommendation, and interest.

Advanced Placement

This nationally based program, structured by the College Board, is a cooperative effort on the part of high schools and colleges. Advanced Placement courses are available in some content areas. These classes provide students with an opportunity to take college-level courses while enrolled in high school. The College Board's standardized exams are administered at the high school in May. Students who receive a qualifying score and whose chosen college participates with AP may receive college credit and/or advanced standing at their college.

Honors Level

These courses are available to the student who has demonstrated superior mastery of pre-requisite skills and concepts in a specific content area. Ideally, the student will enroll because of a genuine intellectual curiosity for the subject studied. The content of the course and its pace are rigorous. The student grasps abstract concepts, readily accepts challenging material, and builds upon prior knowledge by connecting new learning with previously studied topics within the content area of study and across disciplines. Students must be focused, self-directed, and independently able to handle multiple assignments simultaneously and prioritize and manage their time to meet deadlines consistently.

College Prep (CP) 1

These courses are available to the student who has demonstrated average to above average mastery and performs at or above grade-level in the skills needed for that specific content area. As the teacher presents new concepts, the student is able to independently apply the concepts taught. Pacing of new material is appropriate so that students have time to practice new skills and build on previously learned material. The student can plan and follow through on daily assignments and long-range projects.

College Prep (CP) 2

These courses are available to the student who may need additional support to perform at grade-level in the academic area. This support may include organizational and study skills as needed. While the student may have difficulty applying concepts and may need additional time to connect ideas, the course is paced to provide students with the core content and basic concepts included in that course at any of the above levels.

English

The English Department offers an integrated language arts program for grades 9 through 12, focusing on seven areas of study: literature, media, writing, vocabulary, grammar, listening, and speaking. Our expectation is that, upon completion of four years of English, you will be able to communicate and collaborate effectively and demonstrate the skills necessary to pursue learning independently.

When you enter the high school, you receive a copy of *Writers INC*, a handbook that you can use in all disciplines to improve how you write and learn. You can also use *Writers INC* to develop your vocabulary on your own. In class, you will acquire new words through your study of literature. Your English teachers will use a variety of approaches to help you study our core literature and improve your written expression. The English department recognizes and accommodates a variety of learning styles and multiple intelligences, and therefore our choice of materials, teaching approach, focus, and rate of instruction will vary according to your grade and performance level.

122, 123, 124 Freshman English

Grade 9 **Levels CP2, CP1, Honors** **Semester** **1 Credit**

Societies separated by geography, time, and religion share a common need to create heroes who embark on adventures that reflect, define, and identify the aspirations of their cultures. In the heroic literature of the Ancient Greece, storytellers developed a formula for these stories emerged that is still used by contemporary writers and continues to be popular with today's audiences.

As a freshman, you will learn how to identify and discuss the classical and tragic heroic patterns found in literature from Ancient Greece to the present. In addition to your literary study, you will practice the essay form, focusing on how to choose a thesis statement, logically develop your argument, and bolster your ideas through effective textual support and proper citation. Through revision, you will become more attentive to grammar, usage, and mechanics.

Requirement for Graduation

Prerequisite: Successful completion of Eighth Grade Language Arts

132, 133, 134 Sophomore English

Grade 10 **Levels CP2, CP1, Honors** **Semester** **1 Credit**

In Sophomore English, you will expand your knowledge of the hero, which was introduced in grade nine. Now, you will examine the hero leader and code hero and the nature and responsibilities of leadership as depicted in literature ranging from *Macbeth* to *Night*. You will also explore archetypes as they appear in ancient and modern literature and across time and cultures. Using *Writers INC*, you will study other literary devices and apply your knowledge of them to core and supplemental literature.

You will study vocabulary drawn from the core literature you read. As you develop your writing, showing mastery of the form and structure of the essay, you will also work on improving your grammar, usage, and mechanics through teacher- and student-led lessons. Your

major, processed writing assignments will be formal literary analyses, which reflect the focus of the MCAS Long Composition. In addition, you will practice shorter open responses to literature under timed conditions.

Requirement for Graduation

Prerequisite: Completion of Freshman English

143, 144 Junior English

Grade 11 **Levels CP1, Honors** **Semester** **1 Credit**

Everyone who lives in the United States has his or her version of the American Dream. Do you know what yours is yet? In Junior English, you will develop an understanding of what makes a given work distinctively American. You will engage in an in-depth analysis of literary study through a genre and thematic approach, considering the historical literary developments in America that affect the works you study.

Through writing and other projects, you will conduct close textual analysis of structure, tone, point of view, diction, and syntax and discuss the common themes and literary techniques used in a variety of genres including the novel, play, short story, poem, and essay. You will continue to develop your ability to compose essays of literary analysis and learn applied grammar during revisions of your drafts. You will also study supplementary vocabulary throughout the course and practice exercises similar in format to the SAT.

Requirement for Graduation

Prerequisite: Successful completion of Sophomore English

153, 154 Senior English

Grade 12 **Levels CP1, Honors (w/contract), Pre-AP** **Semester** **1 Credit**

Hold on. Even though graduation is just a few months away, you are not going anywhere until you know all about Geoffrey Chaucer and William Shakespeare, two authors whose contributions to the world of literature not only left us with wonderful stories but also greatly influenced the way we speak and write English today. The first quarter of Senior English focuses on their works.

In all sections of English 12, you will continue developing the skills and approaches necessary to organize essays of literary analysis. You will discuss fine points of vocabulary and grammar as they pertain to your reading and writing process. Because you are a senior, you are expected to complete high level, independent work beyond the classroom. One way you will demonstrate this is through the biographical research project, which is a requirement of the course. As time allows, you will practice exercises similar in format to the SAT.

The second quarter of the course has some variety based on your particular interests in literary study (options listed below). If you are not planning to take the AP exam and wish to earn honors credit for English 12, you may contract with your teacher to complete additional assignments related to the literary study of your choice. If you are an honors student who plans to take the AP Literature exam, you must take Pre-AP English Literature in the fall and AP English Literature in the spring. Note: You must take Senior English in its entirety. Therefore, you must complete the course before going on a Senior Internship or concurrently with Senior Internship.

Requirement for Graduation *Prerequisite: Completion of Junior English*

153A The Short Story

Level: CP1, Honors

Master of horror, Edgar Allen Poe, insisted that short story should be able to be read in a single sitting. In this course, you will evaluate the strengths and weaknesses of the story as a genre and explore a brief history of the short story's evolution through such movements as Romanticism, Naturalism, and Realism. You will closely examine formal elements such as plot, character, and point of view. In pursuit of a story's theme, you may compare works in other genres, such as film and poetry, with a similar theme. Short stories will vary, but will include classic, contemporary, and cross-cultural selections.

153B World Literature

Level: CP1, Honors

The passport to world travel is a page away. With the world constantly shrinking, it is more important than ever to recognize the value of other cultures' literature. In exploring a selection of multicultural literature in various genres such as the short story, play, and poem, you will come to recognize threads of commonality that bind us to others world wide. Pertinent history and cultural traditions will be included as a helpful frame of reference.

153C Real Life Stories

Level: CP1, Honors

Truth is stranger than fiction, especially when it is well written. By exploring memoirs, personal essays, journalistic accounts, and true-life adventures, you will come to appreciate the power of compelling storytellers and the value of resiliency. You will examine the value of accuracy and details in reflecting an event, a profile of a time, or a place. Selections will vary, but the emphasis will be on contemporary issues and events.

154D Pre-AP English Literature

Level: Honors

If you are planning to take the AP Literature Exam, you must sign-up for this section of Senior English. In Pre-AP English Literature you will critically analyze traditional and contemporary works of British and World Literature at the pace and depth of a college course. The literature includes poetry, plays, short stories, and novels, and discussion focuses on theme and genre as well as literary techniques. Note: If you enroll in Pre-AP English Literature and do not complete the summer work, you will be dropped from the roster and have to enroll in another Senior English section.

Prerequisite: Junior teacher recommendation and completion of summer reading and writing assignments

English Electives

131 MCAS English

Grades 10

Level CP2

Semester

1 Credit

If you are a sophomore and need to strengthen your skills in reading and writing, this is the course for you. In it, you will acquire the skills and strategies for actively reading literary and expository (nonfiction) texts and improving your writing process to answer open response questions thoroughly and formulate persuasive essays. Through participation in class discussions, you will develop your voice, substantiate your opinions with logic and textual support, and transfer your ideas to written work. You will learn how to critically examine your writing for organization, word choice, and effective inclusion of textual support.

To develop your own writing style, you will review samples of exemplary writing and practice writing techniques. Using the *Reader's Handbook* as a resource, you will improve your critical thinking and reading ability. You will also learn the test-taking strategies necessary to succeed on the MCAS and other standardized tests. Your reading for this course will include high-interest novels, short stories, poems, and news articles.

Prerequisite: Sophomore English or teacher recommendation

155 AP English Literature

Grade 12

Level Honors

.5 Credit

This course continues the intense examination of selected works of traditional and world literature, building upon the analytical skills acquired in 154D English 12, Pre-AP. In-depth preparation for the Advanced Placement exam in English Literature and Composition is an important component. Three 7-10 page research-based thesis papers that synthesize skills developed over the four-year English program are required.

Prerequisite: B or better in 154D English 12, Pre-AP English Literature

163 Creative Writing Workshop

Grades 10, 11, 12

Level CP1

Term

.5 Credit

Personal journals, personal essays, anecdotes, and poetry provide all people with an opportunity to “see that they think.” In this course, you can pursue different forms of writing in a workshop format, using writing topics and prompts as a way to develop your ideas. Then you can choose the form of writing that best fits your style, voice, and purpose. Frequent conferencing with your teacher and peers is an integral part of the writing process, so you need the willingness and maturity to share your work with others and have it critically examined and discussed in a public forum. Your writing will be accomplished primarily in class, with a few polished pieces requiring outside work. You may take Writing Workshop as many times as you wish, as your schedule and college plans allow.

Prerequisite: Students in grades 10-12 who have earned a C or better in their last English class or who are recommended by one of their English teachers

173 Professional Journalism, Design, and Production

Grades 9, 10, 11, 12 Levels CP1, Honors (w/contract) Semester 1 Credit

Whether you aspire to be an investigative reporter, movie critic, or work on a slick fashion magazine, you need to get your start somewhere, and this interdisciplinary team-taught course is that place. In PJD&P, you will gain practical, hands-on experience in publishing. By learning and applying the ethics and principles of journalism, graphic design, marketing, advertising, and business management, you will create publications important to the school community, focusing on the yearbook and newspaper.

College communications programs and business programs are looking for high school students who have had practical experience creating and managing a publication from an idea to a completed product. Through this course, you will acquire the academic skills and professionalism they are looking for. Plus, you can bring the publications you've worked on to your college interviews as evidence of your talents. Even if you plan to work in television news someday, you still need to start with this course.

With the approval of the teachers of this course, you may take Professional Journalism, Design, and Production more than once, as long as you contract to take on a managerial role and further your understanding of journalism.

