

# Saugus High School

“Make a Choice for Excellence”



## Program of Studies

2011-2012



# Saugus High School

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## Course of Study 2011-2012

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**This Course of Study booklet belongs to:**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**City/Town** \_\_\_\_\_ **Zip Code** \_\_\_\_\_

**Phone** \_\_\_\_\_

**Student** \_\_\_\_\_ **Homeroom** \_\_\_\_\_

# Table of Contents

Introduction.....	9
Core Values, Beliefs, and Learning Expectations .....	10
Learning Expectations .....	10
Graduation Requirements: .....	12
Admission to Post-Secondary Schools .....	12
Profile of S.H.S. Graduates.....	13
Guidance Program .....	14
Testing.....	15
Career Exploration Program .....	15
Rank & GPA.....	16
Financial Aid & Scholarships .....	16
College Planning Guidelines for Students:.....	17
Guidelines for Parents:.....	19
Virtual High School .....	20
Special Programs .....	21
The Saugus High School Classical Academy Overview .....	21
Instructional Aides .....	22
Office Aides .....	22
Advanced Placement.....	22
Honor Courses .....	25
Honors Criterion .....	25
College Prep 1 (CP 1) .....	25
College Prep 2 (CP2) .....	26
General Homework Guidelines.....	26
Subjects Repeated for Academic Strength.....	26
Course Changes .....	26
MCAS Remediation.....	26
Sequential Subjects .....	27
<i>English</i> .....	27
<i>Social Studies</i> .....	27
<i>Science</i> .....	27
<i>Mathematics</i> .....	27
<i>World Language</i> .....	28
<i>New Beginnings</i> .....	28
<i>Technology Education</i> .....	28
<i>Fine Arts</i> .....	28
<i>Wellness</i> .....	28
<i>Human Sexuality Curricula</i> .....	28
Curriculum Specialist.....	31
Reading Laboratory .....	31
English 10 .....	31
English 11 CP1 .....	31
English 12 CP 2 .....	32
English 13H .....	32
English 20 .....	32

English 21CP 1 .....	32
English 22 CP 2 .....	33
English 23H .....	33
English 30 .....	33
English 31 CP1 .....	33
English 32 CP 2 .....	34
English 33H .....	34
English 40 .....	34
English 41 CP 1 .....	34
English 42 CP 2 .....	35
English 43H .....	35
AP English .....	35
Film Studies .....	35
Studies in Mystery and Horror.....	36
The History and Elements of Film.....	36
The Writer’s Workshop .....	36
Communications Workshop.....	37
Journalism 1 .....	37
Journalism 2, 3, 4.....	37
United States History I (1763-1877).....	38
United States History I (1763-1877) CP 1 .....	38
United States History I (1763-1877) CP 2.....	38
United States History I (1763-1877) Honors .....	39
United States History II (1788 - Present).....	39
United States History II (1788-Present) CP 1 .....	39
United States History II (1877-Present) CP 2.....	40
United States History II (1877-Present) Honors .....	40
AP United States History .....	40
World History II (1500-Present).....	40
World History II (1500-Present) CP 1 .....	41
World History II (1500-Present) CP 2 .....	41
World History II (1500-Present) Honors .....	41
AP World History .....	42
Sociology .....	42
Contemporary Citizen.....	42
History of the U.S. through Film .....	42
Teaching History through Graphic Novels Honors .....	43
Contemporary Law .....	43
Introduction to Psychology Honors .....	43
Abnormal Psychology.....	44
AP Psychology.....	44
Biology.....	45
Biology CP 1.....	45
Biology CP 2.....	45
Biology H.....	46
Success in Biology.....	46
Chemistry CP 1 .....	46

Chemistry CP 2 .....	47
Conceptual Physics CP 1 .....	47
Physics CP 2 .....	47
Physics H .....	48
Physiology H.....	48
AP Biology.....	48
AP Biology Lab .....	48
AP Chemistry.....	49
AP Chemistry Lab.....	49
Environmental Science .....	49
Astronomy.....	49
Oceanography .....	49
Algebra 1.....	50
Algebra 1 CP1.....	50
Algebra 1 CP2.....	51
Algebra 1 Honors.....	51
Geometry.....	51
Geometry CP1.....	52
Geometry CP2.....	52
Geometry Honors.....	52
Algebra 2.....	53
Algebra 2 CP1.....	53
Algebra 2 CP2.....	53
Algebra 2 Honors.....	54
Integrated Math for Proficiency.....	54
Integrated Math for Proficiency CP1 .....	55
Integrated Math CP2 .....	55
Pre-Calculus Honors .....	55
AP Calculus .....	55
Pre-Calculus CP2.....	56
Personal Finance .....	56
AP Statistics.....	56
Statistics and Discrete Structures CP2.....	57
Advanced Topics in Mathematics CP2.....	57
Success in Math .....	57
Spanish 1 CP1 .....	58
Spanish 1 CP2.....	58
Spanish 1H.....	58
Spanish 2 CP1 .....	59
Spanish 2 CP2.....	59
Spanish 2H.....	59
Spanish 3.....	59
Spanish 3H.....	59
Spanish 4.....	60
Spanish 4H.....	60
AP Spanish Language.....	60
Italian 1 .....	60

