

Program of Studies

2011-2012

Grades 9-12



Ralph C. Mahar Regional School

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STATEMENT OF NONDISCRIMINATION

The Ralph C. Mahar Regional School District does not discriminate on the basis of race, color, sexual orientation, national origin sex, disability, religion, marital status, pregnancy, or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title VII (pertaining to employment), Title IX of the Education Amendments of 1972 (pertaining to sex),, Section 504 of the Rehabilitation Act of 1973 (pertaining to disability), the Americans with Disabilities Act (pertaining to disability), and the Age Discrimination Act of 1975 (pertaining to age).

ACCREDITATION STATEMENT

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

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

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

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 BURLINGTON ROAD
BEDFORD, MA 01730-1433
(781-271-0022)
www.neasc.org

PROVISIONS FOR TRANSLATION

Ralph C. Mahar Regional School District

To the extent possible, the Ralph C. Mahar Regional School will provide oral or written translation for parents in their home language of important documents and oral or written translation in their home language for students for matters of counseling and guidance.

MISSION

Ralph C. Mahar Regional School will prepare all students to be lifelong learners academically, civically, and socially.

EXPECTATIONS

ACADEMIC

Students will:

- Access, analyze, and utilize information effectively about themselves, others, and the world
- Communicate effectively through various means

CIVIC

Students will:

- Demonstrate respect
- Demonstrate responsible membership in society

SOCIAL

Students will:

- Express emotions appropriately
- Practice intelligent decision-making

Approved by unanimous vote of the Ralph C. Mahar Regional School Committee May 6, 2003.

Reaffirmed by School Committee vote December 14, 2004.

Strategic Plan 2011-2012

Vision Statement

The Ralph C. Mahar Regional School, in collaboration with families, envisions a quality learning environment which values academic excellence that enables students to reach their full potential in a rapidly changing global society.

Mission Statement

The Ralph C. Mahar Regional School community will ensure teaching and learning take place in a safe, collaborative, and inclusive environment. We commit to working with families and community members to support the personal, academic, and career growth of every student. We believe that a challenging curriculum for all students and a culture that actively welcomes all learners will contribute to a more knowledgeable community and society. We believe that all students must be prepared with 21st-century skills and an understanding of the demands and challenges of an ever changing world

Core Values

Student Achievement:

We believe all students learn best when actively engaged in the learning process.

We believe education is about student growth that includes core academics, the arts, cultural awareness, and physical, social and emotional well-being.

We believe the purpose of education is to enable students to become self-reliant learners and productive, responsible citizens.

Personal Growth:

We believe in promoting personal responsibility in students so they may reach their full potential.

School Climate:

We believe all decisions should be made in the best interest of students while recognizing and welcoming their individual differences.

We believe in a safe environment built on communication and a shared decision making process that supports curiosity, creativity, respect, and positive attitudes.

Collaborative Partnerships:

We believe in identifying and developing diverse opportunities for students to engage in active learning within their communities.

We believe the education of a child is the shared responsibility of town, educational, family, and student communities.

Resources:

We believe in school personnel working with family and town communities to provide ongoing information regarding student achievement, school-related activities, and annual budget and expenditures.

We believe in utilizing fiscally responsible strategies which support teaching and learning to meet the unique needs of students.

Approved by the School Committee December 7, 2010

SCHOOL ORGANIZATION

Credits and Blocks

Each year has two semesters and every student takes 20 credits per semester or 40 credits for the year; each day is divided into 4 blocks, lasting 82 minutes.

Course credit is assigned as follows:

- courses that meet *every day* for a full block are worth 5 credits
- courses that meet *every other day* for a full block are worth 2.5 credits
- physical education and health classes are worth 1.25 credits, because they each meet every other day for half a block.

CREDIT REQUIREMENTS FOR PROMOTION AND GRADUATION

Credit Requirements for Promotion and Graduation

Graduation Requirements at a Glance	
	Minimum Credits
English	20
Math	20
Science <i>At least 5 credits of physical science and 5 credits of biological science</i>	20
Social Sciences <i>Includes at least 5 credits of U.S. History</i>	20
Foreign Language <i>10 credits of the same foreign language</i>	10
PE/Health	20
Arts	20
Electives	10
Total	140

Minimum Credit Requirements for Promotion		
	Semester I	Semester II
Grade 10	30	50
Grade 11	65	85
Grade 12	105	120
	140 (must pass 35 credits during final year ¹)	
Note: Students will not be promoted after the start of an academic year unless they reach 120 credits to become a senior.		

¹Does not apply to fifth year students.

Revised Credit Requirements for Promotion and Graduation
 Approved by School Committee vote on February 3, 2009
 Revised December 7, 2010 by School Committee Vote *

Graduation Requirements at a Glance	
	Minimum Credits
English	20
Math **	20 *
Science	15
Social Sciences	15
Physical Education	10
Health	10 *
Arts	5
Additional Core Electives	20 *
Total	115

**Must be the equivalent of Algebra I and Geometry

Minimum Credit Requirements for Promotion		
	Semester I	Semester II
Grade 10	30	50
Grade 11	65	85
Grade 12	105	120
	140 (must pass 35 credits during final year ¹)	
Note: Students will not be promoted after the start of an academic year unless they reach 120 credits to become a senior.		

¹Does not apply to fifth year students.

Recommended Action: Vote to adopt revised credit requirements for promotion and graduation, which reflect our Strategic Plan and core values, and align with state and federal mandates. This adoption will begin with the graduating class of 2013. The current graduation requirements remain in effect for the classes of 2009, 2010, 2011, and 2012. The Principal has the discretion to make recommendations to the Superintendent using the Mahar Revised Credit Requirements for Graduation and Promotion as a guideline regarding individual students.

College Admission Standards

The admission standards for UMass and the State Colleges, emphasize a strong academic high school background so that students enter college ready to learn. These standards **are minimums**; each campus may choose to consider additional factors in its admissions decisions. Further, the standards do not apply to the state's community colleges, which admit any high school graduate.

Freshmen Applicants

If you plan to enter UMass or a State College as a freshman, you will need to:

- 1) take 16 college preparatory high school courses,
- 2) earn at least a "B-minus" to "B" grade point average in your college preparatory courses, and
- 3) take the SAT I or ACT test.

Academic Course Requirement

Sixteen college preparatory courses (each course is equivalent to a year-long high school class) are required:

English 4 courses
Mathematics 3 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework)
Sciences 3 courses (including 2 courses considered college lab courses)
Social Sciences 2 courses (including 1 course of U.S. History)
Foreign Languages 2 courses (in a single language)
Electives 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

Minimum Grade Point Average in Required Courses

The grades you earn in college preparatory courses will be averaged into a grade point average (GPA). In calculating your GPA, you will receive extra credit for accelerated courses from the college (for example, honors or Advanced Placement courses).

Highly selective or more competitive colleges will be looking for more than minimum state standards such as four math, four science, (especially for math, engineering, or science related majors), three social studies and three foreign language courses.

LOSS OF CREDIT DUE TO ABSENCE

If a student is absent from a class, or from school, ten (10) times a semester (5 for an every other day class), he/she will lose credit for that class or those classes, even though he/she earns a passing course grade. If a student misses more than fifteen (15) minutes of a class period he/she is considered absent. Cutting a class is an absence and will result in disciplinary action. If a student violates this policy, he/she may need an additional course or courses to meet graduation requirements.

If a student has an acceptable, documented excuse such as an illness certified by a doctor, or a documented situation that made attendance impossible, he/she must submit the appropriate documentation to the school's office within ten (10) business days following his/her absence. Any documentation submitted later than ten (10) days following the student's absence will not be accepted.

A half-way point letter will be sent to the parent/guardian of a student who has been absent five (5) times from an every-day class, or three (3) times from an every-other-day class. The letter will include a warning of credit loss as well as an invitation to meet with the Dean of Students or guidance counselor.

SCHOOL TO WORK REQUIREMENT

Students must have a supervised work experience for a minimum of the 35 hours in order to fulfill the School to Work Requirement. Jobs, internships or volunteer experiences whether they are part-time, summer, or after-school may count. An Out of school CO-OP - while not a requirement itself - would also satisfy this requirement.

Note: Students are required to contract with the school and their supervisor, prior to beginning the experience and have their supervisor complete an evaluation at the end.

SCHOOL TO WORK REQUIREMENT -Continued

Options for fulfilling School-to-Work Requirement			
	Wage Earning	Earns H.S. Credit	Time
Employment	Yes	No	Outside School Day
Work for business or individual	No	No	Outside School Day
Recognized Community Project	No	No	Outside School Day
Recognized Social Agency	No	No	Outside School Day
<i>Out of School</i> CO-OP Experience *	Yes or No	Yes	During School Day

*Only Students in grades 11 and 12 are eligible to participate in the CO-OP program.

COURSES THAT FULFILL THE ARTS REQUIREMENT (Class of 2012 Only)

The following courses fulfill the Arts requirement. These are developmental courses that allow the student to continue the learning process by working within the same area to achieve at an advanced level of that course. Unless otherwise noted, all courses listed below may be taken multiple times.

Art Courses (All offerings)

Music Courses (All offerings)

Information Processing (may be taken up to 3 times)

Shakespeare (may be taken up to 3 times)

Drama

Creative Writing

Drafting

Woodworking

Handicrafts

Language Press: (10 credits of the same foreign language is the prerequisite for this course)

First Year Experience

Beginning with the class of 2013, only art and music classes will fulfill the arts graduation requirement.

NATIONAL HONOR SOCIETY

In order to be eligible for the National Honor Society, students in grades 10-12 must have achieved a 90.0% average for each of the four quarters of the previous academic year. Transfer students must have been enrolled at Mahar for at least one semester of the previous year. Current members of the National Honor Society must maintain a 90.0% average for each of the four quarters of the current academic year in order to retain their membership.

Although students' grades determine initial eligibility, they do not guarantee membership for prospective or current members. The National Honor Society Council is empowered to accept or decline eligible students while considering faculty input. In addition to scholarship, initial and continued membership is based on demonstrated service, leadership, and character. Students are inducted at the annual ceremony in the fall of each academic year.

MAKING UP CREDIT FOR PROMOTION

Students in grades nine through eleven who find themselves nearing the end of a year with fewer than the minimum number of credits required for promotion into the next grade may make up the deficiency as follows:

Attending summer school at an accredited high school or college. Note: The Mahar Administration must approve summer school plans in advance since the administration alone is responsible for determining whether or not any proposed summer school course is equivalent to a similar offering at Mahar, and it alone will have to establish the number of credits to be allowed for successful completion of the proposed course. Students are liable for all fees involved in summer school study – including those for books, tuition, and transportation.

Summer school study must be completed prior to the start of the Mahar school year. Enrollment in evening courses during the school year to make up credit shortages for promotion is not permitted. There is one exception to this rule; after a student's class has graduated, the student may then enroll in an approved adult education program at a secondary institution or college, whenever such a program is available.

Students who have passed a course and received credit may not repeat the same course for credit, except arts classes.

Students selecting summer school in order to correct credit deficiencies are warned that the following limitations apply:

- a. No more than ten credits earned in this manner outside of the Mahar District may be counted toward graduation requirements (see section below).
- b. Credits earned in this manner may be used only to correct promotion credit deficiencies: they may not be used to increase a student's credit totals beyond 40 for a rising sophomore, beyond 80 for a rising junior, and beyond 120 for a rising senior.
- c. Course credits for work completed at summer or night school courses will be granted only after the student presents proper documentation of successful completion of the work to the Mahar administration.

ABOUT COURSE CHANGES

1. Student requests for program changes occur periodically throughout the year. Because such a change tends to disrupt the school plan, the change must be the result of valid requests that are in the best educational interest of the student and the school. For that reason, no single party – whether student, parent, teacher or coordinator – should unilaterally decide on the program change; rather, the decision should be a group decision involving all parties. The following procedures will govern a student request for changes:
 - a. For those changes requested by student or parent:
 - (1) The counselor will first determine if the change is feasible within the constraints of the master schedule, and he/she will then initiate contact with the teacher, coordinator, student, and parent as required. Every effort will be made to analyze the cause for the request and to determine whether the program change is the best educational decision for the student. The counselor will coordinate any meetings required among the various parties to clarify issues or to resolve conflicts.