Prerequisite: Students in grade 9 who have earned a B or better in their grade 8 Language Arts class and students in grades 10-12 who have earned a C or better in their last English class or who are recommended by a teacher

183F, 183A Film Studies

Grades 10, 11, 12 Levels CP1, Honors (w/ contract) Term .5 Credit

As a medium, film is as important to U.S. and world culture as literature is. In this course, you will learn about the elements of good and bad filmmaking, the people who work in the film industry, and cinema's most influential artists. Each class has a common essay and one hands-on project that go along with the focus of the class for the quarter. If you do all the required work for the course with excellence, you will earn a C.

If you want to earn higher grades for the course, you must complete individually determined assignments that are approved by your teacher and parents. Areas of study may include an intensive look at an individual artist's career, a cinema genre, a theme as viewed through several films, or hands-on projects, such as screenplay writing, directing, or make-up design. The films viewed in the course change from quarter to quarter in a three-year, six-quarter cycle:

183A Directing, Cinematography, and Editing (2009-2010)

183B Animation, Visual Effects, and Practical Effects (2010-2011)

183C Acting (2010-2011)

183D Sound and Music (2011-2012)

183E Screenplay Writing (2011-2012)

183F Art Direction, Costumes, and Make-Up (2009-2010)

Because the content of the course changes each quarter, you may take Film Studies as often as you wish, as your schedule and college plans allow.

Prerequisite: Students in grades 10-12 who have earned a C or better in their last English class or who are recommended by one of their English teachers

193 Videography

Grades 10, 11, 12 Levels CP1, Honors (w/ contract) Semester 1 Credit

In Videography, you will learn basic video production and the professional standards used in the television and motion picture industries. You will explore various genres, creating original projects and taking them through the stages of pre-production, production, and post-production. Writing for this course will include proposals, treatments, short scripts, storyboards with text, and any documents needed to make projects run smoothly. In addition, you will learn the language of and concepts behind cinematography and editing.

As you build your knowledge and gain expertise, you will create commercials, public service announcements (PSAs), documentaries, animated shorts, instructional videos, and individual projects. Projects of the highest quality will be broadcast to the student body and community via The Groton Channel.

With the approval of the teacher of this course, you may take Videography more than once, as long as you contract to take on a managerial role and further your understanding of the field.

Prerequisite: Students in grades 10-12 who have earned a C or better in their last English class; who are recommended by teachers from English, Desktop Video Production, Film Studies, Writing Workshop, Art I, or Photography; or have a demonstrated interest in this subject through self-directed study

175 Broadcast Journalism

Grades 10, 11, 12 Levels CP1, Honors (w/ contract) Semester 1 Credit

By taking on the roles of reporter, writer, producer, director, technical director, anchor, videographer, camera operator, tape editor, and audio technician (one at a time, of course!), you will gain hands-on experience in broadcast journalism. More important, you will learn and apply the ethics and principles of journalism and television formats to create informative broadcasts for the community.

Working in teams, you will plan and produce a cohesive, professional monthly news program, gaining skills in the following areas: evaluating news programming; researching, interviewing, and writing for television news; videotaping; editing; creating television graphics; and incorporating effective production elements. To produce your broadcasts, you will utilize school video equipment and the Groton Channel studio facility. The shows will air on the Groton Channel.

Prerequisite: B or better in Videography or Professional Journalism, Design, and Production or permission from the Broadcast Journalism teacher and English Curriculum Coordinator

English and Communications Electives

Level	Grade 9	Grade 10	Grade 11	Grade 12
CP2		131 MCAS English (spring semester)		
CP1		163 Creative Writing Workshop	163 Creative Writing Workshop	163 Creative Writing Workshop
CP1 & Honors with contract	173 Professional Journalism, Design, and Production	173 Professional Journalism, Design, and Production	173 Professional Journalism, Design, and Production	173 Professional Journalism, Design, and Production
CP1		175 Broadcast Journalism	175 Broadcast Journalism	175 Broadcast Journalism
CP1 & Honors with contract		183 Film Studies	183 Film Studies	183 Film Studies
CP1 & Honors with contract		193 Videography	193 Videography	193 Videography
Advanced Placement				155 AP Literature

English Sequencing 2009-2010

Level	Grade 9	Grade 10	Grade 11	Grade 12
CP2	122 Freshman English	132 Sophomore English		
CP1	123 Freshman English	133 Sophomore English	143 Junior English	153A The Short Story 153B World Literature 153C Real Life Stories
Honors	124 Freshman English	134 Sophomore English	144 Junior English	154D Pre-AP English
Honors with contract				153A The Short Story 153B World Literature 153C Real Life Stories

Social Studies

Students in grades 9 – 12 are required to take the prescribed Social Studies program. They will be placed in one of the three achievement levels based on the leveling criteria. A variety of expectations, texts, support materials, and teaching strategies will be employed to meet the specific objectives of each level.

Beginning in 2008-2009, the Social Studies Dept. will be offering three required courses needed for graduation. Students will be offered World History II in grade 9, U.S. History I in grade 10 and U.S. History II in grade 11. The first year of this transition of moving the U.S. History I course to the high school curriculum will require the offering of World History I as an elective for the next two years. Students may opt to take this course during grades 9-12 if they chose, in addition to the three required courses. World History II will also be open to those students during the first year of this transition to accommodate current 9th graders who will miss WHII their sophomore year. These new offerings are in preparation for our students to take the MCAS in their junior year.

The goal of the Social Studies Curriculum is the development of autonomous, life-long learners who can think and act independently. The Graduation Performance Expectations' Learner Outcomes and Massachusetts Frameworks drive the curriculum.

Specific Learner Outcomes: skills, knowledge, understandings, values, attitudes and attributes which are essential to the total development of all students, are introduced and assessed as the student progresses through the integrated program of social studies. Competency reinforcement is on going and encouraged by varied instructional techniques, hands-on learning in interdisciplinary activities. The Learner Outcomes in each course are the major components of each course. The content/concepts/skills of each course help to define the character and serve the primary function of being the means through which learner outcomes are addressed.

2022,2023,2024 World History II

Grade 9 Levels CP2, CP1, Honors Semester 1 Credit

As a continuation of the World History I course, this required course (in conjunction with the Massachusetts Educational Frameworks for Social Studies) reviews the effects of the Enlightenment on a global scale in the 18th & 19th centuries. The course, in particular treats:

1. the French Revolution and its effect on nationalist movements.
2. the relationships of the Industrial Revolution Imperialism, colonialism, militarism of the 19th century leading to WWI on the 20th.
3. the period between World War I and World War II, including the Great Depression and the rise of communism, totalitarianism, and fascism.
4. World War II consequences including the beginning and end of the Cold War.

A variety of presentation styles and assessment including research projects, presentations and other performance-based assessments are incorporated within the course.

2032,2033,2034 – United States History I

Grade 10 Levels CP2, CP1, Honors Semester 1 Credit

This course begins with the French and Indian War and continues through the period of Reconstruction. Students will analyze primary sources and demonstrate knowledge of the economic, social, and political transformation of the United States and the world between

the end of British rule and the sectional conflict. Students will be required to write a research paper, develop cooperative group projects and use various multimedia technologies to enhance their understanding of the key concepts and themes provided by the Massachusetts frameworks. The student will demonstrate skills for historical and geographical analysis, including the ability to analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1763-1877. Students will make connections between past and present, interpret ideas and events from different historical perspectives and evaluate and debate issues orally and in writing.

2043 United States History II / Advanced

Grade 11 Level CP1 Semester 1 Credit

This Advanced course is designed to provide the students with an in-depth analysis of American historical concepts. Emphasis will be on the historical developments from the post Civil War period to the present-day. The study will include the political, economic, social, intellectual and cultural ideas and events of the last 140 years. Students will be able to analyze historical events, conceptualize factual data, and speculate on the outcome of particular events. Students will be expected to compare different points of view (perspectives), discuss current events and develop written essays that will include the skills of summation and analysis. Requirements will be a major research paper, and numerous performance based assessments that may include multi-media projects, newspapers, and other tasks to be completed by the end of the course.

2044 United States History II / Honors

Grade 11 Level Honors Semester 1 Credit

This Honors course will provide the students with an in-depth analysis of American historical concepts, which are the foundation of American democracy. The emphasis will stress the historical developments from the post Civil War to present-day America. During this course, students will be expected to conceptualize factual data, analyze historical events, and speculate on the outcome of particular events. Also, students will be expected to compare different points of view, keep abreast of current events, and develop written essays, which include the skills of summation, analysis and critical thinking. Along with these written expectations, oral presentations will be required, and numerous other performance tasks will be completed including demographic studies, legal briefs, and multi-media presentations.

243A-(143A) American Studies

Grade 11 Level CP1 Full Year 2 Credits

American Studies is an interdisciplinary approach to the study of American history and literature. This humanities course fulfills the requirement for U.S. History and junior year English. All students will be required to participate in all phases of the course work from individual reading assignments to group research projects, field trips, and out-of-school activities. This course is team taught, jointly graded, and carries double weighted grade points reflecting its two period double semester length.

Extensive class participation, independent study, and oral and written projects are supplemented by the use of cultural resources found throughout the community and surrounding areas. During the year, the class will be split into single discipline periods to allow for instruction of specific content, such as historical overview, vocabulary, grammar, research skills, and writing process.

High expectations, extensive reading, problem solving, critical and creative thinking, use of all available technologies and cooperative learning will be stressed. Other instructional approaches will include use of multi-media and local resources, simulations, visits to appropriate historical, literary, and cultural sites, as well as more traditional methods. Public speaking and group presentations will be encouraged. A research paper with appropriate documentation is required. Only one section of approximately 50 students.

Social Studies Electives

212 –214 World History I

Grade 9 -12 Levels CP2, CP1, Honors Semester 1 Credit

In conjunction with the Massachusetts Educational Frameworks for Social Studies, this required program will provide students with both a chronological and selected regional approach to the study of World History beginning with a review of the causes and effects of the fall of the Western Roman Empire. The main thrust of the course is the resulting rise of Christianity and its effect on The Middle Ages, Renaissance, and Reformation. Other topics of study will include Islam, the Far East, Exploration, Scientific Revolution, and ultimately The Enlightenment. A variety of presentation styles and assessments including research projects, presentations and other performance-based assessments are incorporated within the course.

245 AP Seminar In U.S History

Grades 11 -12 Level Honors Semester 1 Credit

Advanced placement United States History seminar is a 9-week survey of U.S. history covering the colonial period to the present. The course will be offered to juniors and seniors for the first time in the spring of 2006. Students wishing to take this course must have a minimum 85 average in their present U.S. history course and the recommendation of their teacher.

The course is designed to prepare students to successfully complete the advanced placement examination in U.S. history offered in May. In addition to providing the basic narrative of the political, cultural and economic events in U.S. history, A/P U.S. history will focus on the refining of skills used to analyze historical evidence. Students will also practice writing persuasive essays and will be exposed to the dominant themes present in American history.

#Minimum 20 students required for the class to run.