Italian 1H .....	61
Italian 2 .....	61
Italian 2H .....	61
Italian 3 .....	61
Italian 3H .....	61
Italian 4H .....	62
Latin 1 .....	62
Mandarin 1 .....	62
Mythology.....	63
Microsoft Office.....	64
Microsoft Office, ADV .....	64
Publication and Design .....	64
Adobe In Design .....	65
Adobe Photoshop/Illustrator .....	65
Digital Imaging .....	65
Computer Game Creation .....	65
Graphics and Multimedia.....	65
Web Page Construction and Design .....	66
Web Master.....	66
Computer Programming 1.....	66
Computer Programming 2.....	66
Help Desk.....	66
AutoCAD .....	67
Advanced AutoCAD.....	67
AutoCAD H .....	67
Child Care .....	68
Child Lab 1, 2, 3 .....	68
Life Skills.....	68
Introduction to Woodworking.....	69
Woodworking Technology .....	69
Advanced Woodworking .....	69
Chorus.....	70
Band .....	70
Basic Art .....	71
Beginning Pottery .....	71
Pottery 2 .....	71
Intermediate Art .....	71
Drawing.....	71
Advanced Art .....	72
Independent Art Portfolio 1, 2 .....	72
Video Production I.....	72
Video Production II.....	72
Performing Arts 1, 2, 3, 4 .....	73
Advanced Performing Arts .....	73
Technical Theater.....	73
Women in Film .....	73
Music Theory 1 .....	73

Introduction to Jazz Improvisation .....	74
The History of Rock Music (1955-1975).....	74
Wellness 1 .....	75
Wellness 2.....	75
Wellness 3.....	75
Wellness 4.....	76
Intro to Athletic Training.....	76
Intro to Sports Management.....	76

## ***Introduction***

This booklet is your guide to planning your program for the next year and beyond with the help of your parents and our staff. You should plan a sound educational program through your senior year based on your personal goals, needs and interests. Saugus High School offers a wide variety of electives from which you may choose; on the other hand, we also have a number of requirements for graduation which must be kept in mind at all stages of planning.

Saugus High School		231-5027
Saugus High School Principal, Mr. Joseph Diorio		ex. 1101
Saugus High School Assistant Principal, Jodi Remington		ex. 1115
Saugus High School Assistant Principal, Jason Merrill		ex. 1104
Director of Guidance, Leanne Mottola		ex. 1110
Saugus High School Guidance		ex. 1110
Saugus Middle School Guidance		231-5060
Director of Pupil Personnel, Cynthia Joyce		231-5007
Directors/Specialists		
English	Jane Osgood	ex. 2407
Mathematics	Michael Hashem	ex. 1113
Social Studies	Carol Wagner	ex. 1121
Science	Frank Woods	ex. 1122
World Languages	Jessica Clifford	ex. 2109
Director of Athletics/Wellness	Michael Nelson	ex. 1115

## ***Core Values, Beliefs, and Learning Expectations***

*Saugus High School is a comprehensive learning institution whose mission is to prepare students to be responsible, thoughtful, and effective global citizens. It is understood that rapid technological advances will make it mandatory that students be lifelong learners and it is the school's responsibility to offer a curriculum that combines modern technology and academic rigor. The administration and faculty recognize that all students will be challenged to think at a high level and realize that involving all students requires a variety of teaching methodologies and programs. Saugus High School is committed to providing a learning environment that encourages students to become actively involved in the learning process and fosters risk-taking and creativity in problem solving. Saugus High School's ultimate purpose is to produce students who have the knowledge base and intellectual curiosity to become productive, ethical, and informed citizens in the 21<sup>st</sup> century.*

### ***Learning Expectations***

*The following is a list of expectations for students who attend Saugus High School. Achievement of these outcomes will be attained through participation in a wide variety of student programs and activities offered at Saugus High School.*

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## **Critical Thinking**

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All students will (be engaged in a variety of learning experiences that encourage them to):

- **read** actively and critically in a variety of genres and subjects.
- **analyze** and **evaluate** information.
- **demonstrate** an ability to **select**, **organize**, and **develop** ideas.
- **develop** the skills and **acquire** a knowledge base, which will enable them to succeed on all high-stakes, standardized examinations.
- **utilize, evaluate, and apply** multiple problem solving strategies in a variety of disciplines.

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## **Effective Communication**

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All students will (be engaged in a variety of learning experiences that encourage them to):

- **communicate** ideas and information with clarity and understanding of audience.
- **integrate** the use of a variety of communication forms.
- **listen** effectively and critically and **respond** appropriately to spoken communication.
- **utilize, evaluate, and apply** multiple problem solving strategies in a variety of disciplines.
- **demonstrate** a mastery of Standard English Convention

## Global Learning

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All students will be engaged in a variety of learning experiences that encourage them to:

- **demonstrate** an appreciation of the arts in their many forms.
- **comprehend** at least one language in addition to English.
- **demonstrate** an understanding of civic responsibility and world-wide current events.
- **demonstrate** an appreciation for other cultures throughout the world.