- (2) After all parties have approved the change, the counselor will coordinate the transfer, making sure class lists are correct and that appropriate schedules are posted.
 - (3) In the event that a consensus cannot be reached, the principal will be the arbiter of last resort.
- b. For those changes requested by the teacher:

The teacher will make the preliminary contacts with student, parent, coordinator and counselor. Once agreement has been reached by all parties concerned, the counselor will coordinate the change, making sure class lists are correct and that appropriate schedules are posted.
- c. For those changes requested by the Student Services Department:
 - (1) The counselor will proceed as in (1) above and coordinate fully with all parties involved.
 - (2) Again, the principal shall be the arbiter of last resort.
2. Schedule changes will be processed during the summer and for the first five (5) school days of each semester. In general, requested schedule changes will not be made after the first five (5) school days in a semester. Any request for a schedule change after the first five (5) days will first require the approval of the Principal before processing may begin.
3. No student is to be allowed in to or out of a class until a schedule change has been completed by the appropriate counselor, and the teacher involved has a written change slip in hand, and the student is entered in to the teacher's PowerSchool electronic gradebook.

COURSE LEVELS AND GPA

Credits and class rank:

- a. Although all courses in grades nine through twelve carry academic credit, and all credits count equally in meeting promotion and graduation requirements, credits do not count equally in determining class ranking. A weighted system is used in order to make allowance for the varying levels of difficulty among courses. In this system, courses at higher levels count more than courses at intermediate or lower levels in establishing class ranking. (Counselors can provide a more detailed explanation of the method by which class ranks are determined.)
- b. To provide for individual differences, Mahar offers courses at three or four different levels. The level of the course is determined by the rigor of the course and its consideration as a college preparatory course. Below is a listing of the value of a course based upon the level of the course and the grade received.
- c. All AP courses are level 5. The College Board AP exam is a final requirement of all AP courses and it is the school's expectation that all AP students participate in the exam. The AP exam results will not affect the Mahar course grade. Students may choose not to submit their AP scores to colleges, but some colleges will grant credit or waive requirements for students who obtain a score of 3 or higher.

WEIGHTED GRADE POINT AVERAGE

<u>MARK</u>	<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u>	<u>LEVEL 4</u>	<u>LEVEL 5</u>
97-100	4.3	5.3	6.3	7.3	8.3
93-96	4.0	5.0	6.0	7.0	8.0
90-92	3.7	4.7	5.7	6.7	7.7
87-89	3.3	4.3	5.3	6.3	7.3
83-86	3.0	4.0	5.0	6.0	7.0
80-82	2.7	3.7	4.7	5.7	6.7
77-79	2.3	3.3	4.3	5.3	6.3
73-76	2.0	3.0	4.0	5.0	6.0
70-72	1.7	2.7	3.7	4.7	5.7
67-69	1.3	2.3	3.3	4.3	5.3
63-66	1.0	2.0	3.0	4.0	5.0
60-62	0.7	1.7	2.7	3.7	4.7
0-59	0.0	0.0	0.0	0.0	0.0

UNWEIGHTED GRADE POINT AVERAGE

The unweighted GPA system is used when calculating honor roll and National Honor Society and National Junior Honor Society eligibility.

<u>MARK</u>	<u>LEVEL 1-5</u>
97-100	4.3
93-96	4.0
90-92	3.7
87-89	3.3
83-86	3.0
80-82	2.7
77-79	2.3
73-76	2.0
70-72	1.7
67-69	1.3
63-66	1.0
60-62	0.7
0-59	0.0

PROGRAM OF STUDIES

ART DEPARTMENT

Philosophy and Objectives: The philosophy of the Art Department is that everyone can enjoy and benefit from art education. The department provides a broad range of hands-on creative experiences, which meet many different student needs from the therapeutic to the most academic. The art room atmosphere is based on respect of people, their work, and the art materials used to create that work. The safe environment supports appropriate expression of emotions, reactions, and thoughts.

The department believes that art is a visual language, and that skills and understanding can be taught. The creative process is taught; the materials and techniques are part of a constantly changing process where theory and idealistic goals meet realistic considerations (such as teacher and student strengths, and budgetary limitations).

Whenever possible, the art department uses an integrated approach which includes art history and other disciplines. Art is seen as an inclusive subject, which brings ideas and concepts together. Our working definition is that art is an original, significant, personal statement about reality. To create art, the artist must communicate about what is original, which involves art history; what is personal, which involves psychology and self-awareness; what is significant, and to whom; and, of course, what is real. Finally, the artist must explore different concepts, views, and beliefs about reality.

Marking System: In all art department courses, grades are based equally on achievement in five categories: project planning, work habits, clean up, the ability to follow instructions, and final results.

Course Offerings: Grades 9-12

These courses count toward the graduation requirement in the arts as well as additional core electives.

ART DEPARTMENT

<u>Title and Code</u>	<u>Semester</u>	<u>Grade</u>	<u>Times per Cycle</u>	<u>Credit</u>	<u>Level</u>
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2D ART (AR112)	1 or 2	9-12	EOD	2.5	2
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This course is designed to offer students the opportunity to explore the many ways of developing and creating 2D (flat) artwork. As a student continues to select 2D art throughout high school, the student progresses from Drawing into the areas of advanced drawing, painting, and printmaking. From drawing to collage, a wide variety of materials and processes will be discussed and utilized in a studio atmosphere. 2D art is designed to allow the student to develop and experiment with a variety of drawing techniques and materials. Students will undertake studies of line, composition, values, texture, form, and perspective in pencil, ink, charcoal, pastel, and marker as well as innovative choices. 2D art is designed to provide the student with a variety of styles and subjects in watercolor, acrylic, and oil paint. Uses of color, texture, contrast, and composition will be discussed and used to create paintings of varied style and subject. 2D art is designed to offer the student an experience in the practical application of art to specific design problems. Skills in problem solving as well as technical applications and references to art history will be utilized in a serious studio environment.

ART DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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3D ART (AR122)	1 or 2	9-12	EOD	2.5	2
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This course is designed to offer students the opportunity to study and explore the many ways of developing and creating 3D artwork. Three-dimensional artwork is any form that is in the round, or in other words, may be picked up, turned around and viewed from many different angles. Students will learn to utilize the elements of form, color, space, and construction techniques while creating three-dimensional artwork. Sculptures, functional forms, and decorative pieces will be considered and produced using a variety of materials. Students will explore the history and evolution of a variety of sculptural forms by studying the works of well-known historical and current sculptors and/or creators of 3D art forms. 3D art also includes a wide variety of craft techniques. Students may choose from different craft procedures for each of the projects assigned during the semester. Painting on wood, stenciling, batik, glass stain work, book making, plaster carving, weaving, and many other techniques will be discussed and offered. If students continue to re-elect 3D art throughout high school and systematically progress through each activity, students then develop a concentration in an area of particular interest to them.

STUDIO ART Prep (AR334)	1	11 or 12	ED	5	4
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Studio Art Prep is offered to highly motivated art students. Acceptance into the course is based upon teacher recommendation, portfolio review, resource availability, and department coordinator approval. In preparation for the following semester's AP course, each student will begin developing a Drawing Portfolio, Two-Dimensional Design Portfolio, or a Three-Dimensional Design Portfolio for evaluation. The portfolio should reflect three major areas of concern: (1) a sense of *quality* in a student's work; (2) the student's *concentration* on a particular visual interest or problem; and (3) the student's need for *breadth* of experience in the formal, technical, and expressive means of the artist. Students are expected to enroll in AP Studio Art semester 2. **Students must be able to achieve a semester grade of 80% or higher in this course to advance to AP Studio Art for second semester.**

AP STUDIO ART (AR335)	2	11 or 12	ED	5	5
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Advanced Placement Studio Art is offered to highly motivated art students. Acceptance into the course is based upon the completion of Studio Art Prep with a grade of 80% or higher. The student will submit a Drawing Portfolio, Two-Dimensional Design Portfolio, or a Three-Dimensional Design Portfolio to The College Board for evaluation. The portfolio should reflect three major areas of concern: (1) a sense of *quality* in a student's work; (2) the student's *concentration* on a particular visual interest or problem; and (3) the student's need for *breadth* of experience in the formal, technical, and expressive means of the artist. Students who take AP Art are required to complete the College Board AP Exam and submit a portfolio in May. There are extensive homework requirements in this course. **It is the school's expectation that students taking this AP course will participate in the AP Exam and submit a portfolio.**

ART DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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BOOKMAKING I (AR132)	1 or 2	9-12	EOD	2.5	2
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This course will focus on the study of bookmaking as an art form. The emphasis is on the book as an integration of historical aspects and the contemporary evolution of the craft. Students will develop skills based on historical principles and techniques, and the artistic expression that follows. A variety of book structures will be assigned. They will include but are not limited to pamphlet stitch, stab binding, folded books, and unusual bindings. Thematic development of text and imagery will be studied. **This course may only be taken once for credit.**

BOOKMAKING II (AR142)	1 or 2	9-12	EOD	2.5	2
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This course will focus on the study of bookmaking as an art form. The emphasis is on the book as an integration of historical aspects and the contemporary evolution of the craft. Students will develop skills based on historical principles and techniques, and the artistic expression that follows. A variety of book structures will be assigned. They will include but are not limited to books from around the world, altered books, folded books, and container books. Thematic development of text and imagery will be studied. Although this course is similar to BOOKMAKING I, the content of this course varies in the assigned book structures. **This course may only be taken once for credit.**

MURAL PAINTING I (AR152)	1 or 2	11-12	EOD	2.5	2
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This course is designed to educate students about murals as an art form. In this course students will learn about design, form and the aesthetics of mural painting. They will also have an opportunity to transform themselves into the patterns, motifs and designs that will be reflected in the proposed mural project. An underlying goal of this unit is to help students think critically about art, culture, and design, how it is constructed, presented, and interpreted. Students will study the work of west coast mural artists including Mexican muralists, women muralists, and mural artists relevant to community projects and contemporary trends. In addition, students will gain an understanding of the process involved in developing a mural project from beginning to end. **This course may only be taken once for credit.**

MURAL PAINTING II (AR162)	1 or 2	11-12	EOD	2.5	2
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This course is designed to educate students about murals as an art form. In this course students will learn about design, form and the aesthetics of mural painting. They will also have an opportunity to transform themselves into the patterns, motifs and designs that will be reflected in the proposed mural project. An underlying goal of this unit is to help students think critically about art, culture, and design, how it is constructed, presented, and interpreted. Students will study the work of east coast mural artists and community projects of New York City, Boston and Philadelphia. In addition, students will gain an understanding of the process involved in developing a mural project from beginning to end. **This course may only be taken once for credit.**

ART DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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ART AND WORLD

CULTURES I (AR172)	1 or 2	9-12	EOD	2.5	2
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Are you interested in traveling the world? Come visit faraway places...without ever leaving the school! Art and World Cultures will explore art and visual culture* from cultures on each inhabited continent through research, presentations, discussions and, of course, hands on art projects. We will look at cultures and art practices past and present, including the art of prehistoric times, Japan, China, Africa, Mexico, Panama, India, and the Pacific Northwest Native Americans. Students will learn about the traditions, beliefs and ways of life for each culture and how art fits in. Projects will include mask making, ceramics, painting, drawing, weaving, sewing, fabric dyeing and printmaking. Each project will connect traditional art practices with contemporary ideas and frameworks. This course includes cultures studied in grade 8 social science classes. Students will link their previous knowledge with course content. *Visual culture is anything produced by people that can be looked upon (architecture, decorations, advertisements, clothing, etc.) **This course may be taken only once for credit.**

ART AND WORLD

CULTURES II (AR182)	1 or 2	9-12	EOD	2.5	2
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Are you interested in traveling the world? Come visit faraway places...without ever leaving the school! Art and World Cultures will explore art and visual culture* from cultures on each inhabited continent through research, presentations, discussions and, of course, hands on art projects. We will look at cultures and art practices past and present, including the art of Mexico, Australia, Haiti/Caribbean, Africa, Mexican Natives, Europe and Japan. Projects will include clay whistles, Mexican/personal shrines, basket weaving, repose, Ndebele house painting, aboriginal dot paintings, Huichol Yarn Paintings, art Nuevo/arts and crafts movement, and Japanese block printing. Each project will connect traditional art practices with contemporary ideas and frameworks. *Visual culture is anything produced by people that can be looked upon (architecture, decorations, clothing, advertisements, etc.). **This course may be taken only once for credit.**

BUSINESS DEPARTMENT

Philosophy and Objectives: Courses in the Business Department are designed to provide fundamental learning experiences with financial papers, to develop skills necessary to create, retrieve, and transform information using computer technology, and to help students become aware of career opportunities in the field of business.