252 Contemporary Issues I

Grade 12 Level CP1 Term .5 Credit

Contemporary Issues offer students the opportunity to explore and analyze a number of political, social, economic, and environmental issues that affect Americans today and have implications for all of our futures. The course will focus on a number of major themes with flexibility to accommodate students' interest and current events. Students will be encouraged to examine their own thoughts and beliefs as well as the thoughts and beliefs of others. The course will stress research analysis, group process, critical thinking, problem solving, and decision-making skills, community involvement, and community service.

253 Women Studies

Grades 10-12 Level CP1

Term

.5 Credit

This term course will review American History from women's perspective. Following chronological themes, the course will employ primary documents to focus on the lives of women. Students will analyze speeches, letters, court documents, advertisements, and cartoons as well as a variety of secondary sources. Students will be expected to discuss course readings and documents. Themes interwoven throughout the course will include class, race, and ethnicity in American culture as well as women's role in moral legislation and court decisions. The course will culminate in a research project reflecting research skills, technology skills, critical thinking, document analysis, and a firm point of view.

262 Economics

Grades 10-12 Level CP1

Term

.5 Credit

The course is designed to introduce students to the basic principles of our free enterprise economic systems. By understanding these principles, students will be better prepared as they enter the next phase of their formal education and able to function as informed consumers, workers, and citizens. By applying the basic principles covered in the course, students will be able to make better choices when purchasing goods and services, investing their money, and borrowing money. In addition, students will gain a greater appreciation of the advantages of living in an economic system that emphasizes and protects individual freedoms.

655 Marketing and Entrepreneurship

Grades 10-12 Level CP1

Semester

1 Credit

This course is intended for college prep students interested in pursuing a career in business administration, accounting, finance, or marketing. This course will cover all aspects of marketing, including developing marketing strategies, distribution channels, product-line management, marketing research, consumer behavior, advertising, retailing, sales and sales management, and international marketing. Additionally, students will explore the necessary steps involved in starting their own business including developing a business plan. This topic will conclude with an entrepreneurial simulation activity. A high school Financial Literacy program sponsored by the Commonwealth of Massachusetts Office of Consumer Affairs and Business Regulation, will also be taught within the course.

671 The Student and The Law

Grades 10-12 Level CP1

Term

.5 Credit

This course is an approach to law-related education that provides practical information and problem-solving opportunities to develop in students the knowledge and skills necessary for survival in our law-saturated society. The course includes case studies, mock trials, role-playing, small group exercises, and visual analysis activities. It also uses community resource people and allows students to be active participants in their own education that will promote a willingness and capability for effective participation in the legal system.

273 Modern European History

Grade 12 Level CP1 Semester 1 Credit

This course is a senior elective and involves a high level of independent work. It is intended to prepare students for the academic environment of an undergraduate education. This course begins with the Paris Peace Conference and European reconstruction in the post World War I era, and continues to the end of the 20th century. The primary focus will be on developing skills versus mastering content. It will be reading and writing intensive and will include many “seminar” discussions. Students will be responsible for completing a variety of performance-based assessments including oral presentations and research projects, as well as several group assignments. Problem-solving questions will be asked and issues probed to elevate the student’s critical thinking and processing skills.

283 Sociology

Grades 11-12 Level CP1 Semester 1 Credit

This semester course is directed at the ways in which environment & social institutions such as government, schools, the economy, social class, and the family effects one’s development and influences our lives. It is concerned with presenting various ways to understand our relationship to society and ways to change it. The goal of this course is to discourage racism and discrimination and promote open-mindedness and the acceptance of others. Several instructional strategies –lectures, discussions, collaborative projects, journal writing, guest speakers and experiments will be utilized.

293 Public Speaking/Debate Course

Grade 9-12 Level CP1 Term .5 Credit

The purpose of this course is to prepare students to be effective public speakers. The course will review a number of speeches and give students an idea of the skills necessary for writing an effective speech. Through the study of speeches, students will acquire insights regarding the habits of intellect through which responsible speakers examine, test and temper ideas.

Through the study of speeches, students will come to realize that speakers can adapt ideas to audiences in meaningful and socially productive ways. The study of speeches can play an important role in the intellectual development of contemporary high school students. Through such study, we can expect to increase our knowledge of humanity, to derive standards for the critical appraisal of public discourse, and to develop an appreciation for eminence in public address.

Senior Project

1200 Description for Course of Studies Two Terms 1 Credit

The seniors in the Senior Project course pursue academic independence and exhibit responsible GDRHS citizenship. The focus of the course is the engagement of seniors in personalized learning experiences by exploring subjects or projects not available to them in the established curriculum. They are charged with charting their course of study and executing it responsibly within the GDRHS environment. The Senior Project consists of two terms, each of which receives a separate final grade.

Terms do not need to be scheduled to run concurrently; however, a student will not be allowed to begin the second phase of Senior Project until he/she successfully completes the first. The first term is predominately research of the topic; students write journals, meet with the coordinator for research conferences and write a culminating narrative of their research. The second term is an application of the knowledge; students meet regularly with the coordinator and write work logs and a reflective essay. They then make a formal multimedia presentation of the project to an appropriate audience.

This course is a graduation requirement.

Senior Internship 280 Description for Course of Studies

Term/ Semester

Credit varies

Seniors who have met all of their graduation requirements and who have earned a “C” average or better in each course they have taken as a senior may apply to do a Senior Internship during their last quarter (and in some cases, last semester). An approved Senior Internship allows students to be released from some or all of their classes in order to pursue an alternative educational experience or to investigate a possible career. This program is graded and credit is awarded for successful completion of the responsibilities and obligations outlined by the Senior Internship Program and the Massachusetts Work-Based Learning Plan.

All seniors must complete Senior English in its entirety in order to graduate. This means that, if you plan to take an internship, you need to take Senior English during the fall semester. If you are late in planning for an internship, you may be able to take an A period section of Senior English (if sections are scheduled) during the spring semester.

If you decide to leave on an internship while you are currently enrolled in an AP course and you cannot attend the AP class, you may:

- Withdraw from the AP course with the current grade earned. “W” will be indicated on your transcript.
- Complete the AP curriculum independently with guidance from your AP teacher. (This option is available only at the AP teacher’s discretion.)

Suggested Social Studies Sequencing 2009-2010

Level	Grade 9	Grade 10	Grade 11	Grade 12
CP2	2022 World History II	2032 U.S. History I	2042 U.S. History II	
CP1	2023 World History II	2033 U.S. History I	2043 U.S. History II	Senior Project or Senior Internship
Honors	2024 World History II	2034 U.S. History I	2044 U.S. History II	
Advanced Placement			245 AP U.S. History	245 AP U.S. History

Social Studies Electives

Level	Grade 9	Grade 10	Grade 11	Grade 12
CP1	293 Public Speaking	293 Public Speaking	293 Public Speaking	293 Public Speaking
CP1	223 World History I	223 World History I	223 World History I	223 World History I
CP1		262 Economics	262 Economics	262 Economics
CP1			655 Marketing	655 Marketing
CP1			252 Contemporary Issues	252 Contemporary Issues
CP1			253 Women's Studies	253 Women's Studies
CP1			283 Sociology	283 Sociology
CP1				273 Modern European History

Foreign Language

The Foreign Language Department offers a five-year sequence of three languages - Latin, a classical language and two modern languages: French and Spanish. Block scheduling makes it very possible for students to pursue more than one language in their four years at the high school, but to meet the graduation requirement it is necessary to complete two credits of one language sequence, i.e. French, Spanish or Latin I and II. College bound students consider completing more than the minimum requirement. In fact, a fourth or fifth year honors level course might be a determining factor for admission to very selective colleges.

Students new to high school who are enrolling in French II or Spanish II should at the minimum be able to:

1. Greet, introduce a friend, and say good bye in a variety of ways
2. Understand the alphabet and spelling system.
3. Use vocabulary to describe family, people in general, one's home, school and classroom, foods, colors, nationality and personality.
4. Use numbers from 1-1000; tell date and age.
5. Talk about weather and time
6. Recognize the countries that speak French or Spanish around the world.
7. Make affirmative and negative statements; ask questions using appropriate interrogative words.
8. Recognize masculine and feminine nouns and articles
9. Recognize the difference between definite and indefinite articles and use of contractions.
10. Make agreement with adjectives/nouns and subjects/verbs.
11. Understand the meaning of subject pronouns.
12. Conjugate in the present tense all regular verbs and certain irregular verbs – In French: être, avoir, faire, aller, and the use of je veux, je dois, and je peux with the infinitive. In Spanish: ser, estar, ir, tener, venir, hacer, saber, conocer, querer and jugar.

321 French I

Grades 9-12 Level CP1 Semester 1 Credit

An important objective of this course is to develop in each student an appreciation of the French-speaking world and how it has already influenced the way we talk, the way we live, and even the way we eat! Students completing the course will be able to use French to talk about home, school, food, and their pastimes. Students will do a little reading of short dialogues and simple stories. Most students will be able to express themselves by writing simple, complete sentences, or even a short note to a French pen pal in the present tense by the end of the semester. Class participation, homework, short weekly quizzes, and longer tests are important and will be the basis for a grade.

322 French II

Grades 9-12 Level CP1 Semester 1 Credit

Students will review and expand the skills which were introduced in French I and continue to use French in more complicated conversations concerning such topics as food, French fashion, sports, vacations, and even our environment. By the end of the year, students will be able to write paragraphs about their activities in the past tense. Class participation, home-

work, short quizzes, oral and written reports, and tests are all important and will be the basis for a grade.

Prerequisite: Grade of C or better in French I/Teacher recommendation

323 French III

Grades 10-12 Level CP1 Semester 1 Credit

This course emphasizes strengthening all language skills with more emphasis on reading and writing than in the previous two years. Students will also be encouraged to use their oral and written skills more freely and creatively in a variety of settings. French culture is inherent in the content of the course and students will be encouraged to compare and contrast French culture with their own. Oral talks, discussions, reports, compositions, and reading summaries will all serve as a basis for a grade as well as class participation, homework on vocabulary, idioms and grammar, and exams.

Prerequisite: Final Grade of B- or better in French II/Teacher recommendation

324 French IV

Grades 11-12 Level Honors Semester 1 Credit

This course is designed to provide enough practice for students to build their control of French and develop proficiency in all four skills: listening, speaking, reading and writing. In listening and speaking activities students will have the opportunity to demonstrate comprehension of spoken French in a variety of realistic contexts. Reading and writing activities are selected that will develop those skills and encourage students to express themselves in additional communicative situations. Class participation, projects, quizzes and assessments of all four skills will be the basis for a grade.

Prerequisite: Grade of B- or better in French III or Teacher recommendation.

325 French V

Grades 11-12 Level Honors Semester 1 Credit

French V continues to build proficiency. Students will be expected to improve both general and discrete comprehension skills in reading and listening. Students will also have the opportunity to demonstrate how well they can use the material covered in class for self-expression in speaking and writing with the emphasis not always on the production of specific grammar forms, but rather on the communication of meaning. Students will read a variety of short stories and other documents that will serve as a basis for discussion and writing activities. Projects, assessments for all four skills, as well as class participation will be the basis for a grade.

Prerequisite: Grade of B- or better in French IV or teacher recommendation.