## Personal and Social Responsibility

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All students will be engaged in a variety of learning experiences that encourage them to:

- **take** responsibility for personal actions and **demonstrate** honesty, fairness, and integrity.
- **respect** themselves and others.
- **appreciate** diversity and **act** responsibly as a member of the community by participating in school and/or community service.
- **understand** fundamental wellness and fitness concepts and the skills which foster healthy habits and behaviors.
- **make** health-enhancing decisions by assessing risks and considering potential consequences.

***Graduation Requirements:***

1. Credits Required - 110 credits total to graduate.  
Students must be registered for a minimum of 35 credits per year
2. Subjects to be passed:

English	20 credits	(4 years)
Mathematics	20 credits	(4 years)*
Social Studies	15 credits	(3 years)
Science	15 credits	(3 years)
Wellness	10 credits	(4 years)**
Fine Arts	2.5 credits	(1/2 year)
World Language	10 credits	(2 years of same language)

**\*Beginning with the Class of 2012**

**\*\*Beginning with the Class of 2013**

A minimum of 20 credits must be passed during the student's senior year.

**Please see Graduation Requirements Contract for specific course requirements.**

3. In addition to the requirements listed above:
  - a. 12 hours of community service per year for a 4-year minimum of 48.
4. MCAS Requirement  
**All students must pass the MCAS test in Math, English Language Arts and Science. Math and ELA require a minimum score of 240. Science requires a passing score of 220. Any student earning a 220 to 238 on the Math or ELA test will be placed on an Education Proficiency Plan (EPP). This will require the student to take addition courses and/or tests in the content area in which they do not meet the passing score. Students failing to meet the minimum score of 220 will be placed on an Individual Student Success plan to help them meet the passing score. This plan will require students to attend MCAS remediation course offered throughout the year.**

***Admission to Post-Secondary Schools***

During the school year, admissions officers from many schools and colleges visit our school. These visits are posted on Naviance & students can sign up online. Interested juniors and seniors are given the opportunity to meet with these college representatives and discuss their colleges with them. The most important part of a student's college application is their high school transcript. The transcript includes each course a student has taken and the final grade they earned. Colleges see first and second term grades during a student's senior year.

***General requirements for most four year colleges are:***

- 4 years of English
- 2 years of one World Language
- 3 years of College-Prep Math
- 3 years of Social Studies
- 3 years of Science, preferably Biology, Chemistry and Physics including 2 years in a lab.
- Specialized electives recommended

***College requirements for most highly selective colleges are:***

- 4 years of English
- 3 or more years of one World Language
- 3 or more years of College-Prep Math
- 3 years of Social Studies
- 3 years of Science, preferably Biology, Chemistry and Physics including 2 years in a lab.
- Specialized electives recommended

***Requirements usually expected of applicants for schools of nursing are:***

- 4 years of English
- 3 years of College-Prep Math
- 3 years of Social Studies
- 3 years of Science, preferably Biology, Chemistry and Physics including 2 years in a lab.
- 2 or more years of one World Language (recommended)
- Specialized electives recommended

***Minimum requirements for technical institutions are:***

- 4 years of English
- 3 or more years of College-Prep Math
- 2 years of Science, preferably a course in Chemistry and Physics
- Specialized electives recommended

***Massachusetts State College Admission Standards***

The State Colleges and the Massachusetts Board of Higher Education require the following college-preparatory academic units as a minimum:

- 4 years English
- 3 years Mathematics (Algebra I, II & Geometry)
- 3 years Science (2 years of lab science)
- 2 years Social Science
- 2 years World Language
- 2 years College Preparatory Electives

***Profile of S.H.S. Graduates***

	CLASS OF 2010	CLASS OF 2009	Class of 2008	Class of 2007
Four Year Colleges and Universities	67.3%	68%	57%	65%
Two Year Colleges and Community Colleges	20.4%	17%	31%	21%
Other Education	2.3%	2.5%	5.5%	1%
Military	4.1%	1%	1%	2%
Work	4.1%	6%	2%	6%
Undecided	1.8%	13%	3.5%	5%

## ***Guidance Program***

The Saugus High School Guidance Department works cooperatively with students, parents and faculty on academic planning, course selection, personal/developmental issues, transition concerns, and the career/college search process. Counselors assist students in working toward their academic potential and encourage social and co-curricular experiences that provide opportunities for personal growth and independence. Students are encouraged to be self-advocates and seek out assistance whenever necessary. Parents are encouraged to contact their child's Guidance Counselor for assistance in a student's transition to school, educational planning or if they have any questions or concerns relating to school.

Counselors work individually and will provide group seminars throughout the school year on a variety of topics including: transition, learning styles, goal setting, school and community involvement, personality profiles, career exploration, testing, and college planning. Group meetings for parents of grades 9-12 students are scheduled each year as well. In the spring, counselors meet individually with students to help them choose elective courses based on postsecondary interests.

The Saugus High School Guidance Department incorporates technology into its program with its use of Family Connection from Naviance, a web-based service which is designed especially for students and parents. Family Connection is a comprehensive website that you can use to help in making decisions about courses, colleges, and careers. Family Connection is linked with Counselor's Office, a service that is used in the Guidance Office to track and analyze data about college and career plans, so it provides current information that's specific to our school.