Marking System: The Business Department uses a point system based on the number of class work/homework assignments, projects, quizzes, tests, and other assessments used to evaluate student performance and achievement.

Course Offerings: Grades 9-12

*This course counts toward the Mathematics requirement only when students have successfully completed the equivalent of Algebra I and Geometry.

BUSINESS DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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INFORMATION

PROCESSING (BU212)	1 or 2	9-12	EOD	2.5	2
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Information Processing incorporates a number of tools, or applications, in one package. Word Processing, Spreadsheets, Database, Slide Presentations, and Desktop Publishing are the applications used separately or together to produce professional-looking documents. The first semester introduces the word processor as a tool to create letters, memos and other types of documents. Students learn the fundamentals of a word processing program giving them a skill that they may apply to other school subjects or to their personal life. Students who select a second semester of information processing will learn to create spreadsheets and databases. Spreadsheets are worksheets that let the user add, subtract, multiply or divide to create financial records for both personal and business use. Databases allow the user to organize information, search for specific information, sort, group, and present the data with a variety of visual enhancements. Students who select a third semester will learn a more challenging program incorporating Word Processing, Excel, and Access. Also included is PowerPoint (a slide presentation package) and more advanced desktop publishing assignments allowing students to be creative with the implementation of text, drawing, charts, outlines, graphics, and sound.

*RECORD KEEPING (BU222)	1	10-12	ED	5	2
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This course, which includes a review of basic arithmetical procedures, will help students to develop record keeping skills that are useful in their own personal and vocational activities. Course work will include experiences with various forms used in small businesses such as those for budgets, purchases, sales and payroll records. **Students cannot take Record Keeping (BU222) concurrently with Accounting I (BU313) or after passing Accounting I (BU313).**

BUSINESS DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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*ACCOUNTING I (BU313)	1 or 2	11-12	ED	5	3
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This course is designed to give students necessary background knowledge in keeping accurate financial records, in operating a business as a proprietorship and then as a partnership. It includes training in journals and ledgers; completing worksheets and preparing financial documents including the income statement, capital statement and balance sheet. The use of computer technology in accounting is introduced through spreadsheets, journals and ledgers. A mid term is given at the end of first quarter of each semester.

*ACCOUNTING II (BU413)	2	11-12	ED	5	3
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Students will review accounting skills for operating a business as a proprietorship and as a partnership and then be introduced to accounting procedures for a corporation. They will gain experience in making entries in payroll registers, figuring taxes (income, FICA, state and federal unemployment), completing worksheets, balance sheets, and income statements in detail. Students will use the computer lab to apply many of the skills learned in this course. A final exam is given via the computer. **Prerequisite:**

Completion of Accounting I (BU313)

ELE - ENGLISH LANGUAGE EDUCATION

English Language Education (ELE) provides services and guidance to those students who are Limited English Proficient and to their families. Those services include annual assessment, MCAS, MEPA, and MELA-O administration and accommodation, access to translation for specific school documents and activities, ELE programming, equal access to all academic programs and services, equal access to all non-academic and extra-curricular programs, follow-up support to those who have exited the program, and opportunities for parents to be involved in their children's education.

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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ENGLISH LANGUAGE ED (EL111)	1 and 2	9-12	ED	5	1
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ENGLISH LANGUAGE ED (EL121)	1and 2	9-12	EOD	2.5	1
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English Language Education promotes and supports the rapid acquisition of English Language Proficiency by Limited English Proficient (LEP) students through English Language Development (ELD), English as a Second Language (ESL) and sheltered English Immersion (SEI) instruction.

ENGLISH DEPARTMENT

Philosophy and Objectives: Every student should have a mastery of the basic skills of oral and written communication that are needed to function successfully in society. The English Department follows the Massachusetts English Language Arts Curriculum Framework, which emphasizes language arts, including discussion, questioning, oral presentation, vocabulary, the structure and history of English, reading and literature, composition, and the study of the media. Our work will encourage students to develop the habit of mind that underlies the study of these fields. In addition, emphasis will be placed on the development of the skills of critical thinking, analysis, creativity, and collaboration.

Marking System: In the English Department, report card grades are based on a system of points earned in which each test, quiz, composition, project, recitation, or similar activity is assigned a “point value” which is the maximum score that can be attained for that particular activity. The student’s grade in any quarter is then determined by the percentage he or she has earned of the cumulative points available in that quarter.

Note: All English courses are designed to prepare students for college. The content of these courses will essentially be the same; however, the intensity and pace at which the material is presented will vary. All courses in grades 9-12 now use the Elements of Literature textbook series, which provides a multi-cultural offering of literary selections in all genres. This textbook series will be supplemented by novels at each level.

Course Offerings: Grades 9-12

*This course does not count for the English requirement

ENGLISH DEPARTMENT

<u>Title and Code</u>	<u>Semester</u>	<u>Grade</u>	<u>Times per Cycle</u>	<u>Credit</u>	<u>Level</u>
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ENGLISH 9 (EN113)	1	9	ED	5	3
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English 9 is a heterogeneously grouped course which provides a challenging curriculum designed to offer students a transition year between middle school and high school. The course covers basic grammar, vocabulary, composition and literature. Composition work will focus on expository writing, including open response, basic paragraph work, and the five paragraph essay. The grammar work will be done mainly through daily drills and through composition. The study of literature will focus on the elements of the short story, the novel, poetry, drama, and non-fiction; the course emphasizes close reading and the understanding of literary devices. This course integrates in-class work and guided practice.

ENGLISH 10 (EN233)	2	9	ED	5	3
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This course has a challenging curriculum which is aligned with the Massachusetts curriculum frameworks and designed to prepare the student for both college and the work force. This course consists of work in grammar, vocabulary, composition, and literature. The composition component includes work on the paragraph, open response questions about the literature, and the five-paragraph analytical literary essay. The literature component includes all genres through a thematic approach and emphasizes close reading and an understanding of literary devices. The grammar work will be done mainly through daily drills and through composition. This college prep level course integrates in-class work and guided practice.

ENGLISH DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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ENGLISH TEST PREP (EN202)	1	10	EOD	2.5	2
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This class will meet every other day and will only be offered in the fall semester. The course will follow the Massachusetts English Language Arts curriculum framework and will further prepare students for the grade 10 ELA MCAS by individualizing instruction based on diagnostic testing. Test prep will stress test-taking skills and writing requirements which focus on responding to a literature prompt and organizing and writing effective open responses.

ENGLISH 10 HONORS (EN234)	1 or 2	10	ED	5	4
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This course is designed to prepare the student for both college and the work force. The course has an extended and enriched curriculum which is academically rigorous to prepare the student to participate in advanced courses. The course includes work in grammar, vocabulary, composition, and literature. The composition component includes work on the paragraph, open response questions about the literature, and the five-paragraph analytical literary essay. The literature component includes all genres through a thematic approach and emphasizes close reading and an understanding of literary devices. The grammar work will be done mainly through daily drills and through composition. The honors level course requires more intense, independent, out-of-class work.

ENGLISH 11 (EN333)	2	10	ED	5	3
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This course has a challenging curriculum which is aligned with the Massachusetts curriculum frameworks and designed to prepare the student for both college and the work force. The course consists of grammar, composition, vocabulary, and literature study. The composition component includes work on the paragraph, open response questions about the literature, and continues the focus on the five-paragraph analytical essay. The literature component focuses on a study of American literature and includes all genres. It emphasizes close reading and an understanding of literary devices. Grammar is taught through daily drills and composition. The college prep level course integrates in-class work and guided practice.

ENGLISH WORKSHOP (EN312)	1	11-12	ED	5	2
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This course is designed for students who have failed the English Language Arts MCAS Test or Retest. The class will meet every day for one semester. The course will follow the Massachusetts English Language Arts curriculum framework and will specifically prepare students for the MCAS English Language Arts Retest. Students will continue to take an English course (EN313) or (EN312) until they have passed the ELA MCAS Test. Course material will be individualized for student needs where appropriate.

ENGLISH 11 HONORS (EN334)	1 or 2	11	ED	5	4
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This course is designed to prepare the student for both college and the work force. The course has an extended and enriched curriculum which is academically rigorous to prepare the student to participate in advanced courses. The course consists of grammar, composition, vocabulary, and literature study. The composition component includes work on the paragraph, open response questions about the literature, and continues the focus on the five-paragraph analytical essay. The literature component focuses on a study of American literature and includes all genres. It emphasizes close reading and an understanding of literary devices. Grammar is taught through daily drills and composition. The honors level course requires intense, independent, out-of-class work.

ENGLISH DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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AP ENGLISH LANGUAGE (EN345)	2	11	ED	5	5
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Advanced Placement English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. It is for students capable of doing college-level work in English while they are in secondary school, and who are willing to devote the energy necessary to complete a course more rigorous and demanding than other English courses designed for the college-bound student. Summer reading will be required of students who are signed up for this course. The College Board AP Exam must be taken during the same academic year in which the course is taken. Prerequisite: English 11 Honors. **It is the school's expectation that students taking this AP course will participate in the AP Exam.**

ENGLISH 12 (EN313)	2	11	ED	5	3
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This course offers focused reading and writing work designed to help students reach the ELA benchmark level of proficiency that is measured by a score of 240 on the MCAS. The content will be adapted from the existing grade 12 curriculum. This course will focus on British literature and will include material for all genres (i.e. fiction, non-fiction, drama, poetry). Students will have numerous opportunities to demonstrate their progress toward attainment of the proficiency benchmark. **Prerequisites: Grade 10 MCAS, English 9, English 10, and English 11.**

ENGLISH 12 (EN453)	1 or 2	12	ED	5	3
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This course has a challenging curriculum which is aligned with the Massachusetts curriculum frameworks and designed for both college-bound and work-oriented students and consists of a study of grammar, the essay, vocabulary, composition, and literature. The composition component will focus on the paragraph with an emphasis on different methods of development and continues the focus on the five-paragraph analytical literary essay. The literature will focus on a study of British literature and includes all genres. It emphasizes close reading and an understanding of literary devices. Grammar is taught through daily drills and composition. The college prep level course integrates in-class work and guided practice.

ENGLISH 12 HONORS (EN434)	1 or 2	12	ED	5	4
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This course is designed to prepare the student for both college and the work force. The course has an extended and enriched curriculum which is academically rigorous to prepare the student to participate in advanced courses. The course consists of a study of grammar, the essay, vocabulary, composition, and literature. The composition component will focus on the paragraph with an emphasis on different methods of development and continues the focus on the five-paragraph analytical literary essay. The literature will focus on a study of British literature and includes all genres. It emphasizes close reading and an understanding of literary devices. Grammar is taught through daily drills and composition. The honors level course requires intense, independent, out-of-class work

ENGLISH DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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AP ENGLISH LITERATURE (EN455)	2	12	ED	5	5
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Advanced Placement English is a course which emphasizes the development of skills in critical reading of literature and in writing about literature and related ideas. It is for students who are capable of doing college-level English while they are in secondary school, and who are willing to devote the energy necessary to complete a course more rigorous and demanding than other English courses designed for the college-bound student. The literature will focus on British and World literary pieces. Summer work will be required of students signed up for this course. The College Board AP Exam must be taken during the same academic year in which the course is taken. **It is the school's expectation that students taking this AP course will participate in the AP Exam.**

*SHAKESPEARE (EN142)	1 or 2	9-12	EOD	2.5	2
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These elective courses are an in-depth study of several Shakespearean plays from the genres of comedy, tragedy, and history. The course will focus on close reading and hands-on activities including improvisations, rewriting of scenes in modern language, pantomime, and the directing and performing of the plays. The course will provide students with an understanding of the thoughts, customs, language, and history of the Shakespearean era. Students will do some research on topics related to the plays being studied. The emphasis is on an in-depth understanding and appreciation of the plays while having fun. Units of study include: (1.) A Midsummer's Night Dream/King Lear; (2.) Twelfth Night/Othello; (3.) The Merchant of Venice/As You Like It. A student may take the course more than once only if the unit of study being offered is different than the one he/she has already taken.