331 Spanish I

Grades 9-12 Level CP1 Semester 1 Credit

Spanish I is an introductory course which sets out to integrate Spanish culture with oral/aural skills. The major emphasis of the course will be to use simple language patterns in as many different settings as possible, such as introducing friends, describing a date, talking about the weather, etc. By the end of the year students should be able to express themselves

both orally and on paper in simple but complete, idiomatically correct sentences on a variety of guided topics. Active class participation, homework and tests (both oral and written) will be the primary basis for a grade.

331B Spanish IB

Grades 9-12 Level CP1 Semester 1 Credit

Spanish I is a course designed to review the elements and skills of previous study in Spanish at a pace appropriate to the needs of the participants. The emphasis is to strengthen all oral/aural skills in a variety of settings. Active class participation, homework and tests (both oral and written) will be the primary basis for a grade. Students are encouraged to continue into 332 Spanish II in the spring of 2010 after successful completion of this course.

332 Spanish II

Grades 9-12 Level CP1 Semester 1 Credit

Spanish II continues to expand and develop writing, listening and speaking skills. The major goal for the student is to learn the preterite tense of regular and irregular verbs. Active class participation, homework, projects, performances, quizzes, and exams are the components of the course assessment.

Prerequisite: Final grade of C or better in Spanish I/Teacher recommendation

333 Spanish III

Grade 9-12 Level CP1 Semester 1 Credit

The main objectives of Intermediate Spanish are: to increase the student's ability to comprehend the language spoken at normal speed by a native speaker; to develop oral skills to the point that the student can ask for specific information, give directions, and relate a series of past events accurately using several past tenses to develop reading skills so that the student may read selections of moderate difficulty. Active class participation, homework, projects, performances, quizzes and exams are the components of the course assessment.

Prerequisite: Final grade of B- or better in Spanish II/Teacher recommendation

334 Spanish IV

Grades 10-12 Level Honors Semester 1 Credit

This course is designed to strengthen all language skills with even more emphasis on reading and writing than in the past. Students will also be encouraged to use the language more freely and creatively in a variety of settings. Active class participation in oral discussions, reading summaries and written compositions, quizzes and assessments in all four skills will be the basis for a grade.

Prerequisite: Final grade of B- or better in Spanish III/Teacher recommendation

335 Spanish V

Grades 11-12 Level Honors Semester 1 Credit

Students will continue to explore the Spanish language and culture through short stories, plays, and poetry. Exclusive use of the language will be a major goal for all class discussions, presentations, and essay work. Class participation, reading assignments, written summaries, creative writing projects, and assessments of all four skills will be the basis for the grade in the course.

Prerequisite: Grade of B or better in Spanish IV/Teacher recommendation

335A Spanish V / Pre-AP

Grades 11-12 Level Honors Semester 1 Credit

Students who are interested in taking the AP Spanish Language Exam in May 2010 should enroll in this section of Spanish V in the fall 2009 and then continue into the 336 AP Spanish Language course in the spring. In-depth analysis of reading selections from magazine and newspaper articles, literature excerpts, video and television broadcasts will be expressed in oral discussions and short persuasive essays. Exclusive use of the language will be a major goal for all class “charlas”, presentations, and written work. Prerequisite: Grade of B or better in Spanish IV/Teacher recommendation

336 AP Spanish Language

Grades 11-12 Level Honors Semester 1 Credit

Students will demonstrate Spanish proficiency through three communicative modes: Interpersonal, Interpretive, and Presentational. This course is comparable to third year college and university courses which focus on speaking and writing at the advanced level. Authentic sources such as periodicals, radio broadcasts, lectures and debates, film, and literary texts are the basis of discussion and written interpretations in which the goal is synthesis rather than summary. Prerequisite: Grade of B or better in 335A Spanish V/Teacher recommendation

thors. Then, as a class, they will select one or two authors to read intensively in order to gain a sense of an individual’s style of writing in Latin. As in Latin I, II and III, students will be expected to understand grammatical concepts and build new vocabulary.

In addition, students will be analyzing genuine works as pieces of literature within a particular historical framework and writing papers about their observations. Students culminate the year with a special project. In the past, theatrical productions or the translation of children’s literature into Latin has been the year’s end highlight. Latin V students will choose their own curriculum based on Advanced Placement curriculum or from advanced reading from a selection of authors. Prerequisite: *Grade of B- or better in Latin /Teacher recommendation*

341 Latin I

Grades 9-12 Level CP1 Semester 1 Credit

Latin I is an introductory course set in the culturally rich and resourceful environs of ancient Pompeii. Using a well-integrated program, students follow a “fictionalized” story about a family in ancient Pompeii. Through reading in Latin students develop skills in comprehension, grammar, and vocabulary while greatly augmenting their base of English words derived from the Latin. Culturally, students explore the Roman World and its profound influence upon our Western traditions in art, architecture, education and politics. Students learn about the “real” lives of the Romans - their homes, their markets, their jobs, their education, slavery, religion, recreation, trade. Class participation, homework, quizzes, projects and exams are the basis for a grade.

342 Latin II

Grade 9-12 Level CP1 Semester 1 Credit

Latin II is the continuation of Latin I and builds upon reading skills already learned in Latin I. Emphasis continues to be upon reading comprehension while enrichment through cultural topics and English derivatives give students greater insight into Roman contributions to Western traditions and our English vocabulary. Culturally, students visit (in their reading) Roman Britain and Egypt. Class participation, quizzes, projects and exams will be the basis for a grade.

Prerequisite: Grade of C or better in Latin I/Teacher recommendation

343 Latin III

Grade 10-12 Level Honors Semester 1 Credit

Latin III continues to build upon and strengthen reading skills in Latin, with more complex sentence structures preparing students for the reading of real Roman Literature. The cultural focus moves from Roman Britain to the City of Rome in the 1st century, exploring major features of ancient Rome – Forums, Baths, Theaters, Temples, Aqueducts, the Colosseum and Circus Maximus, both in the context of the stories and in separate cultural explorations. Written translations, oral presentations, homework, as well as tests and quizzes, are all considered in determining a grade.

Prerequisite: Grade B- or better in Latin II/Teacher recommendation

344 Latin IV

Grades 11 - 12 Honors Semester 1 Credit

Students In Latin IV begin by reading, in Latin, short selections from various Roman authors. Then, as a class, they will select one or two authors to read intensively in order to gain a sense of an individual's style of writing in Latin. As in Latin I, II and III, students will be expected to understand grammatical concepts and build new vocabulary.

In addition, students will be analyzing genuine works as pieces of literature within a particular historical framework and writing papers about their observations. Students culminate the year with a special project. In the past, theatrical productions or the translation of children's literature into Latin has been the year's end highlight.

Prerequisite: Grade of B- or better in Latin /Teacher recommendation

345 Latin V / Pre-AP

Grades 11-12 Honors Semester 1 Credit

Latin V is the study of Vergil's Aeneid and takes students on an adventure into epic poetry from the Golden Age of Roman Literature. Reading in its original Latin, students explore and discover first hand the dynamic features of Latin poetry, from vocabulary and word order to poetic devices and meter. Important aspects of the Augustan Age are key to this course, its politics, its social norms and its rich culture. Sections of the Aeneid not read in Latin will be read in English.

346 AP Latin V

Grades 11-12 AP

Semester

1 Credit

Students who have taken Latin V/Pre-AP may complete the AP syllabus in this course, culminating in the AP Latin/Vergil Exam in May 2010. Students continue reading the Aeneid in its original form, exploring important literary, historical and cultural aspects of this great epic. Increasingly more time is devoted to writing timed short and long essays as practice for the AP Exam.

Mathematics

411 MCAS Math

Grade 9 **Level CP2** **Semester** **1 Credit**

Designed for the student who will have to take the paper and pencil MCAS exam in grade 10. Topics include problem-solving strategies, open response questions and test-taking techniques in the following areas: number sense and operations, patterns relations and algebra; geometry; measurement; data analysis and probability.

Prerequisite: Warning status on math MCAS in the middle school and teacher recommendation.

422A Integrated Algebra IA

Grade 9 **Level CP2** **Semester** **1 Credit**

This course focuses on number sense and operations, with an introduction to algebraic and geometric concepts using the rational number system. Various problem solving strategies with MCAS practice will accompany each unit throughout the course. Organizational techniques will be emphasized during the semester

422B Integrated Algebra IB

Gr. 10 **Level CP2** **Full Year** **1 Credit**

Full-year: ½ block daily-combined with Biology

This course emphasizes problem solving, reasoning, making connections, and using representations. Topics covered during the fall semester include the language of algebra, the real number system, solving linear equations, graphing relations and functions, analyzing linear equations, and solving linear inequalities. Second semester topics include an introduction to plane and solid geometry, an introduction to probability and statistics, polynomials, factoring, and radical expressions. The spring semester will also specifically focus on MCAS preparation.

Prerequisite: Integrated Algebra IA

423A Algebra IA

Grade 9, 10 **Level CP1** **Fall Semester** **1 Credit**

423B Algebra IB

Grade 9, 10 **Level CP1** **Fall/Spring Semester** **1 Credit**

This course includes advanced equation solving, factoring, linear and quadratic functions. Data analysis applications with integration of graphs and technology are incorporated. Basic probability, statistics and introductory geometry concepts will be studied to support the MCAS mathematical strands.

Prerequisite: Proficiency status on Math MCAS in middle school and teacher recommendation.

432 Geometry

Grade 11 only **Level CP2** **Semester** **1 Credit**

This course is an informal study of coordinate and non-coordinate geometry. Two- and three-dimensional figures are studied. The connection between algebraic and geometric concepts will be the main focus. SAT preparation will be integrated throughout the course.

Prerequisite: Integrated Algebra IA/IB

433 Geometry

Grade 10 Level CP1 Semester 1 Credit

Includes a study of the concepts of coordinate and non-coordinate geometry from points and lines through triangles, polygons, and circles. Deductive reasoning, proofs, and real life open-ended applications are included. Students investigate geometry through constructions and technology.

Prerequisite: 75% average in Algebra I

434 Geometry Honors

Grade 9 Level Honors Semester 1 Credit

See above description. Students should demonstrate keen ability to work with abstract concepts, learn and apply new ideas at an accelerated pace and work well independently. Students are expected to have mastery of Algebra I topics to enter this challenging course.

Prerequisite: A average in Algebra I (423A/423B)

442 Algebra II

Grade 12 only Level CP2 Semester 1 Credit

This course is a continuation of the Integrated Algebra I course. The course focuses on strengthening students' algebra skills with emphasis on mastery of linear equations, systems, and modeling. The course will culminate in a study of quadratic functions in order to prepare students for post- secondary mathematics courses.

Prerequisite: SPED/Teacher Recommendation

443 Algebra II

Grades 10 -12 Level CP1 Semester 1 Credit

This course begins by reviewing and solidifying Algebra I concepts. More advanced and detailed topics are then covered with an emphasis on problem solving and applications. Topics include equations and inequalities, linear relations and functions, systems, polynomials, radicals and quadratics.