Family Connection allows students and families to:

- **Receive important e-mails** – Family Connection lets us share important information with you and your child about up-coming meetings and events, local scholarship opportunities, and other Web resources for college and career information. In addition, the site includes a link that your child can use to send us an e-mail message.
- **Get involved in the planning and advising process** – Build a resume, complete on-line inventories regarding career searches, personality types, and learning styles. You can also manage timelines and deadlines for making decisions about colleges and careers.
- **Research colleges** – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past. Seniors can check their own rank & GPA as well.
- **College visits** – Find out which colleges are visiting our school & sign up to meet with college representatives. Students must pick up & complete an informational form from the Guidance Office prior to their meetings.
- **Scholarships** – Local scholarships from area businesses & organizations are posted weekly and there is also a link for the National Scholarship Search from Sallie Mae.

To visit our school's Family Connection site, go to: <http://connection.naviance.com/saugus>

## ***Testing***

College Entrance Examination Board Tests (CEEB) include the Scholastic Aptitude Test (SAT) and the American College Testing Assessment (ACT) and are done on a voluntary basis. Students who plan to attend college should take advantage of all test opportunities in order to check their educational progress. It is the responsibility of the students and parents to watch for testing announcements and to follow directions for registration. . **Students are encouraged to take advantage of the four free score reports at each registration.** All test scores must be sent to colleges directly from the College Board or ACT program. The Saugus High School CEEB code: 221-885.

Freshmen, Sophomores, and Juniors: The Preliminary Scholastic Aptitude Tests and National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a two-hour practice version of the College Board SAT. The examination gives juniors the chance to qualify for National Merit Scholarship Corporation scholarship programs. Students should take the exam to receive feedback on their strengths/weaknesses on skills necessary for college, to see how their performance on an admissions test might compare with that of other students applying to college and to help them prepare for SAT Program tests. The tests are scheduled for mid-October, and students must sign up in the Guidance Office. The PSAT is only administered once per school year; there is no make-up exam if the PSAT is missed.

Juniors and Seniors –The SAT Reasoning Test is required by most colleges, including the Massachusetts State Colleges. The test has three sections: Critical Reading, Math, and Writing, with a combined maximum score of 2400. Students are encouraged to take the SAT in the spring of their junior year and again during the fall of their senior year. Students who plan to apply to college Early Action/Decision should take the SAT’s twice in the spring of the junior year. Practice tests are available on the College Board website.

The SAT Subject Tests focus on specific subject areas and are required by more selective colleges. It is strongly recommended that students check college admissions requirements and discuss testing options with their Guidance Counselor. Students may take up to three subject tests on one SAT testing day and the maximum score for each test is 800. The SAT Subject Tests may not be taken on the same day as an SAT reasoning test, a student must choose one or the other. Students can register for the SAT Reasoning Test and the SAT Subject Tests by visiting the College Board website at [www.collegeboard.com](http://www.collegeboard.com).

The ACT is also a widely accepted college entrance exam which assesses high school students’ general educational development and their ability to complete college-level work. The choice tests cover four skill areas; English, mathematics, reading, and science. The writing test is optional and it measures skills in planning and writing a short essay. Students can register at, and send their score reports from, [www.ACTstudent.org](http://www.ACTstudent.org).

## ***Career Exploration Program***

Saugus High School offers grade 11 students the opportunity to participate in the ASVAB Career Exploration Program. The ASVAB is a comprehensive career exploration and planning program

that includes a multiple aptitude test battery, an interest inventory, and various career planning tools. It is designed to help all students, not just those with an interest in the military, explore their strengths and weaknesses and begin to think about different career options. For more information go to: <http://www.asvabprogram.com>. The ASVAB will be offered annually and students and parents are strongly encouraged to watch for announcements.

### ***Rank & GPA***

Rank in the class is determined on the basis of a quality point weighted system. Class rank is computed by multiplying the numerical value of a grade by the credit of the subject and dividing this total by the sum of the credits. Weighted Grade Point Average and Weighted Class Rank are calculated according to the table below. Guidance Counselors inform colleges of Saugus High School's unique GPA scale through the letters of recommendation and our School Profile.

<b>Ave.</b>	<b>CP</b>	<b>H</b>	<b>AP</b>	<b>Ave.</b>	<b>CP</b>	<b>H</b>	<b>AP</b>	<b>Ave.</b>	<b>CP</b>	<b>H</b>	<b>AP</b>
<b>100</b>	4	4.5	5	<b>88</b>	2.8	3.3	3.8	<b>76</b>	1.6	2.1	2.6
<b>99</b>	3.9	4.4	4.9	<b>87</b>	2.7	3.2	3.7	<b>75</b>	1.5	2	2.5
<b>98</b>	3.8	4.3	4.8	<b>86</b>	2.6	3.1	3.6	<b>74</b>	1.4	1.9	2.4
<b>97</b>	3.7	4.2	4.7	<b>85</b>	2.5	3.0	3.5	<b>73</b>	1.3	1.8	2.3
<b>96</b>	3.6	4.1	4.6	<b>84</b>	2.4	2.9	3.4	<b>72</b>	1.2	1.7	2.2
<b>95</b>	3.5	4.0	4.5	<b>83</b>	2.3	2.8	3.3	<b>71</b>	1.1	1.6	2.1
<b>94</b>	3.4	3.9	4.4	<b>82</b>	2.2	2.7	3.2	<b>70</b>	1.0	1.5	2.0
<b>93</b>	3.3	3.8	4.3	<b>81</b>	2.1	2.6	3.1	<b>69</b>	0.9	1.4	1.9
<b>92</b>	3.2	3.7	4.2	<b>80</b>	2.0	2.5	3.0	<b>68</b>	0.8	1.3	1.8
<b>91</b>	3.1	3.6	4.1	<b>79</b>	1.9	2.4	2.9	<b>67</b>	0.7	1.2	1.7
<b>90</b>	3.0	3.5	4.0	<b>78</b>	1.8	2.3	2.8	<b>66</b>	0.6	1.1	1.6
<b>89</b>	2.9	3.4	3.9	<b>77</b>	1.7	2.2	2.7	<b>65</b>	0.5	1.0	1.5