*DRAMA (EN152)	1 or 2	9-12	EOD	2.5	2
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This elective course will provide students with an overview of the history of drama with exposure to a variety of playwrights and techniques. It will also include an in-depth understanding and analysis of several plays through reading and performance. Theater games designed to help students develop their acting skills will be a component of the course. Students will have ample opportunities for improvised and prepared performances. The class is activity-oriented.

*CREATIVE WRITING (EN123)	1 or 2	9-12	ED	5	3
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With the aid of prompts and literary selections, students will experiment through their own writing with the elements of poetry and prose. Through their poetry they will focus on meaning, voice, and tone as well as meter, musical devices, imagery, and figurative language. Students will experience various forms of prose writing: expression, reflection, direction, persuasion, narration, and description. (LAB)

*INFORMATION IS POWER (EN143)	1 or 2	9-12	EOD	2.5	3
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In this course we will endeavor to make research meaningful by putting it to use as a vehicle for change. Students will not only explore information, but understand how it can be used effectively to achieve an end. This course will provide the opportunity for students to implement the research process in depth utilizing one, or a combination of, the thirteen research methods. Students will select both a research topic in which they are personally invested and a mode of presentation of their findings. They will then present this final project to an individual(s) who has the power to make the change they desire. Examples of topics to be covered are the Thirteen Research Methods, Choosing a Topic, Finding Appropriate Sources, Correct Citation Format, Plagiarism, Identifying Target Audience and Appropriate Mode of Presentation, Evaluating Presentation, and Revising Presentation.

ENGLISH DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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*SHORT FICTION AND DRAMA (EN183)	1 or 2	11-12	EOD	2.5	3
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This elective course will provide students with an in-depth look at short stories and their elements, along with numerous plays and the techniques used by their authors. It will also include in-depth study analysis of the stories and plays through reading and performance. This class is centered on numerous student activities. Prerequisites: **English 9, English 10, and English 11; English 9 and English 10 Honors**

*FACING CHANGE IN THE 20 th CENTURY (EN193)	1 or 2	11-12	EOD	2.5	3
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This elective course will take an in depth look at the history and literature of the twentieth century in America. By using historical facts and reading fiction and non-fiction selections, students will be able to understand the numerous changes at this time in history. This class will allow students to write about, debate, and discuss these changes in numerous different contexts. **Prerequisites: English 9, English 10, and English 11; English 9 and English 10 Honors; U.S History I**
This core elective is a combined course offered through both the English and social studies department.

*FIRST YEAR EXPERIENCE (EN433)	1 or 2	11-12	EOD	2.5	3
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(FYE 101, First Year Seminar, MWCC)
 First Year Seminar is a 3 credit college course designed to support the successful transition of students into the college community. In this interactive course, students will be introduced to a variety of topics critical to student success: time management, goal setting, learning styles, campus resources and policies, co-curricular participation, critical thinking, motivation, reading strategies, and test taking. Students will be able to investigate career goals and interests, develop resumes, interview skills, and a portfolio of completed work. Students will also learn about important current issues pertaining to the college student population, allowing them to be more active and informed citizens in their college communities. Participation in this course will help facilitate a successful transition to a college community for many students who otherwise may not believe that they could attend college. Students participating in this course will gain academic preparedness, self-confidence, and a sense of direction for their future goals. **Prerequisite: Accuplacer test for placement into English 100 and Reading 100 courses. A nominal student fee may apply.**
 This is a Mount Wachusett Community College Dual Enrollment Course and the college will provide the curriculum. The class size will be capped at 15. The course will be offered to juniors and seniors (age 16 or older). Students will receive 3 college credits from Mount Wachusett Community College upon completion of the course.

HEALTH SCIENCE DEPARTMENT

Philosophy and Objectives: The Health Science Department along with the Physical Education department has produced a curriculum to develop skills and tools for living healthy. The objective of Health courses is to make healthy behavior a way of life, to define and examine what a healthy way of life is, to know the reasons for a healthy lifestyle (physically, mentally, environmentally, and emotionally), to understand the effects of choice and the effects of risks, to make educated decisions about personal health in the future and to build resiliency. Social and civic skills are learned and practiced for developing respect for individuals, expressing emotion properly and practicing sound decision-making skills with regard to personal health.

Marking System: Students are responsible for material presented in class or in laboratory experiences and are evaluated using an on-task grading system, quizzes, worksheets and reports.

Course Offerings Grades 9-12, split block with PE, 42 minutes each.

HEALTH SCIENCE DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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HEALTH (HE___)	1 and 2	9-10	EOD	1.25	1
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This health program is a two-year sequential curriculum designed to prepare students to develop responsibility for their own health and fitness. This program offers students in grades 9 and 10, four units each quarter of the school year: Nutrition and Consumerism, Personal Health, Health and Safety, and Disease Prevention and Control. Developmental guidance topics will be introduced throughout each quarter as necessary.

The health program for grades 11 and 12 offers semester-based electives in the following sequence:

DEVELOPMENT THROUGH

THE LIFE CYCLE (HE302)	1	11	EOD	1.25	2
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In this course students will examine development throughout the life cycle. This course is designed to provide students with the opportunity to develop knowledge and skills related to parenting, pregnancy, and the development, care, guidance, and protection of children. Topics include the roles, responsibilities and challenges of parenting, human sexuality, adolescent pregnancy, prenatal development, preparation for birth, the birth process, meeting the physical, social, emotional, intellectual, and developmental needs of infants and children, impacts of heredity, environment, family and society on development of the child, meeting children’s needs for food, clothing, shelter, and care giving, caring for children with special needs, parental resources, services, and agencies, and career awareness.

DISEASES AND DRUGS

IN SOCIETY (HE322)	2	11	EOD	1.25	2
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In this course, students will examine a number of diseases and drugs and their impact on society. This course is designed to provide students with the opportunity to develop knowledge about chronic and communicable diseases, the causes of disease, society’s response to epidemics, prevention, and programs that protect the public’s health. This course will also provide a broad overview of drug and alcohol use and the problems caused by them. Alcohol and drug abuse impacts all aspects of society. This class will investigate different types of drugs including: illegal, prescription, and over-the-counter and their impact on the health care system, the family system, and the legal system. Other topics discussed will include addiction, treatment, social support, personal responsibility, decision making, assertiveness and self-esteem.

HEALTH SCIENCE DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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LIFE AFTER HIGH SCHOOL (HE402)	1	12	EOD	1.25	2
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This course offers an in depth look at the responsibilities and demands of life as an adult after graduating high school. The student will be learning topics such as self responsibility, effects of consumerism, generational effects, global issues, coping techniques, self improvement, healthy living, interdependency and healthy relationships, Adult/Child/Infant CPR/AED and First Aid, explore career interests and how to manage a debt-to-income ratio. This course will prepare the students to enhance and apply their knowledge to realistic situations and to continue to be life-long learners.

STRESS MANAGEMENT (HE422)	2	12	EOD	1.25	2
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This course offers a holistic approach to stress management. The student will be learning topics such as the nature of stress, physiology of stress, stress and disease, personality profiles, coping skills, and relaxation techniques. This course will prepare the student to combat the challenges of today's rigorous demands and lead more fulfilling and productive lives. Creating a portfolio of various teachings and techniques, they will have the essential tools and resources necessary to support them throughout their lives.

NUTRITION AND

WELLNESS (HE342)	1 or 2	11-12	EOD	1.25	2
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This course focuses on the interrelationship between nutritional practices and human physical performance. Topics covered include the role of carbohydrates, fats, proteins, vitamins, minerals, supplement use, and water on performance. In addition, factors affecting body composition and weight control are covered. Prerequisites: 9 and 10 Health

HANDICRAFTS (FH112)	1 or 2	9-12	EOD	2.5	2
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This course is designed to provide students with the opportunities for working with a variety of projects. Throughout the course there is an emphasis on encouraging creativity and self-expression. Machine and hand quilting, x-stitching, and other creative mediums are offered to evaluate the student's ability to use materials to complete a unique and well-constructed project.

*INTRODUCTION TO TEACHING STUDENTS WITH DEVELOPMENTAL DISABILITIES (HE343/HE343P)

	1 or 2	11-12	ED/EOD	5/2.5	3
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This introductory course is designed to provide students intending to enter the educational or human services fields with an inside and hands-on experience with Special Educational Services. Some of the basic areas this course will cover include: Massachusetts regulations regarding Special Education, IDEA, Accommodations, Ethics, and Multisensory teaching. Under the supervision of special education teachers in the CAPS collaborative program at Mahar, students will have the opportunity to work directly with students who have moderate to severe developmental disabilities.

***Due to the limited seating in this course, interested students will be required to complete a selection process (an application and interview) prior to enrollment.**

MATHEMATICS DEPARTMENT

Philosophy and Objectives: Students will be provided with opportunities to explore mathematical ideas in ways that maintain their enjoyment of and curiosity about mathematics, to become mathematical problem solvers, to gain confidence in their ability to do mathematics, and to improve their ability to communicate and reason mathematically. Our beginning level mathematics offerings reflect the Curriculum Frameworks for Mathematics established by the Massachusetts Department of Elementary and Secondary Education, are designed to meet the needs of our learners.

Our intermediate course offerings, (which reflect the broader standards established by the National Council of Teachers of Mathematics), and advanced placement courses (which reflect the curriculum standards established by the College Entrance Examination Board), are designed to provide students with an understanding of mathematical tools, models, structures, and simulations applicable to many disciplines.

Marking System: While tests and quizzes remain an important component of student grades, a variety of other assessment activities may include (but not be limited to) portfolios, non-routine problem solving, open-ended questions, performance tasks, presentations, research, teamwork, lab work, class participation, and measures of effort and initiative.

Calculators: Calculators are used in every math course. The level and nature of the coursework determine the functions needed on a calculator. Calculators are available in the classrooms for those students who do not have their own.

Course Offerings: Grades 9-12. Every student must successfully complete the equivalent of Algebra I and Geometry. (Reference page 7)

MATHEMATICS DEPARTMENT

<u>Title and Code</u>	<u>Semester</u>	<u>Grade</u>	<u>Times per Cycle</u>	<u>Credit</u>	<u>Level</u>
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PRE-ALGEBRA (MA102)	1	9	ED	5	2
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This course is designed for students who have demonstrated difficulties in learning math skills and concepts. This semester course will include topics in number sense and operations, patterns, relations and functions, geometry, measurement, data analysis, statistics, and probability. This course will follow the Massachusetts Mathematics Curriculum Frameworks and will further prepare students for the grade 10 MCAS.