*Prerequisite: Gr. 11 : 75% in Algebra I and Geometry/Teacher recommendation.
Gr. 10 : 87% in 423B Algebra I*

444 Algebra II Honors

Grade 10 Level Honors Fall Semester 1 Credit

This rigorous and challenging course covers more advanced and detailed topics to prepare a student for further intensive math studies. Topics include linear equations and inequalities, matrices, polynomial and radical operations, quadratics, and sequences/series. Graphing calculator applications will be incorporated.

Prerequisite: 85% in Geometry Honors

454 Algebra III Honors

Grade 10 Level Honors Spring Semester 1 Credit

A rigorous study in advanced algebra topics including the algebra of functions with a focus on polynomial, rational, exponential, and logarithmic functions. Other topics include analytic geometry and counting/probability theory. Graphic calculator applications and modeling will be incorporated. The course demands synthesis of multiple concepts and application of newly acquired information to new situations.

Prerequisite: 85% in Algebra II Honors and teacher recommendation.

462 Discrete Math

Grades 11, 12 **Level CP1** **Semester** **1 Credit**

Topics include: matrices, sequences and series, probability, permutations and combinations. Time will also be devoted to preparing students for the math portion of the PSAT/SAT. Graphing calculator required.

Prerequisite: Successful completion of Geometry and Algebra II

463 Introduction to Statistics

Grades 11, 12 **Level CP1** **Semester** **1 Credit**

This course is an introduction to statistics that emphasizes working with data and statistical ideas. Topics covered include data analysis, data production, probability, and an introduction to inference. Statistical technology will be used, including graphing calculators (required) and computer software.

Prerequisite: 75% in Algebra II

464 AP Statistics

Grades 11, 12 **Level AP** **Fall Semester** **1 Credit**

This is a rigorous, college-level statistics course that includes an expansion of the topics covered in 463, as well as an emphasis on inferential statistics procedures. Additional topics include linear transformations, logarithmic and power transformations, advanced statistical distributions, confidence intervals, and tests of significance. Technology and an investigative approach to learning through graphical representation, simulation, and experimentation will be emphasized.

Prerequisite: 85% in 463 Statistics or teacher recommendations from an Honors math class

473 Advanced Algebra/Trig

Grades 11, 12 **Level CP1** **Semester** **1 Credit**

This course provides students with a fourth course of college preparatory math. Course content will include quadratic functions, polynomial functions, exponential functions, logarithmic functions, trigonometric functions, graphs and identities. (note: .5 credit for student who has completed 454)

Prerequisite: 85% in Geometry and Algebra II

474 Pre Calculus

Grade 11 **Level Honors** **Spring Semester** **1 Credit**

An extremely rigorous and demanding course designed for the serious Honors level math student who can work well with formal reasoning, abstract ideas, and has a very strong math background. Topics will include an intensive study of trigonometry, sequences and series, and an introduction to calculus.

Prerequisite: B in Algebra III Honors

481 JAVA

Grade 9 - 12 **Level CP1** **Semester** **1 Credit**

Designed for the student who has an interest in programming in JAVA. Topics will include the history and development of programming, programming methodology, IF... ELSE structures, loops, classes, one and two-dimensional arrays, and searching and sorting techniques. The focus will be the development of programs to solve mathematically-based projects and assignments.

Prerequisite: 75% in Algebra I

483 Calculus

Grade 12 Level CP1 Semester 1 Credit

This course is designed for the college-bound senior who plans on pursuing business, science, or a math-related field. The course includes a review of functions, discussion of limits, and application of the derivative. The course concludes with an introduction to the definite integral.

Prerequisite: 85% in Advanced Algebra / Trig and teacher recommendation

484 Calculus AB Seminar

Grade 12 Level AP Spring .5 Credit

Intended for students who have demonstrated outstanding math ability in the level 3 calculus, and would like to continue the study of calculus for the AB exam. Applications with differentials and integrals are highlighted with emphasis on preparing for the discussion portion of the exam. This course will alternate daily with English 12 Honors Seminar. No credit for students who have completed Honors Calculus 485.

Prerequisite: 90% in Calculus 483

485 AP Calculus

Grade 12 Level AP Fall 1 Credit

Provides an accelerated and rigorous study of functions, limits, derivatives, integrals, and applications of differentiation and integration. While a majority of AP topics will be completed in this course, students should elect 486 to be prepared for the AP Calculus BC exam.

Prerequisite: 85% in Pre-calculus

486 AP Calculus BC Seminar

Grade 12 Level AP Spring Semester .5 Credit

Designed for the highly motivated math student who will study topics at an accelerated pace. Topics beyond the AB curriculum include: Euler's method, logistic growth, improper integrals, parametric, vector, and polar functions, and infinite series. This course will alternate daily with English 12 Honors Seminar.

Prerequisite: Successful completion of Honors Calculus 485

Suggested Math Sequencing 2009 - 2010

LEVEL	GRADE 9	GRADE 10	GRADE 11	GRADE 12
CP2	411 MCAS Math (Fall) 422A Integrated Algebra IA	422B Integrated Algebra IB (Full year)	432 Geometry	442 Algebra II
CP2 → CP1	422A Integrated Algebra IA	423A Algebra IA (Fall) 423B Algebra IB (Spring)	433 Geometry	443 Algebra II
CP1	423A Algebra IA (Fall) 423B Algebra IB (Spring)	433 Geometry	443 Algebra II	462 Discrete or 463 Intro Stat 473 Adv. Algebra / Trig
CP1	423A Algebra IA (Fall) 423B Algebra IB (Spring)	433 Geometry 443 Algebra II	462 Discrete Math or 463 Intro to Statistics	462 Discrete Math or 463 Intro to Statistics
CP1	423A Algebra IA (Fall) 423B Algebra IB (Spring)	433 Geometry	443 Algebra II 473 Adv. Algebra / Trig	463 Intro to Statistics
CP1	423A Algebra IA (Fall) 423B Algebra IB (Spring)	433 Geometry 443 Algebra II	473 Adv. Algebra / Trig	483 Calculus
CP1	423B Algebra IB	433 Geometry 443 Algebra II	473 Adv. Algebra / Trig	483 Calculus
CP1 → Honors	423B Algebra IB	434 Honors Geometry 444 Honors Algebra II	473 Adv. Algebra / Trig	483 Calculus (Fall) 484 AP Calculus AB (Spring)
Honors	434 Honors Geometry	444 Honors Algebra II (Fall) 454 Honors Algebra III (Spring)	474 Pre-Calculus	484 AP Calculus AB (Spring) 485 AP Calculus (Fall) 486 AP Calculus BC (Spring)
Math Electives				
LEVEL	GRADE 9	GRADE 10	GRADE 11	GRADE 12
CP1	481 JAVA Programming	481 JAVA Programming	481 JAVA Programming	481 JAVA Programming
CP1			462 Discrete Math	462 Discrete Math
CP1			463 Intro to Statistics	463 Intro to Statistics 464 AP Statistics
A.P.			464 AP Statistics	464 AP Statistics
Independent Study A.P.			Independent Study AP Computer Science	482 Computer Science Independent Study AP

Note: These listings reflect the most common sequencing for the majority of our students. Other options may be discussed with the math teacher, math coordinator, or the student's guidance counselor. See prerequisites in the Program of Studies.

Science/Technology

520 Integrated Science

Grade 9 Level CP1 Heterogeneous Semester 1 Credit

All ninth graders must take this course which is aimed at a basic understanding of many concepts in the fields of Physical and Life Sciences as outlined in the Massachusetts Framework Standards. Projects designed around performance based assessment as well as hands on laboratory experiments will be used to support student learning. Emphasis will be placed on establishing a strong foundation in the basic skills of science including: measurement, graphing skills and the scientific method of problem solving. Major topics to be covered include Introduction to Chemistry, Physics and Ecology. Science must be taken in the fall by any Freshman who is recommended for Honors Biology in the spring of his freshmen year.

532 Biology Level CP2

533 Biology Level CP1

534 Biology Level Honors

Grades 9 Honors Only, 10,11,12 Semester 1 Credit

A comprehensive lab-oriented course in first-year Biology designed to address the state framework standards in grades 9 and 10 life science. Standard, advanced and honors classes will explore these standards at progressively more complex levels. Themes addressed in this course include: Biochemistry, Cell structure and function, Genetics and inheritance, Classification, Evolution, and Ecology.

Course Requirement: Honors Biology requires a grade of 85% or better in Integrated Science and teacher recommendation.

535 Advanced Placement Biology

Grades 11-12 Level AP Semester 1 Credit

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The course 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 AP Biology course is a comprehensive survey of general biology that includes biochemistry, cellular biology, molecular genetics and heredity, biotechnology, diversity, structure and function of organisms, and ecology and evolution. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Primary emphasis will be on developing an understanding of major concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. Descriptive and experimental lab exercises are a vital part of this experience.

It is expected that those students who take the AP Biology course will take the Advanced Placement exam, usually offered in May of the school year.

Course Requirements: Honors Biology, Chemistry I, and Chemistry II before or concurrently with Molecular Biology scheduled during first semester prior to AP Biology which is scheduled for second semester.

536 Molecular Biology

Grade 11-12 Level Honors Semester 1 Credit

An advanced level course designed to introduce students to one of the dynamic and exciting fields in the biological sciences today. Content emphasis will be on the molecular biology of the Proteins and Nucleic Acids with their applications to our life, introduction and incorporation of a number of contemporary biotechnological techniques such as: gel filtration of proteins, gel electrophoresis, peptide mapping, cell fractionation, DNA isolation and hybridization, enzyme assays, polymerase chain reaction, and gene cloning. Laboratory exercises based on performance-based assessment will be used. Students are required to complete a term project (oral/written) on a specific topic in molecular biology.

Prerequisite: Chemistry I, and Chemistry II, teacher recommendation.

543 Chemistry 1

Grades 10-12 Level CP1 Semester 1 Credit

Chemistry is a course for those students requiring more of the aspects of a classical lab science as foundation for their future studies. This course will focus on the underlying principles of chemistry and the reactivity of chemicals and compounds. Experimentation, observations, and data collection will help to develop insights into the chemical problem solving skills with a level of difficulty commensurate with a college preparatory science class.

Recommended: Completion of Algebra I and Geometry before and Algebra II before or concurrently.

544 Chemistry, Honors

Grades 10-12 Level Honors Semester 1 Credit

An intensive course that offers a comprehensive look at the science of chemistry for those students who need a rigorous background in chemistry for college. Students will have the opportunity to discover answers to questions about the composition of matter via independent inquiry, laboratory experiments, demonstrations and hands on activities that reinforce chemical concepts.

Required: Completion of Algebra I and Geometry. Algebra II Honors before or concurrently. Teacher recommendation.

546 Chemistry II

Grade 10-12 Level Honors Semester 1 Credit

A second level of chemistry that is designed for those students who have successfully completed a first year of chemistry and who have an active interest in chemistry. The course will explain topics not covered in Chemistry I, including Solubility and Precipitation, Equilibrium, Acid Base Equilibrium, Electrochemistry, Kinetics, Thermodynamics and Organic. There will be a heavy emphasis on lab as a tool for theoretical inquiry. As active learners, the students will be directly engaged in the learning process through class discussion, research and hands on activities. Laboratory work will be evaluated through performance-based assessment.