### ***Financial Aid & Scholarships***

College tuition is on the rise and families need to take advantage of all resources available to finance higher education. Applying for federal financial aid includes completing and submitting the Free Application for Federal Student Aid (FAFSA). Colleges use information from the FAFSA to determine a student's "financial aid package," which may include: grants or scholarships which do not need to be repaid; low-interest loans to be repaid after the student leaves college and work-study which is part-time work on a college campus. As a service to parents, the SHS Guidance Department will sponsor two Financial Aid Presentations with resource persons from the local community. These presentations assist families in college financial planning and the preparation of the FAFSA and the College Scholarship Service (CSS Profile for private colleges).

Families need to obtain a Federal Student Aid Pin at [www.pin.ed.gov](http://www.pin.ed.gov) before filing the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The FAFSA can be filed on or after January 1<sup>st</sup>; families should always file the FAFSA! Beware of scams; it should never cost money to file the FAFSA. Parents can file the CSS Profile in the fall of their student's senior year and should watch for specific financial aid deadlines! Students should contact college Financial Aid Offices if they have questions about the financial aid process. Please note that Guidance Counselors can only provide general information regarding financial aid.

The Guidance Office receives notices of local scholarships during the school year. Criteria for awards may vary but are usually based on academic achievement, test scores, entrance examinations, essays, school and community service, and leadership qualities. Scholarship announcements are publicized on Naviance. It is especially important for families to inquire about scholarship opportunities offered by employers, church and community groups...etc. The application process should begin early as many deadlines approach quickly!

### ***College Planning Guidelines for Students:***

#### **Grade 9:**

- Take challenging classes! If you struggle in a subject, attend after school help sessions with your teacher or seek out peer tutoring. You are responsible for your grades and attendance!
- Get involved in sports, clubs, your community and activities which let you explore your career interests.
- Talk to your Guidance Counselor about classes, career interests, standardized tests and plans for after high school.
- Keep a list of your awards, honors, work experience, and co-curricular activities.
- Use Naviance to take the Learning Styles Inventory, start building a resume, and search different careers.
- **Work hard all year! Colleges see final grades for ALL years of high school! Your GPA is based on all four years of high school!**

#### **Grade 10:**

- Meet with your Guidance Counselor to check on your graduation requirements and to discuss colleges and their admissions requirements.
- Seek out leadership roles whenever possible .
- Use Naviance to take the career interest profiler and personality inventory and explore different post-graduation options.
- Consider taking the PSAT and SAT Subject Tests. Talk with your Guidance Counselor for more information.
- **Work hard all year! Colleges see final grades for ALL years of high school! Your GPA is based on all four years of high school!**

#### **Grade 11:**

- Meet with your Guidance Counselor to check on your graduation requirements and to use Naviance to work on your college search.
- In September, register for the PSAT/NMSQT in the Guidance Office.
- Go to college fairs, such as the National College Fair in April ([www.nacacnet.org](http://www.nacacnet.org)) and talk to college representatives. Contact colleges to request information about admissions requirements, including required tests and financial aid!
- Register for the SAT, Subject Tests and/or ACT in the spring. Watch for deadlines!
- Decide whether you're going to apply early action/early decision or regular decision. Deadlines will approach quickly during your senior year. **Early Decision is binding! You can only apply to one school this way. Early Action is not binding and you are able to apply to multiple schools using this method.**
- Look on Naviance & check in with your Guidance Counselor to find out about college visits, special events, open houses, and scholarships opportunities!

- Ask teachers who know you well if they can write your letter of recommendation & provide them with an activities resume.
- **Visit colleges!** This is the best way to figure out which type of college is for you. Check websites and call admissions offices and ask about tours and take the time to talk to students on campus. Bring the College Visit Checklist with you!