ALGEBRA 1A (MA1A3)	1 and 2	9-12	ED	5	3
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The first of two semesters of an Algebra 1 course that extends previously learned mathematical concepts. Students develop and use the real number system throughout the course with an emphasis on problem solving. Topics include solving linear equations, operations with polynomials, algebraic fractions, functions, systems of simultaneous equations, rational and irrational numbers, solving equations, and probability and data analysis. **Prerequisite: Pre-algebra or teacher input.**

MATHEMATICS DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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ALGEBRA 1B (MA1B3)	1 & 2	9-12	ED	5	3
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The second of two semesters of an Algebra 1 course that extends previously learned mathematical concepts. Students develop and use the real number system throughout the course with an emphasis on problem solving. Topics include solving linear equations, operations with polynomials, algebraic fractions, functions, systems of simultaneous equations, rational and irrational numbers, solving equations, and probability and data analysis. **Prerequisite: Algebra 1A.**

ALGEBRA I HONORS (MA134)	1 or 2	9	ED	5	4
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This level 4 Honors course covers the following topics: Expressions, equations, functions; properties of real numbers; solving/graphing/writing linear equations and functions and inequalities; systems of equations and inequalities; exponents and exponential functions; polynomials and factoring; quadratic equations and functions; radicals and geometry connections; rational equations and functions; probability and data analysis. **Prerequisite: Teacher recommendation and/or Proficient or Advanced on MCAS**

GEOMETRY 1A (MA2A3)	1 and 2	10-12	ED	5	3
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This is the first semester of a two semester course. It would include points, lines, and angles in the plane; parallel lines and transversals; coordinate geometry; triangles and quadrilaterals; congruency; transformations; proportion and similarity; the Pythagorean theorem; perimeter and area; circles and spheres. **Prerequisite: Algebra 1B or Algebra 1 with teacher recommendation.**

GEOMETRY 1B (MA2B4)	1 and 2	10-12	ED	5	3
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The second semester of Geometry is a continuation of the first semester course and includes a review of the five MCAS strands as well as an introduction to proof and solid geometry. **Prerequisite: Geometry 1A**

GEOMETRY HONORS (MA234)	1 or 2	9	ED	5	4
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In this level 4 Honors course, students investigate the world of plane and solid geometry, and explore and apply plane and solid shapes in everyday life, and learn more of the skills necessary for problem solving, calculator usage, and applications, as well as logic. They study points, lines, and angles in the plane; using proofs, parallel lines and transversals; coordinate geometry; triangles and quadrilaterals; congruency; transformations; proportion and similarity; the Pythagorean theorem; perimeter and area; circles and spheres; solid geometric figures. **Prerequisite: Algebra 1.**

ALGEBRA II (MA333)	1 or 2	10-12	ED	5	3
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This course is designed to help students prepare for college level mathematics. This course will cover the same topics offered in the level 4 course Algebra II (MA344), but will not go into as much depth. A student leaving this course will be prepared to enter Pre-Calculus or AP Statistics. **Prerequisite: Geometry 1B.**

MATHEMATICS DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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ALGEBRA II HONORS (MA344)	1 or 2	10-12	ED	5	4
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Algebra II (Honors) is the first of two math courses designed to meet the broader standards recommended by the National Council of Teachers of Mathematics. Students will study expressions, equations, and functions; properties of real numbers; solving/graphing/writing linear equations and functions and inequalities; systems of equations and inequalities; polynomials and factoring; quadratic equations and functions; radicals and geometry connections; rational equations and functions; and probability and data analysis. They will learn the concepts and skills necessary to succeed in higher level mathematics courses such as Pre-calculus and learn more of the skills necessary for problem solving, calculator usage, and applications. **Prerequisite: Geometry or Geometry 1B.**

PRE-CALCULUS HONORS (MA354)	1or 2	10-12	ED	5	4
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Pre-Calculus (Honors) is the second of two courses designed to meet the broader standards recommended by the National Council of Teachers of Mathematics. Students will learn how to apply the process of mathematical modeling to real-world situations in areas such as business, economics, biology, engineering, chemistry, physics, music, and psychology. The course will concentrate more heavily on the transcendental functions, which are the non-algebraic functions that are the building blocks for calculus. After completing this course, students should be well prepared for advanced placement courses and the study of mathematics in college. **Prerequisite: Algebra II.**

SENIOR MATHEMATICS (MA353)	1 or 2	12	EOD	2.5	3
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This course is designed to review topics from arithmetic, algebra, and geometry in order to prepare senior students for their college placement exams. The course will focus on material assessed in the Accuplacer exam. Each unit will contain practical and relevant applications of the skills learned. **Prerequisite: Algebra II**

MATH WORKSHOP MCAS (MA312)	1 or 2	11 - 12	ED	5	2
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This course is designed for students who have failed the mathematics MCAS Test or Retest. The class will meet every day for one semester and will count as one year of the Mathematics graduation requirement. The course will follow the Massachusetts Mathematics Curriculum and will specifically prepare students for the MCAS Mathematics Retake Tests. Students will continue to take this course until they have passed the Mathematics MCAS Test. Course material will be individualized for student needs where appropriate.

MATH 240 (MA343)	2	11-12	EOD	2.5	3
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Students who have not scored proficient or advanced on the MCAS and who are not taking higher level math classes will work towards proficient status and learn more of the mathematics specified by the state frameworks – number sense, geometry, measurement, patterns and relations, probability and data analysis. **Prerequisite: Score between 220 and 238 on MCAS.**

MATHEMATICS DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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AP STATISTICS (MA335)	1 or 2	11-12	ED	5	5
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This course follows the syllabus recommended by the College Board for the Advanced Placement Program in Statistics and prepares the student for the AP Exam. **Prerequisite: Algebra II. It is the school's expectation that students taking this AP course will participate in the AP Exam.**

AP CALCULUS AB (MA435)	1 or 2	11-12	ED	5	5
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This course follows the syllabus recommended by the College Board for the Advanced Placement Program in Calculus AB and prepares the student for the AP Exam. **Prerequisite: Pre-Calculus. It is the school's expectation that students taking this AP course will participate in the AP Exam.**

MUSIC DEPARTMENT

Philosophy and Objectives: It is the belief of the department that, at its very best, a sound junior and senior high school musical program can, and should, have an impact on the student's life in three ways: by making him or her a musician capable of participating in such community organizations as church choirs, town bands, and chamber groups; by contributing to his or her development as an all-around student and adult able to appreciate an important part of the cultural history of the world around him or her; and by producing musically literate people capable of listening to and responding to music with a critical and sensitive understanding.

Marking System: Numerical grades are awarded on the basis of criteria summarized as follows: "90-100," indicating maximum participation in the program, growth, and effort; "80-89," indicating good effort, almost total participation, and reasonable growth; "70-79," or lower, indicating only average, or less than average, participation and growth, and a lack of effort. Music Department students are not marked on the basis of their natural talents (an excellent voice, for instance) but on their demonstrated desire to learn, their participation in the program, and performance criteria.

Course Offerings: Grades 9-12

These courses count toward the graduation requirement in the arts.

MUSIC DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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BAND (MU112)	1 or 2	9-12	EOD	2.5	2
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This course offers performance based music training and experience in a wide range of instrumental styles. The High School Band will perform at concerts, recitals, and various school and community events several times each semester including, but not limited to the annual winter and spring concerts, the town of Orange's Harvest Parade, Lip Sync competition, the Homecoming Parade, the Veterans Day Assembly, designated football games, the annual pep rally, the Thanksgiving Day football game, Memorial Day, and commencement exercises. Repertoire up to and including level 4 in difficulty will be studied, and there will be individual or small group performance opportunities on a regular basis. Students wishing to take this class at the honors level 4 may do so if they fulfill a mentoring requirement and perform in an honors level recital.

MUSIC DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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COLLEGE LEVEL BAND (MU113)	1 or 2	11-12	EOD	2.5	3
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Students will have all responsibilities of Band MU112 and they will assume a leadership role such as section leader or perform on more than one instrument. Students will also tutor and act as a mentor to middle school band members. **Prerequisite: 4 semesters of level 2 high school band or Jazz Lab with Band Director’s approval.**

HONORS LEVEL BAND (MU114)	1 or 2	11-12	EOD	2.5	4
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Students will have all responsibilities of Band MU112 and College Level Band MU113 and they will present a recital in front of an audience at the end of each semester. The etudes will be at the level of difficulty of the Massachusetts Music Educators Association district audition pieces. **Prerequisite: 4 semesters of level 2 high school band or Jazz Lab with Band Director’s approval.**

CHORUS (MU122)	1 or 2	9-12	EOD	2.5	2
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Chorus offers students performance experience in a wide range of musical styles representing diverse time periods and cultures. Each semester includes pieces in both English and foreign languages, in both accompanied and a cappella settings. Ensemble and individual skills including vocal technique, music reading, analysis, and listening/blending will be stressed at all times. Students will be expected to perform at a winter and a spring school concert in addition to our Veterans Day assembly and at other school and community events.

JAZZ LAB (MU132)	1 or 2	9-12	EOD	2.5	2
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Jazz Lab is a performance ensemble with a strong emphasis on arrangement, improvisation, composition, and other small group ensemble skills. As such, learning and using the concepts of music theory are integral to success in this ensemble. Each member of the group has his/her own parts and responsibilities in each arrangement and many of the details are worked out cooperatively during rehearsal. Written parts, chord charts, and “head arrangements” will be utilized; repertoire is drawn from a wide range of sources and time periods within the jazz tradition, and the ensemble typically composes one or more original pieces each term. Melodic improvisation using diatonic, pentatonic, and modal structures is explored, while chord theory, rhythm study, and other essential elements of jazz are presented and studied in the context of the repertoire. The Jazz Lab performs at Parents’ Night, the winter and spring concerts, and at various other school and community venues. A strong foundation of playing skill on an instrument is required for enrollment in this course.

MUSIC THEORY (MU142)	1 or 2	9-12	EOD	2.5	2
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Students in Music Theory will study scales, chords, music harmony and composition. The course will teach students to write musical arrangements in a variety of styles and for different size ensembles. The course may be taken in successive semesters at more complex levels.

COMPOSITION/ SONGWRITING (MU152)	1 or 2	9-12	EOD	2.5	2
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This class will combine elements of music theory, instrumental/vocal study, and performance. In this class students will learn and use various elements of music theory (form, key, meter, chord structures/progressions, melody, harmony, etc.) in composing, recording, and performing (in class) original musical works. Drawing on a variety of styles and historical examples, students in this class will write a number of short pieces and/or songs that demonstrate understanding of the music theory component of the class. **Prerequisite: Permission of Instructor.**

MUSIC DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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MUSIC HISTORY/ APPRECIATION

(MU172)	1	9-12	EOD	2.5	2
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This class will explore the identifying features and content of music across time and place, from the earliest surviving examples to the present. Musical examples will be drawn from both Western and Non-Western traditions, while different forms will be unified through a shared approach to description and analysis. Students will acquire both a broad and a specific vocabulary of musical concepts and terms to assist them in describing and analyzing the musical examples, and will gain an appreciation for music's role in culture and society and its links to other expressive arts or historical contexts. Class activities will focus on guided listening, discussion, vocabulary development, and analysis; appropriate readings, projects, and written reports will mostly be assigned as homework. Whenever possible "hands-on" activities (demonstration of rhythm patterns, scale and chord construction, etc) will be designed to give students an active role in class, and live performances by students, teachers, and guest artists will be arranged. A class trip to a major performance venue should also be scheduled each term that this class is offered. A standard music history textbook will be used, supplemented by teacher-generated materials and additional listening examples. Mass. Arts Curriculum Frameworks addressed in this class will include (but are not limited to) 5.12, 5.13, 5.14, 5.15, 5.16, 5.17

AMERICAN POPULAR MUSIC

1900-PRESENT (MU162)	2	9-12	EOD	2.5	2
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This class will explore the development of popular music in America from the "Ragtime Era" to Jazz, Swing, Rhythm & Blues, Rock & Roll, and present-day styles such as Hip-Hop and Rap. Recurring interdisciplinary themes will be stressed, including (but not limited to) African-American contributions to popular music, links to other aspects of popular culture (dance, film, technology, etc), media presentation and cultural perceptions of popular music, etc. Through guided critical listening, in-class performance examples, and selected readings, students will gain an overview of the elements of many different musical styles and their cultural contexts. Hands-on activities and student-generated listening examples will be a recurring part of the course, giving students opportunities to analyze music of immediate interest to them using the concepts and vocabulary developed in class, while familiarizing them with music that they otherwise would not encounter.

PERCUSSION ENSEMBLE (MU182)	1 or 2	9-12	EOD	2.5	2
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This course will serve as an entry level performing ensemble for high school students with little or no previous study in music reading. Through the medium of a percussion ensemble, students will learn to read music and play a variety of percussion instruments. The class will culminate in a performance or recording of the ensemble.

BASIC MUSICIANSHIP (MU192)	1 or 2	9-12	EOD	2.5	2
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This course is meant to be an entry level course in music. Students will gain basic skills in music concepts such as rhythm, pitch and harmony as well as keyboard playing and computer music software such as Finale Allegro and Audacity. The musical foundation developed during the course will culminate in a composition.