Requirements: Completion of Chemistry I with a B average or better and completion of Algebra II before taking Chemistry II. Strongly Recommended: completion of Algebra II before taking Chemistry II

545 Advanced Placement Chemistry

Grade 11-12

Level AP

Semester

1 Credit

Advanced Placement Chemistry is intended to be a rigorous, overview first year college chemistry course with heavy emphasis on the laboratory experience. There will be in depth coverage of Acids and Bases, Equilibrium, Electrochemistry, Quantum Theory, Thermodynamics, Hess'law, Stoichiometry, Solutions, States of Matter, Organic and Kinetics. Additional topics will be included as the AP exam dictates. Laboratory work will mirror these topics providing reinforcement of topic and scientific technical skills Lab work will have an emphasis on accuracy and precision. Part of the course requirement will be to take the AP chemistry exam usually offered in May. A final assessment will include an analysis lab of unknown ions.

Course Requirements: A grade of B or better in Chemistry I and Chemistry II, teacher recommendation and Precalculus (before or concurrently).

552 Conceptual Physics

Grades 10, 11, 12

Level CP1

Semester

1 Credit

Physics is the study of the interaction of matter and energy. It can describe and predict the behavior of everything from galaxies to electrons. Students will explore physics concepts through demonstrations and hands-on laboratory activities and will use algebra, geometry, and data analysis software to analyze their results. Some of the topics include: forces and motion; energy and heat; electricity and light. Students will analyze physical situations and problems through conceptual descriptions and mathematics. As concepts are introduced, students will learn about their development in a historical context.

Prerequisite: Integrated Science, Algebra I and Geometry

553 Astronomy

Grades 11-12

Level CP1

Semester

1 Credit

Astronomy is the study of the stars and planets. This course focuses on the logic and methods used in the past and present to learn about these distant objects. From its beginnings in ancient times through the present we will learn what and how we know about the solar system. We will examine the makeup of stars and galaxies, what they tell us about the structure of the universe, where the universe is going and where it's been. Students will engage in some classroom labs as well as a research project. As astronomy relies on a dark sky, students will also make naked eye, nighttime observations at home. No telescopes are required. As math is a language of science, Algebra I and Geometry skills will be used during the course.

Prerequisite: Integrated Science, Algebra I and Geometry.

554 Physics

Grades 11-12

Level Honors

Semester

1 Credit

Physics is the study of the interaction of matter and energy. It can describe and predict the behavior of everything from galaxies to electrons to you and me. Students will explore physics concepts through demonstrations and hands-on laboratory activities and will use mathematics and data analysis software to help analyze their results. Some of the topics include: forces, linear and circular motion, vectors, linear momentum, energy, gravity and

static electricity. Students will engage in analysis of physical situations and problems, interpreting them both mathematically and verbally. As concepts are introduced, students will learn about their development in a historical context. Students will also have the opportunity to explore topics beyond the standard curriculum with a research project. This course relies on algebra with right triangle trigonometry. This course relies on Algebra II skills and right triangle trigonometry which is offered in Algebra III.

Prerequisite: completion of Algebra II

Strongly recommended: completion of Algebra III before taking the course.

555 Advanced Placement PHYSICS

Grades 11-12 Level AP Semester 1 Credit

AP Physics is a course for the college-bound students. It is intended to be equivalent to an overview, first year, and non-calculus college physics course. Concepts will be addressed with the use of Demonstration and Laboratory Analysis. Some of the topics include: rotational mechanics, vibrations and waves, thermodynamics and fluids, electrical circuits, magnetism, light and optics, special relativity and elementary quantum mechanics. Students will engage in analysis of physical situations and problems, interpreting them both mathematically and verbally. As concepts are introduced, students will learn about their development in a historical context. This course relies on the same level of mathematics used in 554 Physics: algebra with right triangle trigonometry. Calculus concepts will be mentioned for those students with calculus experience but will not be relied on. It is expected that the student will take the Advanced Placement exam offered by the College Board in the spring.

Prerequisite: 554 Physics with a grade of B or higher or permission of teacher. Course will run only if enrollment meets or exceeds 15 students. Chemistry I is recommended for this course.

561 Principles of Technology

Grades 9-12 Level CP1 Semester 1 Credit

A comprehensive course offering students an opportunity to explore a fascinating world amid an exciting age of rapid technology growth. How we solve problems using resources of tools, materials, and people and the impacts of evolving technologies will be experienced first hand in a design and fabrication laboratory facility. Engineering design in the areas of construction, manufacturing and communications using tools of industry provide opportunity for students to think critically using math and science skills to investigate careers and broaden their technology skills. Energy, power and transportation using fluid, electrical and thermal systems will be studied. Hands-on projects solving real world problems will be employed to support and assess student learning.

562 Engineering Design & Construction

Grades 9-12 Level CP1 Semester 1 Credit

“You are not an engineer until you build something” – Society’s needs are satisfied by technicians through the products and processes of engineering design. Using math and science discoveries, young engineers will design and build new technologies to meet peoples’ needs, model roads, bridges, buildings, and homes, cars, planes, and toys. These are examples of new technologies through engineering. Want to be an engineer? Let’s get building.

Prerequisite: 545 Principles of Technology

Suggested Science Sequencing 2009 -2010

Level	Grade 9	Grade 10	Grade 11	Grade 12
CP2		532 Biology		
CP1	520 Integrated Science (required for all 9th graders)	533 Biology 543 Chemistry 552 Conceptual Physics	543 Chemistry 1 552 Conceptual Physics	543 Chemistry 1 552 Conceptual Physics
Honors	534 Biology	534 Biology 544 Chemistry 546 Chemistry II	536 Molecular Biology 546 Chemistry II 554 Physics	536 Molecular Biology 546 Chemistry II 554 Physics
Advanced Placement			535 AP Biology 545 AP Chemistry 555 AP Physics 565 AP Environmental	535 AP Biology 545 AP Chemistry 555 AP Physics 565 AP Environmental

Science Electives

Level	Grade 9	Grade 10	Grade 11	Grade 12
CP1	561 Principles of Technology	561 Principles of Technology	561 Principles of Technology	561 Principles of Technology
CP1	562 Engineering, Design, and Construction	562 Engineering, Design, and Construction	562 Engineering, Design, and Construction	562 Engineering, Design, and Construction
CP1			553 Astronomy	553 Astronomy
CP1			563 Environmental Science	563 Environmental Science
CP1			573 Anatomy & Physiology	573 Anatomy & Physiology

Business & Technology

620 Computer Applications

Grades 9 and 10

Level CP1

Term

.5 Credit

One thing is certain about technology: It constantly changes. To keep up with the changes, you need to understand why software programs, whatever their brand or version, are useful and how to find the best buys as new technologies develop.

In Computer Applications, you will become a proficient user of Microsoft Office software products. Using Word, you will learn how to create a résumé, merge data, and print reports. You will also work on your “touch” typing skills and develop your accuracy as a typist. Using PowerPoint, you will create dynamic visual slide shows to complement your presentations, which give you an opportunity to practice your public speaking skills. Using Excel, you will create spreadsheets and learn how to use formulas and formatting to interpret data.

As for hardware, you will be able to identify important parts of a PC and learn how to troubleshoot problems. You will also learn about operating systems, Internet safety, and how to access and store files on a network.

Computer Applications is a graduation requirement and also a prerequisite for all other computer courses.
Prerequisite: None

622 Digital Imaging I

Grades 9-12

Level CP1

Term

.5 Credit

This course will cover the fundamentals of digital photography, scanning, digital capture, image manipulation, and editing. Classes will include software and hardware instruction. In this performance-based class, students will gain a working knowledge of Adobe CS2: PhotoShop, Illustrator, and InDesign. Students will also get an understanding of image editing for use in multimedia and optimizing graphics for web design.

This course is a recommended for students who plan on taking Multimedia Production, Web Page Design, and Journalism, Design, and Production.

623 Digital Imaging II

Grades 10-12

Level CP1

Term

.5 Credit

This course will continue with the skills and software previously learned in Digital Imaging I. In-depth projects and tutorials in Photoshop, Illustrator and InDesign will be an essential part of the class. Self-determined projects will also be encouraged.

Prerequisite: Digital Imaging

627 International Business

Grades 10-12

Level CP1

Term

.5 Credit

In International Business students will learn about the expanding global economy. “There is no longer any such thing as a purely national economy. The rest of the world is just too big to ignore, either as a market or as a competitor.” We use products imported from countries around the world every day, and U.S. companies manufacture and send American products to other countries regularly. In addition, the Internet makes global E-commerce possible 24 hours a day 7 days a week. Topics will include The World of International Business, the International Trade Environment, International Management, International Marketing and

Finance, and Your Future in International Business. International Business gives students the competitive edge in today's global economy! It prepares students to work and live in the expanding world of international business.

Textbook: International Business cost: \$39.50 Published by Glencoe.

635 Web Page Application & Design

Grades 10-12 Level CP1 Semester 1 Credit

This performance-based course continues with practical applications of the graphic software previously learned. Students will have the opportunity to explore and analyze Web pages using the Internet. Students will learn basic HTML which is the language used to display documents on the World Wide Web. They will create their own Web pages using different Web authoring tools such as Macromedia's Dreamweaver, Flash, and Fireworks as well as HTML. Knowledge and efficiency of optimizing graphics for the web using PhotoShop and Image Ready is recommended.

Prerequisite: 1/2 credit in Computer Applications and Proficiency in Digital Imaging

651 Accounting I

Grades 10-12 Level CP1 Semester 1 Credit

Accounting is the language of business. This course covers the principles and practices of beginning accounting encompassing the entire accounting cycle. Part one will demonstrate the procedures and concepts used in an accounting system for a service business organized as a proprietorship. Part two will demonstrate procedures and concepts used in an accounting system for a merchandising business organized as a partnership. Basic concepts are taught manually and reinforced using Microsoft Excel software. Two real-life business simulations using Excel will sum up the concepts acquired in this class. This course is essential for business school or college applicants and/or future entrepreneurs.

652 Accounting II

Grade 11-12 Level CP1 Semester 1 Credit

ACCOUNTING II is intended for those students who have shown proficiency in ACCOUNTING I and are considering futures in business management, finance or marketing. Using special journals, the course will cover an entire cycle demonstrating procedures and concepts used in an accounting system for a merchandising business organized as a corporation. Automated accounting and Microsoft Excel software are incorporated and used extensively in assignments and a business simulation.

Prerequisite: Successful completion of Accounting I

Fine Arts

931 Studio Art I

Grades 9-12 Level CP1 Term .5 Credit

Designed for students beginning their study of art on the high school level, Studio Art I will focus on fundamental drawing skills, color theory, basic concepts, media and techniques. This course will expose students to a variety of media and develop the skills for further art study.

932 Studio Art II

Grades 9-12 Level CP1 Semester 1 Credit

This course offers an in-depth study of topics introduced in Studio Art I, for example, advanced techniques in drawing, design, printmaking, and painting. Students will also explore careers available in fine arts, design, art education and art history.