### Grade 12:

- Meet with your Guidance Counselor to check on your graduation requirements and to discuss your plans for after graduation. Check with colleges you are interested in to see what tests they require and keep a calendar of application deadlines.
- Talk with your parents about their expectations and yours, financial considerations, etc.
- Schedule meetings with your Guidance Counselor frequently to touch base in regards to post-graduation planning. **Communication is very important!** Let your Guidance Counselor know if you plan to apply to schools early decision or early action. Early action/decision deadlines can start as early as the end of October!
- Use resources in the Guidance Office & Naviance to check/sign up for college visits. If you plan to play sports in college, be sure to register with the NCAA Clearinghouse.
- Register for the SAT/Subject Tests/ACT. Make sure to send your scores to colleges directly from the College Board. You can send your score reports by going to: [www.collegeboard.com](http://www.collegeboard.com). **Make sure to take advantage of your four free score reports when registering!**
- Attend open houses and arrange college visits & interviews in the fall of your senior year. Write thank you notes and e-mails after college interviews & meetings with admissions representatives.
- Ask teachers if they can write you a letter of recommendation. Provide them with an activities resume & ample time to compose them! (at least 2 weeks). Also, ask your Guidance Counselor to write you a letter of recommendation and provide him/her with a completed Guidance Questionnaire. Write thank you notes to teachers who wrote you letters of recommendation!
- Your Guidance Counselor will help you with your applications. All colleges require an *official transcript* of your high school grades which must be mailed to colleges by your Guidance Counselor.
  - Bring your counselor a completed Transcript Request & College Application Coversheet for each college to which you apply. Attach envelopes and stamps so they can mail supporting documents and applications materials such as transcripts, school profile, recommendations, etc. to college admission offices. They will also send quarter, mid-year, and final grades to colleges upon request.
  - Address each envelope to the Admissions Office of the college to which you are applying. Enclose any forms that need your counselor's signature, recommendation, etc. Some colleges and universities provide their own envelope. Follow directions on the Transcript Request & College Application Coversheet!
- **Read directions carefully!** College applications can have different essay questions and testing & program requirements. Mistakes can reflect very poorly on your candidacy for admission.
- Work hard all year! Colleges see 1<sup>st</sup> & 2<sup>nd</sup> term grades. Fight senioritis...colleges can rescind your acceptance if your final grades drop drastically!

- Attend financial aid night with your parents & watch for **financial aid deadlines**. The FAFSA can be filed after January 1<sup>st</sup>. Check Naviance & the SHS Guidance website for important financial aid websites and local scholarships. Contact college financial aid offices or [www.mefa.org](http://www.mefa.org) if you have questions or concerns about your financial aid package.
- Continue to visit colleges to help make your final decision. Review college acceptances and submit your deposit by May 1<sup>st</sup>.
- Inform your Guidance Counselor of admissions decisions. They will keep track of your decisions in Naviance. Bring in your stamped envelope so your final transcripts can be mailed to your college!

***Guidelines for Parents:***

- Parents should keep an eye on grades, study habits, and also talk to your child about their goals after high school. Help your child clarify goals and priorities.
- Openly discuss future plans, including financial concerns and any restrictions with your child. This should be done early in the school selection process so that everyone is on the same page.
- Encourage your child to develop independence! They are responsible for balancing homework, sports, work, and other activities. Students should be seeking out help if they are having trouble in school. Self-advocacy is key!
- Contact your child's Guidance Counselor with any questions regarding graduation requirements or post graduation planning.
- Check the SHS Guidance website & Naviance for important information regarding scholarships, financial aid opportunities, standardized tests, and career exploration.
- Check your e-mail, phone messages, Naviance and speak with your child periodically about college bulletins and information distributed in school.
- Attend college fairs. Prepare questions for college representatives ahead of time & let your child do the talking!
- Visit colleges at every opportunity! The experience of walking on to a college campus will help students as they plan for their future and figure out what type of college they are best suited for.
- Attend financial aid nights and take a look at your financial situation and plan ahead for college expenses.
- Be aware of deadlines!
- Keep records of all contacts with schools – phone calls, names or representatives, meetings, etc.
- Assist your child with payment of sending testing scores from [www.collegeboard.com](http://www.collegeboard.com) and college application fees on-line or by sending in a check with application packets.
- Attend financial aid night & watch for **financial aid deadlines**. The FAFSA can be filed after January 1<sup>st</sup>. Check Naviance & the SHS Guidance website for important financial aid websites and local scholarships. Contact college financial aid offices or [www.mefa.org](http://www.mefa.org) if you have questions or concerns about the financial aid package.
- Remain positive and encourage your child to work hard in achieving success!

## *Virtual High School*

Saugus High School offers online courses through the Virtual High School program. VHS is a non-profit organization that collaborates with schools to offer online high school courses to students from across the country and around the world. By joining VHS, Saugus High School has been able to expand its College Prep, Honors, and Advanced Placement course offerings.

Priority is given to seniors as space is limited for the VHS program. Students may only enroll in courses that are NOT offered at SHS. VHS courses appear on the student's high school transcript and the grades are figured into rank & GPA. Students who are interested in enrolling in a VHS class can see their Guidance Counselor to begin the application process. Classes are offered at no cost to the student and are taken as part of their daily schedule.

Students enrolled in a VHS course are required to log in five times per week, complete all readings and assignments, submit written assignments, and participate in class discussions with classmates and the course teacher online. In addition to gaining knowledge about course material, students will also learn valuable skills that will help them in college, such as multimedia presentation skills, effective online research tactics, and time management. The successful VHS student is self-motivated, tech savvy, has effective written communication skills, and the ability to learn independently.

## *NovaNET Credit Recovery Program*

NovaNET is an online learning application which allows students to recover credits toward graduation. It is a self-paced, comprehensive, standards-based online courseware. Instruction and assessment take place online and credit for the course will be awarded upon successful completion of the NovaNET course module. NovaNET requires a minimum of 80% mastery to award credit.