PHYSICAL EDUCATION DEPARTMENT

Philosophy and Objectives: Physical Education is an integral part of the total educational experience. The physical education department strives to offer the student a variety of activities with an opportunity to use and develop physical skills in a supervised environment, to develop sound social and civic skills, such as respecting others, expressing emotion appropriately, and decision making skills in all classes. The department believes that skills thus acquired can be used to participate in a variety of sports and leisure-time activities throughout the student’s life. The program is designed to help the student attain desirable levels of physical fitness that can be maintained through active participation in sports and fitness activities. Self-confidence, initiative, and a feeling of personal worth as well as good health habits for life-long fitness are developed through participation in a Physical Education program that can help the student cope with stress. Opportunities for leadership and cooperation can be developed through the practice of teamwork.

Marking System: Each activity grade is composed of an evaluation of the student’s achievements in four areas: skill as determined from skill testing and playing ability; knowledge as demonstrated in playing and game situations and in written tests; on task participation (student is actively engaged in the class, respectful of others and the equipment and facilities;), and attitude, as demonstrated by concern for proper attire, promptness, care of equipment, and making up missed classes.

Course Offerings Grades 9-12, split block with Health, 42 minutes each.

PHYSICAL EDUCATION DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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PHYSICAL

EDUCATION (PE111/PE121)	1 and 2	9-12	EOD	1.25	1
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The physical education program offers a selection of team and individual sports to encourage the development of physical fitness, recreational and life skills for beginners through advanced participation. Students elect two co-educational activities per quarter for a total of eight different activities in each school year. An effort is made to encourage the development of many new skills and the further development of existing ones.

Archery	Golf
Indoor Soccer	Tennis
Basketball	Street Hockey
Touch Football	Self Defense
Holistic Health/Stress Reduction	Lacrosse
Dance (Ballroom/African/ Country Line/Party/Square/ Folk)	Field Games
Racquetball	Frisbee Games
XC Skiing/Snow Shoeing	Bicycling
Pickleball	Cross Country Running
Badminton	Orienteering (Map & Compass)
Low Adventure	Speed-A-Way
Softball	Aerobics (multiple levels)
Strength and Conditioning	High Adventure/Climbing Wall
Recreational Games (Horseshoes, Bocce, Ping- Pong, Bowling, Shuffleboard)	Health Related Fitness Testing: Postural Screening & Vision/Hearing Screening
Walking for Cardiovascular Fitness	Coordination Potpourri (Juggling)
	Volleyball

SCIENCE DEPARTMENT

Philosophy and Objectives: The primary objective of the science department is to provide a sound educational experience and to promote the student's understanding of self and the environment. Other aims, in order of importance, are (1) to teach an appreciation of technology in the modern culture and to develop a philosophical and historical approach to science along with the development of a body of factual scientific knowledge and (2) to train and encourage students to use inquiry and the scientific method in solving problems, not only in the classroom, but in their everyday living experiences as well.

Marking System: Grading in the science department is on the basis of the accumulation of points. Each item of a student's work is assigned a point value determined by the teacher. When a piece of work is graded, the marks placed on it indicate the point value of the item (that is, the maximum number of points that could have been earned on the project) and the number of points actually earned by the paper in question. At the discretion of the teacher, an equivalent letter grade may also be assigned. At any one time, then, a student's grade is determined by dividing the total number of points she or he has accumulated by the number of points possible. In the event that it is found desirable to adjust the distribution of grades within a class, the teacher may substitute an appropriate divisor in place of the total number of possible points. Any such adjustment must be applied consistently to all students within a class.

Students are encouraged to keep a record of their own grades on a grade sheet in their notebook. This will enable them to compute their own grades at any point in a course. All students are to be made fully aware of the grading system as it is used in their class. The determination of a student's term grade is based on an evaluation of all types of work, indicative of the student's achievement in the course. The following items are ordinarily considered: announced and unannounced quiz scores, test scores, homework, class work, laboratory reports, notebook and/or laboratory notebook, required and optional projects, required and optional reports, oral recitations and classroom participation, and the teacher's judgment of a student's ability and willingness to work. Not all of the items listed will be appropriate to all courses, and additional items might have to be included for some courses. Teachers are obligated to exercise great care in the assignment of possible point values so that the basis for computing grades will be equitably distributed among the various categories of work and each type of work will be appropriately weighted. The number and variety of marks used in arriving at a student's grade will vary from course to course and from teacher to teacher, but in every case a sufficient number of marks must be available to justify a student's grade.

Course Offerings: Grades 9-12

(L) = Life Science (P) = Physical Science

SCIENCE DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
(P) INTRODUCTION TO PHYSICAL SCIENCE (SC123) (LAB)	1 or 2	9-12	ED	5	3
This course is designed as a laboratory oriented approach to the Physical Sciences. The main theme is the development of evidence for an atomic model of matter. Relevant evidence is to be developed by the student through group laboratory work, discussions, laboratory reports, and independent research. A unit covering the periodic table and related materials is also covered during the school year.					

SCIENCE DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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|---|--------------------------------|--------|----------|----|---|---|
| (L) | BIOLOGY
(SC273) (LAB) | 1 or 2 | 10-12 | ED | 5 | 3 |
| <p>This course is designed to cover modern concepts of the world by means of lecture, discussions, and a laboratory program. The program includes a cellular and a chemical approach to the subject and leads to the study of genetics. Prerequisite: Introduction to Physical Science</p> | | | | | | |
| (L) | HONORS BIOLOGY
(SC234)(LAB) | 1 or 2 | 9-12 | ED | 5 | 4 |
| <p>Honors Biology offers the science-oriented student a chemical approach to biology through a laboratory-centered curriculum. In it the student is encouraged to work at his or her maximum level in studying the structure and function of living things and their relationships to each other. This course is a prerequisite for all those who intend to take Advanced Placement Biology at a later date. Instruction approaches the AP level and several laboratory experiences are AP required labs.
Prerequisite: Introduction to Physical Science</p> | | | | | | |
| (L) | BIOLOGY II (SC213) | 2 | 10-12 | ED | 5 | 3 |
| <p>This course is designed to afford the student an opportunity to better familiarize themselves with the various biological concepts and principles that are addressed in both the Biology and Honors Biology classes. The program will be directly tied to the state frameworks and standards for high school biology with the expressed intent of correcting any previous misunderstandings or misconceptions about the biological issues being addressed. Prerequisite: Successful completion of either Biology or Honors Biology, but did not pass MCAS biology test.</p> | | | | | | |
| (P) | PHYSICS
(SC473)(LAB) | 1 or 2 | 11 or 12 | ED | 5 | 3 |
| <p>The central theme to be developed in this course is that of the interrelationship between matter and energy: all forms of energy and the basic structure of matter are intertwined. The course offers a straightforward approach to the study of the basic concepts of physics. Conservation laws are stressed throughout. The course plan stresses an emphasis on problem solving with extra attention given to math instruction as needed. Prerequisite: Biology/Honors Biology, and Completion of, or concurrent enrollment in Algebra II.</p> | | | | | | |
| (P) | HONORS PHYSICS
(SC434)(LAB) | 1 or 2 | 11 or 12 | ED | 5 | 4 |
| <p>This course is designed for the student who has above average interest and motivation and the ability to work in science. Major topics to be covered in detail will include energy, momentum, work, the nature of light and sound, and electrical and magnetic theory. Particular emphasis will be placed on problem solving. Oral reports and group discussions are important parts of the course format. Projects are required. Prerequisite: Biology/Honors Biology and Algebra II</p> | | | | | | |

SCIENCE DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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|--|--|--------|-------|----|---|---|
| (P) | CHEMISTRY
(SC373)(LAB) | 1 or 2 | 11-12 | ED | 5 | 3 |
| <p>Chemistry is designed for the student who is not as strong in mathematics as an Honors Chemistry student. The program is primarily lecture material, further developed by laboratory exploration. The topics studied are similar to Honors Chemistry with the instructor helping in making mathematical calculations. Prerequisite: Algebra I, Introduction to Physical Science, and Biology/Honors Biology.</p> | | | | | | |
| (P) | HONORS CHEMISTRY
(SC324)(LAB) | 1 or 2 | 11-12 | ED | 5 | 4 |
| <p>Topics covered include atomic theory, matter and energy, bonding, formulas and equations, the periodic table, quantum numbers, moles, stoichiometry, solids, liquids, gases, solutions, acids-bases-salts and equilibrium. Each topic will involve mathematical computations with an emphasis on using dimensional analysis as a method of solving problems. A long-term goal of the course is to memorize the valences of elements, which will facilitate writing formulas and balancing equations. Prerequisite: Algebra II, Introduction to Physical Science, and Biology/Honors Biology.</p> | | | | | | |
| (P) | ADVANCED HONORS
CHEMISTRY (SC414) (LAB) | 1 or 2 | 12 | ED | 5 | 4 |
| <p>This course is designed for students who have a keen interest in chemistry and plan to pursue a science major in college. It consists of a rigorous program based on freshman college texts from a variety of colleges and universities. Topics covered include acids-bases-salts, equilibrium thermodynamics, oxidation-reduction reactions and electrochemistry, kinetics and rates of reactions, solids and crystal structure, nuclear chemistry, spectroscopy and acid rain. Part of the semester will be spent on organic chemistry with an emphasis on drawing molecules, nomenclature of compounds, and organic reactions. The laboratory component of the course will involve work in the above areas. Laboratory techniques and safety practices will be heavily stressed. Prerequisite: Honors Chemistry</p> | | | | | | |
| (L) | AP BIOLOGY (SC445) (LAB) | 1 or 2 | 11-12 | ED | 5 | 5 |
| <p>This biology course is offered for the benefit of students who wish a vigorous extension of their biological knowledge. A college text, Campbell's Biology, will be the source of most information. Any participant should be a very good reader and a dedicated student. The content of the course will involve units of study on the chemistry of life, the cell, the gene, evolution and ecology. Laboratory work will be a vital and interesting part of the course. Each student will be required to take the College Board AP Biology exam in the same year the course is taken. Prerequisite: Biology/Honors Biology and Chemistry/Honors Chemistry. It is the school's expectation that students taking this AP course will participate in the AP Exam.</p> | | | | | | |

SCIENCE DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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(L) CONSERVATION/ECOLOGY (SC333)	1 or 2	11-12	ED	5	3
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This program provides the students with basic knowledge and skills in the areas of soils, aquatics, wildlife, forestry, and current environmental issues. It is designed to give students the knowledge and skills to pursue additional advanced courses of study as well as preliminary training in related outdoor careers. **Prerequisite: Introduction to Physical Science and Biology/Honors Biology.**

(L) HONORS CONSERVATION/ECOLOGY (SC344)	1 or 2	11-12	ED	5	4
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A more in-depth research and analysis of regional problems will be presented via a series of technical/research papers in level 4. **Prerequisite: Introduction to Physical Science and Biology/Honors Biology.**

(L) HONORS PLANT SCIENCE (SC354) (LAB)	1 or 2	11-12	ED	5	4
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Honors Plant Science is an inquiry based laboratory science course combining botany, horticulture and soil science. Through scientific inquiry, students will discover the changes that occurred in plant anatomy and physiology as plants evolved from the aquatic environment of oceans and ponds, to soil/land based ecosystems. Field research done in collaboration with Harvard Forest in Petersham, offers another opportunity for students to learn laboratory protocol and authentic data collection techniques being used to track changes in the New England forested landscape. On the global and local scale, students will learn the pivotal role plants play not only as the first link in every food chain, but as a means of maintaining a healthy, breathable, sustainable atmosphere. **Prerequisites: Honors Biology or teacher recommendation.**

(L) ANATOMY AND PHYSIOLOGY (SC 353) (LAB)	1 or 2	11-12	ED	5	3
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This course analyzes the structure and function of cells, tissue, and organ systems. Focus is placed on the muscular, skeletal, and circulatory systems as they relate to human movement and homeostasis, structure and physiology as well as the integumentary, skeletal, muscular, and nervous systems.