Prerequisite: Studio Art I

933 Studio Art III

Grades 10-12 Level Honors Semester 1 Credit

For students in their third year of study, this course provides further exposure to a wide range of media. Students will develop advanced visual skills, and an awareness of art history and contemporary art through lecture and independent research.

Prerequisite: Studio Art II

934 Studio Art IV

Grades 11-12 Level Honors Semester 1 Credit

This course is for students in their fourth year of study. Students will research extensive visual problems independently and complete a body of work based on a particular theme. Students will continue to develop advanced visual skills and an awareness of art history and contemporary art through independent research.

Prerequisite: Studio Art III

935 Portfolio Preparation

Grades 11-12 Level Honors Semester 1 Credit

For students in their third or fourth year of study, this course will guide students through the process of creating and assembling a portfolio. Students who plan on studying art at the college level will also receive guidance regarding program selection and the application process.

Prerequisite: Studio Art III, Studio Art IV or Permission of Instructor

941 Ceramics I

Grades 9-12 Level CP1 Term .5 Credit

This course is designed to develop the basic skills involved in the creation of functional and sculptural ceramic pieces. Projects are based on the hand-building techniques of slab, coil, pinch and modeling, and the related characteristics of clay, glaze, and surface treatments. Students receive a brief introduction to the potter's wheel. Special emphasis is placed on good workmanship. Students are also introduced to the historical and cultural roles of ceramics. Responsibilities include all studio and homework assignments, a research paper and final exam.

942 Ceramics II

Grades 9-12 Level CP1 Term .5 Credit

Building on the Ceramics I curriculum, students will create more advanced forms in clay and porcelain through development of new construction, decorative, and wheel skills; students will develop individual projects based on these techniques. Emphasis will be placed on the design of quality 3-D forms and craftsmanship through study of cultural trends and the works of ceramic artists. Students will develop an Artist's Statement as reflection on the term's work. A sketchbook is required.

Prerequisite: Ceramics I

943 Ceramics III

Grades 10-12 Level CP1 Term .5 Credit

Students will learn and apply new processes of wheel and hand work that further refine the skills developed in Ceramics II, and will receive an introduction to kilns and firing methods. Students will design a series of pieces that utilize a newly learned technique and develop a personal style, and will be responsible for a research project. As partners in the ceramic studio, students are responsible for assisting in studio, clay, and glaze maintenance. A sketchbook is required.

Prerequisite: Ceramics I & II

944 Ceramics IV

Grades 10-12 Level CP1 Term .5 Credit

This course is for students who have completed Ceramics III and who wish to develop their personal styles through the exploration of specific techniques and themes. The student will develop a contract with the instructor that includes a comprehensive written plan and an illustrated sketchbook. Independent research and studio responsibilities will expand the students' knowledge of clays, glazes, kilns, and studio safety and maintenance.

952 Photography I

Grades 10-12 Level CP1 Term .5 Credit

This course is recommended for students that have a strong interest in all aspects of photography or students that know they will be studying photography/art in college. The course will cover photography composition, basic camera use and historical information. After a basic understanding of composition students will make basic cameras, learn to use a 35mm SLR (single lens reflex) film/digital camera, develop their own 35mm black and white film and use the darkroom to enlarge prints. The history of photography and contemporary imagery will be explored. Students will be responsible for a final photography portfolio. Students will be expected to work outside of school shooting photos and use studio time for developing their images. Because this is a studio-based, hands-on course it requires daily attendance, student that miss class will need to arrange after-school time to make up darkroom time. Students will be responsible for all classroom assignments, studio upkeep, research projects, and creating a final portfolio

Equipment needed- Students will need digital cameras for the first few weeks then a 35 mm film camera with manual controls for the rest of the course. GDRHS has a very limited number of 35mm film cameras to lend to students. 35mm cameras are lent on a first-come basis. *Prerequisite: Studio Art I, C or above*

953 Photography II

Grades 10-12

Level CP1

Term

.5 Credit

Students will review the basics of darkroom photography, continue working on developing their shooting and darkroom skills and begin exploring their own photographic style. Students may also explore photo manipulation in a digital environment, hand coloring, photo weaving, etc. Because this is a studio-based, hands-on course it requires daily attendance, student that miss class will need to arrange after-school time to make up darkroom/computer time. Students will be expected to shoot film/pixels on their own time and use the classroom and/or darkroom during class. Students will be responsible for all classroom assignments, studio upkeep, research projects, and creating a final portfolio. Students must provide their own 35mm manual-control SLR film/or digital camera with 5 or more mega pix.

954 Photography Portfolio

Grades 11-12

Level Honors

Term

.5 Credit

Students will work with traditional, non-traditional and historical photo processes. The emphasis will be on creating a body of work that is cohesive and portfolio quality. Students may choose to work in the darkroom or in a digital environment. Students will be encouraged to work on a deeper conceptual level. Because this is a studio-based, hands-on course it requires daily attendance, student that miss class will need to arrange after-school time to make up time. Students will be expected to shoot on their own time and use the darkroom/computer during class. Students will be responsible for all classroom assignments, studio upkeep, research projects, and creating a final portfolio. Students must provide their own 35mm manual-control SLR film or digital camera with 5 or more mega pix. Because this is a studio-based, hands-on course it requires daily attendance, student that miss class will need to arrange after-school time to make up darkroom/computer time. Students will be expected to shoot film/pixels on their own time and use the classroom and/or darkroom during class. Students will be responsible for all classroom assignments, studio upkeep, research projects, and creating a final portfolio.

Prerequisite: 953 Photography II- B- or above

960 Sculpture I

Grades 9-12

Level CP1

Term

.5 Credit

In this course students will design and construct sculptural forms using a variety of methods and materials. Focusing on the elements of art and the principles of design, students will investigate how paper, wood, plaster, clay, and fiber can become aesthetic forms in space. Through demonstrations, critiques, viewing artists' work and collaborations students will gain insight into the creative process. Students will create a variety of sculptures while becoming familiar with the expressive content of the sculptural process. Students will be responsible for all classroom assignments, and a sketchpad. Students will be required to work outside of the classroom and gather materials from outside sources.

961 Collage and Mixed Media

Grades 9-12

Level CP1

Term

.5 Credit

In this class, students will explore the range of possibilities that collage and mixed media allow. Students will develop an understanding of the elements and principles of design through the collage process. Projects will include work in collage and assemblage using photographic and other images, and personal and found objects.

963 Advanced Collage and Mixed Media II

Grades 9-12

Level CP1

Term

.5 Credit

In this class, students will be introduced to a variety of collage techniques, materials, and processes, such as working with prepared papers and mixing materials such as paint, wax, fabric, and found objects. Subjects such as self-identity, social commentary, and abstract imagery will be explored, in addition to various forms of collage and assemblage, such as bookmaking, dioramas, etc. Participants will incorporate select techniques and processes in making finished works in collage and/or assemblage.

Prerequisite: Collage and Mixed Media Music

964 Graphic Design

Grades 9-12

Level CP1

Term

.5 Credit

Graphic Design students will develop their skills by analyzing, planning, and creating visual solutions to communication problems. Students will use a variety of traditional art materials as well as computer technology to execute their design. Projects may include developing promotional displays, marketing brochures, logos, signage, etc. The focus will be on creative, visual problem solving as well as studying layout and design concepts used in the graphic design field.

Prerequisite Studio Art I - C or above, Digital Imaging I - C or above

975 Senior High Concert Band

Grades 9-12

Level CP1

1 - 2 Credits

Senior high band is open to all 9th - 12th graders with at least two years of prior instrumental experience, or with permission of the instructor. The band is an active performing organization both in the school and the community. Attendance is mandatory at all performing events. The band performs intermediate level music in many different styles. Emphasis is on sound fundamentals, good musicianship, and comprehension of basic music theory, which will include written assignments. Opportunities to attend music festivals and competitions will be explored each year.

980 Senior High Chorus

Grades 9-12

Level CP1

1-2 Credits

Open to all grade 9-12 students interested in choral singing. No audition or previous experience is required. Several performances will be presented during the school year. Attendance is required at all after school rehearsals in preparation for concerts and at all concerts. Central District Chorus and All-State Chorus are available only to Chorus and Chamber Chorus students and are by audition only.

9085 Chamber Chorus

Grades 10-12 Level Honors

1 - 2 Credits

Open to students grades 10-12. Must have at least one semester experience in Senior High Chorus and permission of instructor. Emphasis will be placed on reading musical notation, solfège singing and harmony. Several performances will be presented during the school year. Attendance is required at all after school rehearsals in preparation for concerts and at all concerts. Central District Chorus and All-State Chorus are available only to Chorus and Chamber Chorus students and are by audition only.

Prerequisite: One semester Senior High Chorus and successful audition prior to course selection process.

Theater Arts

986 Theater ARTS I

Gr. 9-12

Level CP1

Term

.5 Credit

In exploring theatre arts, students will review the fundamentals of acting and practice their craft through the delivery of monologues and scene performances. When we read scripts, we will consider them not only from the point of view of an actor, but also from that of a director, technical director, set designer, sound designer, costumer, and properties coordinator. Each quarter, we will attend a live performance to consider a production from an audience and critic's point of view. As funding allows, we will bring in professionals to lead us in specialized workshops.

We will study significant plays, artistic movements, and key theatrical figures. In doing so, we will consider their purposes and meanings, roles within communities, stylistic influences and changes, technological innovations, and connections to other disciplines. In addition, we will use specific vocabulary and concepts related to the art form.

Writing for this course will take various forms, including notes, résumé, character reflections, playwriting, criticisms, and a research paper with an accompanying presentation. In Theatre I, the research focus is on theatre history.

987 Theater ARTS II

Grades 10-12 Level CP1

Term

.5 Credit

Theatre II students will review and build upon the concepts, skills, and activities introduced in Theatre I. Since scheduling may require beginning students to be combined with advanced students, the topics of research and responsibilities for performances change and become more challenging with each level of advancement. In addition, they are expected to analyze and develop their characters at a deeper level and with greater commitment. Performances, although still works in progress, will be off book. Written work and discussions will show a greater understanding and mastery of theatrical vocabulary and concepts. In Theatre II, the research focus is on a significant playwright.

Students who enjoy theatre and wish to take the course beyond Theatre II may do so with teacher and guidance counselor permission and through developing individualized study that furthers their understanding of theatre.

Prerequisite: Theatre Arts I

Physical & Behavioral Health

The Groton-Dunstable High School physical and behavioral health program reflects the Massachusetts Curriculum Framework for comprehensive health education in its interdisciplinary approach. Health and physical education are incorporated into a curriculum design to enhance each student's ability to thrive and maintain a positive attitude and healthy lifestyle. Students learn to take ownership of their physical, social, and emotional health. Students will know that making choices that promote health and well-being can make life more satisfying, productive and rewarding.

Physical Education

009-Physical Education

Grade 9

Term

.5 Credit

The ninth grade physical education student will be involved in programs that stress skill development of individual, dual, and team sports. Fitness activities designed to build strength, flexibility, coordination, balance, agility, and endurance permeate the curriculum. Each student will develop his/her own fitness profile that will be worked on throughout the course.