Space in the NovaNET program is limited. Students who are interested in credit recovery must fill out an Application Form and a Credit Recovery Contract. **Students must meet with their Guidance Counselor to review their transcripts and meet with their Assistant Principal for discipline reports and attendance, which are both factors in a student's eligibility.** Students must also write an essay and have the recommendation of their Administrator or Guidance Counselor. The Contract must be signed by the student and a parent/guardian. Failure to meet the terms and conditions of the Credit Recovery Contract may result in removal from the program.

First priority for admission to this program will be students who will be eligible to graduate in 2012. The cost is \$275 per course or 2 for \$500. The remaining available seats will be given to students who failed a large number of required classes along with approval of the Principal. As students complete their Credit Recovery coursework, open seats will be filled on a rolling admission basis.

## *Special Programs*

### *The Saugus High School Classical Academy Overview*

The Classical Academy is a Saugus High School program which was started in order to challenge students beyond the regular courses offered. The Academy has two tracks: a classics based education with emphasis on Latin and the humanities or a Science, Technology, Engineering and Mathematics (STEM) track. Students take an entrance exam and based on their scores, teacher recommendations, and their middle school transcripts, are accepted into the program. Each year, the review committee accepts students who meet all criteria and commit to this prescribed four year set curriculum. All courses are honors or Advanced Placement levels. Saugus High School strives to keep all of its residents in Saugus Public School District and those students who would have attended private schools opt to come to Saugus High for the sole purpose of participating in this program.

The overall goal of the Classical Academy is to create critical thinkers who challenge themselves and who are exposed to more than just the basics in their high school careers and giving them a little bit of an advantage when applying to colleges and universities.

#### **Classical Academy - Humanities Track**

9th	10th	11th	12th
US History Honors	AP US History	AP World	AP Calculus
Geometry Honors	Algebra 2H	Pre-Calculus	AP English Literature
Biology Honors	Chemistry H	Physics Honors	AP Spanish
English Honors	English H 023	AP English Language	Latin 4
Latin	Latin 2	Latin 3	Mythology
Wellness 1/Basic Art	Wellness 2/ Elective	Wellness 3 / Mythology	Wellness 4/ Elective
Spanish 2H	Spanish 3H	Spanish 4H	Elective/Elective

#### **Classical Academy - STEM Track**

US History Honors	AP US History or US 2H	AP World History or World H	AP Calculus BC /Stats
Geometry Honors	Pre-Calculus H	AP Calculus AB	AP Biology/Chemistry
Biology Honors	Chemistry H	AP Physics B	AP LAB
English Honors	English H	Latin 2	Wellness 4/Elective
Algebra 2H	Latin 1	AP Computer Science	AP English Literature
Wellness 1/Fine Art	Wellness 2/ Elective	Wellness 3/ Elective	Solid Works (CAD)
Spanish 2H	Spanish 3H	Eng. H or AP English Language	AP Physics C

### ***Computer Assistantships*** **Fall and Spring Semester**

*Prerequisite: Open to grades 10, 11, and 12.*

In addition to a high degree of interest in computers, knowledge of and proficiency in the use of computer hardware/software is required. The Principal will make the final selection of candidates. Selected students will assist teachers in computer lab preparation and operation. A maximum of three periods will be assigned.

### ***Instructional Aides***

#### **This is eligible for school community service credit**

*Prerequisite: Open to grade 12.*

Students, who are interested in a tutorial program, working with other students the Student Center, may apply to work as an instructor's aide in any of the separate curriculum areas or grade levels. Application and request should come through the Advisor and the curriculum specialists.

### ***Student Center***

*Prerequisite: Open to all grades for students on IEP plans.*

Students interested in receiving additional academic help may report to the Student Center during a directed study period where staff and/or student instructional aides will provide assistance. Students enrolled full time will be eligible for up to 5 credits as determined by the team.

### ***Office Aides***

#### **This is eligible for school community service credit**

*Prerequisite: Open to all grades Limit 2 per period per office.*

Students, who are interested in a working in one of the schools offices, such as guidance, the main office, nurse's office library or other school office may apply to work as an Office Aide. Application and request should come through the Principal's office.

### **Important Notes on Registration**

#### ***Advanced Placement***

All advanced placement courses are established in conjunction with the Educational Testing Service. The course content is extremely difficult and students will be admitted only with the approval of the teacher and specialist. A.P. courses are given additional weight in calculating class rank. Any student enrolled for an A.P. course is required to take the A.P. exam, complete an A.P. contract, complete and receive a passing grade for all summer assignments and pay for the A.P. exam by October 1. Failure to comply will result in removal from the class and/or receive honors level credit.

## **ADVANCED PLACEMENT CONTRACT**

Dear Parents and Student:

In order to enroll in an AP course both the student and parent must read, consent to, and sign this agreement. Signing this agreement indicates a commitment on the part of the student to the demands of a rigorous course, which will require more effort, attention, and skill than other classes. Please read the following information carefully, sign the agreement, and return it to the appropriate specialist as soon as possible.

### **Homework:**

The daily average for homework will be from 30-60 minutes. Students are often assigned reading or long term projects that require them to plan their time carefully so that they are not overwhelmed by deadlines. There are often occasions when students are required to work on long term and short term assignments at the same time. Self-discipline and the ability to manage time effectively will be necessary for success in these courses.