The second semester of this course will outline the structure and function of the human body. The cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive systems and their roles in the maintenance of homeostasis are revealed. Selected topics in human development, genetics, and the special senses are also discussed. **Prerequisite: Biology/Honors Biology.**

SOCIAL SCIENCES DEPARTMENT

Philosophy and Objectives: The primary goal of this department is to help students understand people and their relationships with their natural environment and with other human beings. Through the study of the social sciences students will become better-informed individuals and thus, more effective members of the various groups in which they perform. The Social Sciences are selected from many related disciplines including: history, geography, psychology, sociology, and global studies.

Marking System: The Social Sciences Department uses a system of points earned to determine grades. Each test, quiz, report, map, project, etc., is assigned a point value, which is the maximum number of points that can be earned on that piece of work. The student's mark for each piece of work is either the same as, or a percentage of, that point value; and in any given quarter his or her grade is determined by the accumulated scores expressed as a percentage of the total of all point values.

Course Sequence:

All 9th graders have to take Civics.

All 10th graders have to take U.S. History I.

All 11th graders have to take U.S. History II.

Students are expected to take the Social Science MCAS at the completion of these two courses.

Students in 9th and 10th grade may take only one social studies course per year, unless there is a need to make up course requirements.

To take U.S. History II, you must have passed or be concurrently enrolled in U.S. History I.

Course Offerings: Grades 9-12

SOCIAL SCIENCES DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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CIVICS (SS113)	1 or 2	9	ED	5	3
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Civics is designed to help students acquire a better understanding of the principles and practices of the United States democratic system of government. Major topics to be covered include: the foundations of the democratic system of government, the Presidency, Congress, the Supreme Court, state and local governments, politics, and the role of the citizen.

US HISTORY I

(SS243)	1 or 2	10	ED	5	3
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U.S. History I is a study of U.S. history from approximately 1790 to approximately 1900 concentrating on the study of the development of U.S. society from a small, isolated agrarian and commercial society into a much larger and increasingly industrialized nation that reached world power status by the end of the 19th century. Major topics include political democratization, westward expansion and diplomatic developments from 1790-1860, the economic growth in the North and the South from 1800-1860, social, political and religious changes from 1800-1860, and the Civil War and Reconstruction.

SOCIAL SCIENCES DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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US HISTORY I HONORS

(SS244)	1 or 2	10	ED	5	4
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U.S. History I Honors is a demanding study of U.S. history from approximately 1790 to approximately 1900 concentrating on the study of the development of U.S. society from a small, isolated agrarian and commercial society into a much larger and increasingly industrialized nation that reached world power status by the end of the 19th century. This course gives the interested student the opportunity for college-level learning. Major topics include political democratization, westward expansion and diplomatic developments from 1790-1860, the economic growth in the North and the South from 1800-1860, social, political and religious changes from 1800-1860, and the Civil War and Reconstruction.

US HISTORY II

(SS333)	1 or 2	11	ED	5	3
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U.S. History II is a study of U.S. history from approximately 1890 to the present concentrating on the development of the U.S. as a major world power and its economic and societal influence on the rest of the world. Major topics include industrial United States and its emerging role in international affairs, the Progressive Reform Movement, World War I, the New Deal, World War II, the Cold War, the American post-war economy, and contemporary United States.

US HISTORY II HONORS (SS334)	1 or 2	11	ED	5	4
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U.S. History II Honors is a demanding study of U.S. history from approximately 1890 to the present concentrating on the development of the U.S. as a major world power and its economic and societal influence on the rest of the world. This course gives the interested student the opportunity for college-level learning. Major topics include industrial United States and its emerging role in international affairs, the Progressive Reform Movement, World War I, the New Deal, World War II, the Cold War, the American post-war economy, and contemporary United States.

AP US HISTORY (SS375)	1 or 2	11	ED	5	5
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AP U.S. History is designed for those students who desire a college level study of U.S. history from approximately 1890 to the present concentrating on the development of the United States as a major world power and its economic and societal influence on the rest of the World. Major topics include industrial United States and its emerging role in international affairs, the Progressive Reform Movement, World War I, the New Deal, World War II, the Cold War, the American post-war economy, and contemporary United States. The College Board AP exam must be taken during the same academic year in which the course is taken.

Prerequisite: US HISTORY I HONORS. It is the school's expectation that students taking this AP course will participate in the AP Exam.

SOCIAL SCIENCES DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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PSYCHOLOGY AND
SOCIOLOGY (SS213)

1 or 2	12	ED	5	3
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This course of study provides students a basic introduction to selected topics in psychology and sociology. The course component dealing with psychology focuses on the study of individual behavior. Areas of study include: History and Research in Psychology, Psychology and the Brain, Learning, Personality, Thought and Multiple Intelligence Theories, Life Span Development, Abnormal Psychology, and Therapies for Mental Health. The component dealing with sociology, the study of group behavior, focuses on the following topics: Sociological Perspective and Investigation, Culture, Deviance and Social Diversity, Race, Ethnicity and Tolerance in an ever dynamic and evolving society. Emphasis on the course is directed toward critical thinking and discussion grounded by small group project work and presentation along with reflective and perspective writing.

GLOBAL STUDIES (SS413)

1 or 2	12	ED	5	3
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Global Studies is designed to build upon geographic and historical concepts and skills acquired at earlier grade levels. Students will further develop their understanding of the lands and cultures that share the world with us. Key global concepts on themes to be developed include: interdependence, culture, scarcity, population dynamics, empathy, change, environment, diversity, identity, technology, power, political systems, human rights, choice, justice, and citizenship. Exploration of current issues, use of the Internet as well as newspapers, and independent as well as group projects will be important components in this course. Critical thinking skills will be developed as students explore controversial issues.

MODERN WORLD HISTORY (SS423)

1 or 2	11-12	ED	5	3
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This elective course will provide students with an in-depth look at the history of the world from the origins of democracy through the industrial revolution, imperialism and nationalism, as well as the world wars, the cold war and terrorism. Students will study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and the course of the two world wars. They will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They will extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Topics discussed: Enlightenment, French Revolution, Industrial Revolution, Imperialism, Developments in China, WWI, Global Depression (30s), WWII, the Cold War, and current global affairs. **Prerequisites: US HISTORY I and US HISTORY II**

WORLD WAR II (SS433)

1 or 2	11-12	ED	5	3
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World War II is an elective course designed to provide students a comprehensive study of the causes, events, and implications of the war time era. Topics discussed and analyzed will include the causes of war, military strategies and tactics, technological advancements, the major theatres of the war, political and military leadership, the peace process and war crimes. This course will handle most of the geographic areas involved, the major diplomatic, political and military events, and identify the key figures of the war. **Prerequisites: US HISTORY I and US HISTORY II**

FACING CHANGE IN THE 20TH CENTURY (EN193) Please refer to course description found on page 23 of the English Department section.

SPECIAL EDUCATION DEPARTMENT

Philosophy and Objectives: The goals and objectives of the Special Education Department are established by Massachusetts General Laws, Chapter 71-B and federal statute, known as The Individuals with Disabilities in Education Act (IDEA-04). These laws mandate that all children with disabilities ages 3 through 21 are entitled to a free, appropriate public education which provides specially designed instruction and/or related services that are reasonably calculated to meet their unique needs in the least restrictive environment. Special Education services are provided in conformity with an Individualized Educational Program (IEP) plan established as the result of a systematic evaluative process which requires parental consent and involvement.

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
Specialized Math (SE222) This course is designed for motivationally or developmentally challenged students who require instruction based on their academic needs, their learning styles, and the goals in their Individual Education Plans. It provides specially designed instruction in the mathematics standards. This course includes topics in number sense and operations, patterns, relations and functions, geometry, measurement, data analysis, statistics, and probability. Functional skills such as time, money management and use of data analysis are also developed. This course follows the Massachusetts Curriculum Frameworks and will further prepare students for the grade 10 MCAS.	1 and 2	9- 12	ED	5	1
Specialized English (SE11L) This course is designed for motivationally or developmentally challenged students who require instruction based on their academic needs, their learning styles, and the goals in their Individual Education Plans. It provides specially designed instruction in the English standards. The course covers basic grammar, vocabulary, composition and literature. Grammar will be presented basically in drill practice. Composition writing will focus on open response, basic paragraph work, and five paragraph essays. Literature focuses on the elements of the short story, poetry, fiction and non-fiction. MCAS practices and test taking strategies are also utilized within the daily routine.	1 and 2	9-12	ED	5	1
Inclusion Support Tutorial (SP11L) or (SP110P3) The main focus of the Inclusion Support Tutorial Class is for each student to receive the support and specialized instruction they require based on their academic needs, their learning styles, and the goals in their Individual Education Plans. The class provides specially designed instruction in the Curriculum Standards to support each student in developing the skills necessary for them to be successful in their regular education academic classes. Each student’s academic needs and level of support required will be different.	1 and 2	9-12	ED/EOD	5/2.5	1
Specialized Reading The specialized reading course is designed to target reading skills and strategies that students may not have developed completely and are necessary for the student to become an effective reader. Informal reading assessment instruments are regularly conducted to determine each student’s reading strengths and weaknesses. These assessments and the goals in their Individual Education Plans guide instructional emphasis. The course offers instruction and practice in encoding, decoding, spelling, vocabulary development, comprehension, and fluency.	1 and 2	9-12	EOD	2.5	1

<u>Title and Code</u>	<u>Semester</u>	<u>Grade</u>	<u>Times per Cycle</u>	<u>Credit</u>	<u>Level</u>
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Functional Skills	1 and 2	9-12	EOD	2.5	1
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This specialized career exploration course is designed so students are able to investigate the world of work in relation to knowledge of self and to make informed career decisions. Students will employ strategies to achieve future career success and satisfaction through understanding the relationship between personal qualities, education and training, and the world of work. Students are introduced to decision making, money management, career choices, resume, application, and interview preparation.

The following programs and related services are offered but not limited to:

- Tutorial
- Inclusion Support
- Integrated Programs
- Integrated Learning Center (ILC)
- Individual and Group Counseling
- Speech/Language Therapy
- Physical Therapy
- Occupational Therapy
- Alternative Programs
- Home-Hospital Programs
- Private Day Programs
- Private Residential Programs
- Extended Day Program (PM)

TECHNOLOGY EDUCATION DEPARTMENT

Philosophy and Objectives: The Technology Education Department believes that important benefits can be derived from a broad-based technology education program. The program should be adaptable to the individual student's needs and revolve around the multiple applications of technology in today's world. The students benefit from the program by exploring industrial materials and processes and their relationship to our daily lives.

The department feels that a strong work ethic, work habits orientation, and reinforcement of the learning process by means of basic skills training is important in entry level job skills. The student develops appropriate interpersonal skills while working in a simulated laboratory environment that is supportive of individual differences. The Mahar Regional Technology Education student would demonstrate the ability to work cooperatively and to show respect for materials and equipment by expressing oneself through a variety of technological means.

The aim of the department is to employ an interdisciplinary approach using first, the resources available in the several technology education areas and second, cooperation among Technology Education and other school departments. The department's goals are to emphasize work efficiency, responsibility, non-specific skill development, career awareness, and the ability to function effectively in a highly technological society, and to accomplish these goals to the reasonable limit of each student's potential.

Marking System: Students' grades are based on points earned from assignments, quizzes, tests, demonstrated work habits, project grades, and homework. The teacher's personal judgment necessarily enters into all grades based on established criteria for course work.

Course Offerings: Grades 9-12

TECHNOLOGY EDUCATION DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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WOOD ARTS AND

DESIGN TECHNOLOGY (TE112)	1 or 2	9-12	EOD	2.5	2
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This is a progressive course in general woodworking starting with basic hand tools and technology and leading to more complex projects and sophisticated techniques. Initially projects will be assigned to the students. After demonstrating competence students can progress to projects of their own selections. The course will include learning the safe operation of such tools and machines as various power saws, drill press, sanders, router, grinder, other portable power tools, wood burning tools, carving tools, and hand tools. Other topics covered include wood joints, wood classifications, refinishing of furniture, sharpening of tools and the maintenance of various machines. Supplemental technology activities will be incorporated such as basic robotics, K'NEX and Lego/Logo designing and engineering systems.