Requirement for graduation

010 – Physical Education

Grade 10

Term

.5 Credit

The tenth grade physical education curriculum emphasizes leisure time activities, fitness, and team sports. In this segment, the students try new and different physical activities while challenging themselves personally. Students will strengthen their interpersonal skills.

Requirement for graduation

011 – Physical Education

Grade 11-12

Term

.5 Credit

This is a traditional physical education curriculum that includes a continuation of fitness endeavors and athletic activities. The curriculum is designed to support ongoing skill development in areas related to lifelong fitness.

Physical Education Electives

012 Aerobic and Dance

Grades 11-12

Term

.5 Credit

Aerobic activities will enable each student to select proper and personal warm-up, conditioning, and cool-down techniques. The role of exercise in controlling weight and improving health will be emphasized. Course components include aerobics, dance and individual exercise programs.

013 Individual and Dual Sports

Grades 11-12

Term

.5 Credit

These non-competitive sports offerings will allow students to recognize specific areas of strength and interest in the pursuit of lifelong physical activity. Archery, golf, tennis, bicycling, and track and field will make up the content of this offering.

014 Conditioning

Grades 11-12

Term

.5 Credit

This course encompasses all aspects of physical conditioning, including strength, endurance, and cardiovascular. Students will develop a personal conditioning program and determine individual goals. The weight and aerobic facilities will be used extensively.

015 Team Sports

Grades 11-12

Term

.5 Credit

Students will be able to refine and combine specific sports skills and use these skills in game situations. They will also be able to assume roles of leader and follower and demonstrate respect for both competition and cooperation. The specific sports and games of this course will be determined by class interest, time of year, and weather.

Health

030 Career & Life Management- CALM

Grade 9

Level CP1

Term

.5 Credit

CALM is a multi-dimensional program that includes self-exploration through various interest, ability, and occupational surveys and activities, career exploration and research (with a focus on library and Internet research skills) and personal character development. The curriculum also addresses social and emotional development of the whole child by teaching topics such as substance abuse and teen depression. Also included are special activities led by peer leaders, members of the community, and the guidance staff. In CALM, students learn skills that will assist them in future educational, career, and/or interpersonal decisions.

031 Foundations of Health

Grade 10

Level CP1

Term

.5 Credit

Health is a study of the psychology of mental, physical, and social wellness; including sexuality and physical fitness. This health course is designed to give students the opportunity to learn factual information about current health issues which affect their lives and, ultimately, their future. It is also a foundation in skill building that gives each student the ability to make mature decisions by using their knowledge of refusal skills, self-esteem, and effective communication.

Requirement for Graduation

033 Transitions I

Grade 12 Level 3 Term 1 & 2 only .5 Credit

Transitions is a course designed to help seniors through the process of moving from a high school environment to a college setting. Time will be devoted to college investigation, application and essay writing. Guidance participation will include counselors in the classroom, individual sessions, and access to the resources available in the guidance suite. Simultaneously, students will work on personally designed projects dealing with self-exploration, career decisions, and involvement in family and community, and coping skills. This course will assist the serious college-bound student with the process. Students will be able to better understand themselves and use that knowledge to make choices for their future.

035 Child Development

Grades 10-12 Level 3 Semester 1 Credit

This course encompasses the physical, mental, emotional, and social development of children from conception through elementary school. Activities include observation of children in the classroom, creating toys, games, and stories for selected ages, a mock baby shower, and baby simulation. Gaining insight into the needs and behavior of young children, the student is better able to understand them, have a practical base for career possibilities, and prepare for better and enlightened parenting.

036 Child Development II

Grades 11-12 Level 3 1 - 2 Credits

This course is a continuation of Child Development I. It will allow students the opportunity to devote the majority of their time and effort to working in an elementary school classroom that will serve as a laboratory in which they will interact with young children. The child development students will actively plan and carry out specific lessons. The remainder of the time will be spent on projects related to the development of the elementary school child. Students will be able to understand and relate more competently to younger children.

Prerequisite: Child Development I and permission of instructor.

037 Psychology

Grades 11-12 Level 3 Semester 1 Credit

This course will address contemporary psychological theories, stressing biological, psychological, social, and abnormal components of psychology. Varied approaches to psychology will be covered, including developmental, learning and cognitive and social psychology.

Psychological research techniques and testing will also be explored.

033 Transitions I

Grade 12 Level CP1 Term 1 & 2 only .5 Credit

Transitions is a course designed to help seniors through the process of moving from a high school environment to a college setting. Time will be devoted to college investigation, application and essay writing. Guidance participation will include counselors in the classroom, individual sessions, and access to the resources available in the guidance suite. Simultaneously, students will work on personally designed projects dealing with self-exploration, career decisions, and involvement in family and community, and coping skills. This course will assist the serious college-bound student with the process. Students will be able to better understand themselves and use that knowledge to make choices for their future.

035 Child Development

Grades 10-12 Level CP1 Semester 1 Credit

This course encompasses the physical, mental, emotional, and social development of children from conception through elementary school. Activities include observation of children in the classroom, creating toys, games, and stories for selected ages, a mock baby shower, and baby simulation. Gaining insight into the needs and behavior of young children, the student is better able to understand them, have a practical base for career possibilities, and prepare for better and enlightened parenting.

036 Child Development II

Grades 11-12 Level CP1 1 - 2 Credits

This course is a continuation of Child Development I. It will allow students the opportunity to devote the majority of their time and effort to working in an elementary school classroom that will serve as a laboratory in which they will interact with young children. The child development students will actively plan and carry out specific lessons. The remainder of the time will be spent on projects related to the development of the elementary school child. Students will be able to understand and relate more competently to younger children.

Prerequisite: Child Development I and permission of instructor.

037 Psychology

Grades 11-12 Level CP1 Semester 1 Credit

This course will address contemporary psychological theories, stressing biological, psychological, social, and abnormal components of psychology. Varied approaches to psychology will be covered, including developmental, learning and cognitive and social psychology.

Special Education

The Special Education department provides services to students who qualify under state and federal guidelines. Utilizing a combination of personnel, the department offers a range of support to assist students in accessing the curriculum in the least restrictive environment. The services include; co-teaching, academic support and direct skill remediation.

099 Learning Center

Special education services are provided to students who qualify under federal and state laws. After a referral is made an evaluation completed, an Individual Education Plan (IEP) is written and appropriate services delivered.

The goals of the Learning Center are:

1. To remediate areas of weakness
2. To develop areas of strength
3. To support regular classroom curricula
4. To develop study and organizational skills
5. To correlate regular class goals with special education goals
6. To facilitate communication with parents
7. To facilitate communication within the school
8. To provide up-to-date assessment results
9. To encourage students to reach their highest potential
10. To support and facilitate student growth in order to promote greater independence

089 Life Skills Experiential Learning Program

Special education services are offered in the Life Skills program under 766 regulations to those students who are identified as having significant special needs and are on an Individualized Educational Plan. The age ranges of the students in this program are approximately 14 – 22. The goals of the program are to blend community and vocational experiences with functional academic skills to increase student independence and enable the students to become productive members of our community. The curriculum stresses the importance of personal responsibility for social skills, academics, and community involvement. We also provide inclusion opportunities where appropriate to encourage practice of skills and to develop relationships within the student body.

070 Reading Workshop

Grades 9-12

Level CP2

.5 Credit

Reading Workshop is a developmental reading program for any high school student who wishes to improve his/her reading skills. It utilizes an integrated approach, combining reading, writing, speaking, thinking, and study skills. Critical reading and writing skills will be developed through analysis of basic literary elements, such as setting, characters, symbolism, and conflict.

097 Learning Center Tutor/Mentor

Grades 11,12 Level CP1 Term .5 Credit

This program is designed for academically strong students who would like to work in the learning center supporting student achievement as a tutor to assist students who are referred to the learning center for academic assistance. Tutors will receive formal training on peer tutoring/mentoring and will be supervised by a GSRHS staff member. Scheduling will be done on an individual basis.

098 Life Skills Tutor/ Aide

Grades 11,12 Level CP1 Term .5 Credit

This program is designed for students who would like to work closely with the life skills students in a tutoring capacity, social skills development, vocational skills and integration into the GDRHS community. Scheduling will be done on an individual basis with life skills teacher, guidance counselor and assistant principal.

APPENDIX

FORMS

G.D.R.H.S.
INDEPENDENT STUDY PROPOSAL

Description: Independent Study is a self-initiated school based program available second, third or fourth term to motivated juniors and seniors holding a minimum G.P.A. of 2.5. The primary purpose would be to explore/study specific content not available in the present curriculum. An Independent Study must be taken with 3 other regularly scheduled courses. Independent Study and Senior Project cannot be taken during the same term. Students will receive a letter grade for this course.

This proposal sheet and a copy of the student's schedule for the intended term must be submitted to the curriculum coordinator 2 weeks prior to the start of the quarter.

Dates will be announced in September.

Name of Independent Study Course _____

Period _____ Quarter _____ Credit _____

Room Assignment for Independent Study: _____

Signatures _____ Date _____

Student _____ Y.O.G. _____

Parent _____

Faculty Advisor _____

Guidance Counselor _____

Dates will be announced in September.

This proposal was received: _____ (Date) _____

This proposal has been: _____ APPROVED _____ DENIED

COMMENTS:

Curriculum Coordinator Signature _____ Date _____

Curriculum Coordinator will forward copy to Guidance and Parent.

1. Summary of Proposed Activity/Study:

2. Assessment Description (weekly and final)

3. List of materials/resources:

4. Specifically describe weekly appointment schedule to meet with faculty advisor:

5. List other Independent Study courses previously taken.

GROTON-DUNSTABLE REGIONAL
HIGH SCHOOL
COURSE/ LEVEL CHANGE REQUEST FORM

***This form is due on or before
March 31, 2009***

Check all that apply:

- Student new to the district
 Incoming grade 9 student
 Current student

***to the
Guidance Department***

This change form must be completed, signed and returned to the student's guidance counselor by the student or parent.

Student Name: _____ YOG: _____ Date: _____

Please print

Guidance Counselor: _____ Recommended Course: _____

Course Change Requested: _____

To Student & Parents,

*Course change requests will be honored through **March 31, 2009**. Course change requests made after this date will be made on a first-come-first-serve basis. All requests for a change in course or level will be logged in the Guidance Office as they are received. All seats will be filled and a waiting list will be developed should the number of requested changes warrant such action.*

When parents and a student request an override, they understand that it may not be feasible to move the student to a lower level should the need arise. It then becomes the responsibility of the student and parent to access academic support or assistance in or out of school.

Parent Signature: _____ Phone or E-mail: _____

Curriculum Leader Comments:

- ____ 1. Course level change approved.
____ 2. Course level change approved with reservation.
____ 3. Course level change made without approval (parent override recommendation).

Curriculum Leader Signature: _____ Date: _____

Action Taken:

Guidance Counselor Signature: _____

CC:Curriculum Leader, Parent, Guidance Counselor, and Principal

Revised January 2009