COMPUTER AIDED

DRAFTING (TE122)	1 or 2	9-12	EOD	2.5	2
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This is a progressive course in graphic representation starting with basic descriptive drafting and visualization. As a student continues to re-elect drafting throughout high school, the student will focus on machine drafting which utilizes the AutoCAD LT 2004 CAD program, or architectural drafting and design which utilizes the Better Homes and Gardens Home Design Suite 6.0 program. Various input/output systems such as printers, plotters, image scanners, and digital cameras will be used. Supplemental design and engineering activities and programs will also be incorporated into the course.

TECHNOLOGY/

ENGINEERING (SC123)	1 or 2	9-12	ED	5	3
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This course introduces students to various Technology/Engineering concepts and principles, in preparation of the Science and Technology/Engineering MCAS test. Students will examine emerging technologies in the fields on Engineering Design, Construction, Manufacturing, Communications, Transportation, Energy and Power. Students will engage in activity based learning which incorporates the areas of science and mathematics in order to enhance their critical thinking skills to help them solve complex problems. Students are presented background information on selected topics, followed by one or two explorations and/or experiments. Students are then presented with problems that illustrate those processes. Students are expected to research, design and construct solutions to these problems. This program blends with the "thinking" and "doing" goals detailed in the Massachusetts Science and Technology/Engineering frameworks.

TECHNOLOGY AND

MULTIMEDIA (TE313)	1 or 2	11-12	ED	5	3
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This course offers the opportunity to conduct an extensive inquiry and research into subject matter needed to produce a multimedia presentation/project utilizing the full range of available multimedia functions (sound, video, computer graphics, animation, and text). Students will create a multimedia project by using Adobe Premier and other components of the Adobe Creative Suite software. Students will work with tools such as scanners, CD-ROM drives, sound input devices, digital video cameras, and other tools available. Whether you have limited resources or many, it is possible to begin authoring a multimedia project. Students' presentations will be built around certain subject according to the Massachusetts Frameworks and will research the Internet and other sources to obtain information for a presentation. **Prerequisite: Information Processing and/or Instructor's Permission.**

TITLE I

Philosophy and Objectives: The Ralph C. Mahar Regional School Title I Program offers the learner the opportunity to develop and expand the language arts skills that are necessary for personal achievement and intellectual growth. Learning experiences in a safe environment promote the acquisition of new skills needed for success on the ELA MCAS test and in critical thinking, organizing written responses, and strategic reading.

The Title I mission is to provide an individualized supplemental language arts program specific to scoring at the proficient level required on the MCAS. This program accommodates varied learning styles and prepares the learner to function in an ever changing world.

Marking System: Grades are based on a system of points earned for each daily assignment, activity, quiz, and/or test, and other means used to demonstrate understanding such as participation/task points. A portfolio assessment instrument is also used annually. The total number of points determines the grade.

Course Offerings: Grades 9-12

TITLE I DEPARTMENT

<u>Title and Code</u>	<u>Semester</u>	<u>Grade</u>	<u>Times per Cycle</u>	<u>Credit</u>	<u>Level</u>
TITLE I (CH111)	1 and 2	9-12	EOD	2.5	1

This course provides supplemental instruction in the areas of vocabulary, comprehension, spelling, listening, grammar, critical thinking, and writing skills. The program is designed to enhance students' skills and promote success on the MCAS test. The classes are set for small group instruction.

WORLD LANGUAGE DEPARTMENT

Philosophy and Objectives: Language is a tool of communication. We now find ourselves increasingly in contact with the people of other nations. We need to be able to communicate in languages other than our own. The relationship between a nation's culture and its language is so integral that studying a language implies studying a culture as well, and both areas must be stressed. Students come more fully to understand their own language and culture from such a study of a foreign language and the culture from which it sprang. It was with these ideas in mind that the principal objectives of the World Language Department were established. We seek to help students develop the ability to communicate their thought orally and in the written forms of a foreign language and to help them learn enough about the people, geography, and culture of the nation whose language they are studying to enhance their understanding and appreciation of their own country and its accomplishments.

Marking System: Grades are determined by an evaluation of standardized chapter test results, frequent oral presentations, daily quizzes, term projects, homework, on task points and demonstrations of listening comprehension.

Course Offerings: Grades 9-12

WORLD LANGUAGE DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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INTRODUCTORY SPANISH

(WL103)	1 or 2	9-12	ED	5	3
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This course meets the needs of high school students, grades 9-12, beginning the study of Spanish. Emphasis is on developing oral proficiency and listening comprehension. Reading and writing skills will reinforce oral and listening skills. The primary grammatical emphasis is on the present tense of verbs. Two long-term projects, career exploration and the study of Hispanic influences and culture in the U.S. will be included in the course curriculum. Homework is assigned daily. Students will proceed to Novice Spanish.

NOVICE SPANISH (WL203)	1 or 2	9-12	ED	5	3
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This course is designed for high school students wishing to continue the study of Spanish. The prerequisite course is the introductory Spanish. Emphasis continues to be placed on developing oral proficiency and listening comprehension. Reading and writing skills will be reinforced, and cultural aspects of the language will be introduced regularly. The study of present tense verb forms is continued along with the introduction of stem-changing verbs and reflexive verbs. Simple commands and the preterit tense are also introduced at the novice level. Homework is assigned daily. A long-term project, which deals with an in-depth study of several Mexican cities, is included. *The Novice level course will fulfill the 10 credit language requirement (Class of 2012).* Students wishing to continue their language studies would proceed to Intermediate Spanish. **Prerequisite: Introductory Spanish**

INTERMEDIATE

SPANISH (WL233)	1 or 2	9-12	ED	5	3
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The four language skills are developed emphasizing aural/oral communication. This course centers on a review of the present tense and both past tenses, the present progressive and commands. Extensive vocabulary supplements are used in the development of writing skills. Cultural emphasis on Spain will include a long-term research project on specific Spanish cities. **Prerequisite: Novice Spanish**

ADVANCED HONORS

SPANISH (WL304)	1 or 2	10-12	ED	5	4
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This course continues the study of the past tenses. Weekly oral presentations strengthen oral communication skills. Advanced levels of grammatical structures are introduced, such as the present subjunctive, the present and past perfect, the future tense and the conditional mood. Vocabulary is expanded through supplemental work, including reading the novel Marianela by Galdos. Authentic music CD's reinforce and manipulate the course vocabulary and structures. A long-term project includes an extensive study of a Spanish-speaking country in the form of a travel project. This project will incorporate all previously learned tenses and grammatical uses. **Prerequisite: Intermediate Spanish**

ACCELERATED HONORS SPANISH

(WL404)	1 or 2	10-12	ED	5	4
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This course provides an introduction to the history of Spain and a survey of Spanish literature. We will read the novel Lazarillo de Tormes. The students will also research Spanish artists, El Greco and Picasso for example. The verb tenses, other advanced points of grammar, vocabulary and idiomatic expressions are reviewed and studied in the context of short stories and weekly oral presentations. Journals are required in this accelerated language class. Latin American cooking also is an integral aspect of the class. Students will prepare authentic cuisine regularly and create a cookbook in Spanish for their long-term project. **Prerequisite: Advanced Honors Spanish**

WORLD LANGUAGE DEPARTMENT

Title and Code	Semester	Grade	Times per Cycle	Credit	Level
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FRENCH I (WL113)	1 or 2	9-12	ED	5	3
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This course is designed for students who are beginning French at the high school level. Students will be taught how to pronounce the French sounds and to begin the acquisition of speaking, reading, listening and writing skills in the language. Videos will be used to stimulate interest in an awareness of the French-speaking world. Students will participate in a wide variety of learning activities and games and will perform skits with classmates. Students practice in the present tense, the near future, and are introduced to the past tense. Two long-term projects, career exploration, and the study of French influences, and culture in the U.S. will be included in the course curriculum. Consistent effort in doing homework and the development of study skills are necessary for success.

FRENCH II (WL213)	1 or 2	9-12	ED	5	3
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This course continues to further develop the skills started in French 1. The scope of the content is wider in order to help students improve in their abilities to converse, listen, read and write about a greater variety of topics. Students learn and practice past tenses (passé compose and imparfait), the near future, and the present and they are introduced to the future and conditional. *Completion of this course will fulfill (Class of 2012).* **Prerequisite: French I**

HONORS FRENCH III (WL314)	1 or 2	10-12	ED	5	4
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This course is designed to help students develop their mastery of language skills so that they will be able to express more complex ideas. In addition to the basic text, students will read short stories and a detective play, Suivez la Piste, and will be encouraged to develop increased comprehension of the material both culturally and linguistically. Many role-playing activities are incorporated to simulate actual situations needed in daily French life. Several full-length movies will be viewed. **Prerequisite: French II**

ADVANCED HONORS FRENCH (WL414)	1 or 2	10-12	ED	5	4
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This course is intended to prepare students for the study of French at university level. Students will improve skills in reading, writing, listening, and speaking. In addition to the basic text, The Little Prince will be read and analyzed. It will serve as the basis for a semester-long project using a resource packet. A comprehensive CD-ROM program is available to assist the student in practice and learning. **Prerequisite: Honors French III**

LANGUAGE PRESS (WL333)	1 or 2	10-12	ED	5	3
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This course will combine the practical use of the target language with computer-based publishing skills. This course will offer an examination of culture and travel. There will be monthly publications by the class, which will include interviews; language based crossword puzzles, monthly news announcements, international recipes, games and poetry. **Prerequisite: Intermediate Spanish (WL203 and WL233) or French II (WL113 and WL213)**

COOPERATIVE EDUCATION PROGRAM

<u>Title and Code</u>	<u>Semester</u>	<u>Grade</u>	<u>Times per Cycle</u>	<u>Credit</u>	<u>Level</u>
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CO-OP IN-SCHOOL (CO321)	1 or 2	11-12	ED or EOD	up to 5	1
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Students perform a variety of tasks to assist teachers, office staff, and cafeteria personnel. Students fill out a CO-OP contract which includes a job description and keep a log of daily activities. CO321 may be taken more than once.

CO-OP OUT-OF-SCHOOL

(CO311)	1 or 2	11-12	ED (2 blocks)	10 per semester	1
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Students arrange a contract between themselves and a local employer to replace two consecutive blocks of school. The CO-OP director will assist you in this endeavor. The periods rotate with each marking quarter and student and employer agree that all school hours will be spent working. Credit is equal to two blocks (10 credits per semester) and make-up is not guaranteed in the event of loss of employment. Attendance is a consideration for eligibility, and students must maintain a daily log. Each semester that students are involved in CO-OP, they must take and pass ten additional course credits.

MOUNT WACHUSETT COMMUNITY COLLEGE Dual Enrollment

ENGLISH DEPARTMENT

<u>Title and Code</u>	<u>Semester</u>	<u>Grade</u>	<u>Times per Cycle</u>	<u>Credit</u>	<u>Level</u>
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*+First Year Experience (EN433) (FYE 101, First Year Seminar, MWCC)	1 or 2	11-12	EOD	2.5	3
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First Year Seminar is a 3 credit college course designed to support the successful transition of students into the college community. In this interactive course, students will be introduced to a variety of topics critical to student success: time management, goal setting, learning styles, campus resources and policies, co-curricular participation, critical thinking, motivation, reading strategies, and test taking. Students will be able to investigate career goals and interests, develop resumes, interview skills, and a portfolio of completed work. Students will also learn about important current issues pertaining to the college student population, allowing them to be more active and informed citizens in their college communities. Participation in this course will help facilitate a successful transition to a college community for many students who otherwise may not believe that they could attend college. Students participating in this course will gain academic preparedness, self-confidence, and a sense of direction for their future goals. **Prerequisite: Accuplacer test for placement into English 100 and Reading 100 courses. A nominal student fee may apply.**

This is a Mount Wachusett Community College Dual Enrollment Course and the college will provide the curriculum. The class size will be capped at 15. The course will be offered to juniors and seniors (age 16 or older). Students will receive 3 college credits from Mount Wachusett Community College upon completion of the course.