### **Late Work**

Late work will not be accepted unless special arrangements have been made with the teacher. If a student is absent from school, it is his responsibility to have work brought to school on the day that it is due.

### **Summer Assignments**

Students will be provided with mandatory summer assignments and will be required to perform an assessment of these works which will be evaluated as part of their first term grade. Students who do not complete and pass the summer assessment have two options:

1. Reassignment to a Honors/ College Level class pending available space.
2. Choosing another elective.

### **Expectations about Reading**

1. Assigned reading is typically done outside of the class.
2. Discussion of the reading, is usually done after the entire work is read.
3. Students may be reading and/ or discussing more than one book at a time.
4. Students will need to perform all of the assigned reading - not depend on Spark Notes or class discussion.

### **Expectations about Assignments**

1. The summer assignment will be given to the students in June prior to summer vacation and will be done during the summer prior to returning to school.
2. Discussion involving the concepts from the summer assignment will occur during the first two days of school. This allows the students time to overcome any misconceptions.
3. On the third day of school, the summer assignment will be collected and will be graded. This grade will count as a test grade for term *one*.

4. After reviewing all concepts from the summer assignment, an exam will be given prior to the end of the first week of school.

### **Writing**

Writing is an integral part of every class. Students will be expected to submit a wide variety of written works over the course of the year. All longer works and research papers should be typed.

### **The AP Test**

All students enrolled in the AP course are required to take The Advanced Placement exam, which is administered in May, at their *own* expense. The exam fee is to be paid in full by the end of the first week of class. Students should make plans early to pay the cost of the test (approximately \$90). Students, who miss the exam due to an emergency illness, must have a doctor's note regarding the illness and submit it the following day in order to take the make-up exam. Otherwise, students will take the final exam for the course and receive college level credit in lieu of AP credit.

My child and I have read the material above and we understand the level of work required and the policies which this course entails. We are prepared to fulfill these requirements and complete the summer assignment.

Course Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## ***Honor Courses***

Any subject designated “H” on the Program of Studies is an honors course. Pupils are selected for these courses by their previous excellent achievement and teacher recommendation(s). Students elected in the Honors program will be evaluated each year by their classroom teacher to determine continuous membership in the honors program. In order to enroll in Honor classes, students must understand the demands of a rigorous course, which requires more effort, attention, and skill than other classes. It is not recommended for students to select more than 3 Honors/Advanced Placement Courses at a time due to the intensive work load. Please read the following information carefully.

## ***Honors Criterion***

1. Students should meet a *strict prerequisite requirement* prior to being allowed to enroll in the class.
2. A *summer assignment* involving both review problems and problems focused on enrichment of different concepts in math and reading for English along with other assignments in all honors level courses. There will be an *assessment* based on this summer assignment during the first week in September and a certain grade must be obtained in order to stay in this honors class.
3. The *grading system* should focus weight towards performance on test, quiz, and other assessments. Little credit should be given to class participation, homework, and notebooks. All should be required but they are all expected of an honors student.
4. There should be more *comprehensive tests* and fewer small quizzes. Students are expected to be able to deal with the combination of many concepts and discover how various topics are related.
5. *Assignments* should force the students to infer connections between topics and not just simply have practice problems. Homework should be a learning experience. Students should be able to do assignments that require them to discover solution to problems or questions that they may not have solved in class. Homework should be given on a daily basis and often could involve research or self study.
6. The *depth of coverage* should have students demonstrate *mastery of the concepts* and skills but also be able to apply these concepts towards solving application problems. Honors courses should cover all of the concepts included in a college prep level class, and most concepts should be covered in more depth. Honors classes should also include higher level topics not introduced in a college prep level course.
7. Test, quiz, and homework questions, should involve various types of questioning. There should be open response style questions where students are asked to complete a multipart solution and must justify and explain their answers. They should also be answering multiple choice questions in order to prepare for the various standardized tests that they will have to take in the future.

## ***College Prep 1 (CP 1)***

1. Students have a previous course average of 70% or below.
2. These classes are for the students who have difficulty with the subject content.
3. The course is a slower pace that offers more classroom work and alternate assessments.
4. Class size may be smaller.
5. Less Homework.
6. More hands on exercises

### ***College Prep 2 (CP2)***

1. These classes are for the students who can handle a faster pace.
2. The course is more in-depth
3. Class size ranges between 25-30 students.
4. Required Homework
5. More cumulative tests
6. Independent learning outside the classroom
7. Less remedial work

### ***General Homework Guidelines***

Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom. It is a formal and planned assignment given to an entire class. Homework is a natural extension of the school day and an important part of a child's educational process. This type of assignment is in addition to any make-up work or extra-help needed by an individual student. Vacations are not exempt from homework. Homework encourages self-discipline, pride in one's work, positive self-esteem, and an interest in learning. Homework reinforces the Saugus High School home/school connection and is aligned with the school's mission and expectations for student learning.

### **Time Allocations**

Time allocated to homework assignments shall include long-range assignments, as well as, nightly assignments in the week's total minutes. Students, particularly in honors and AP courses, are often assigned reading or long-term projects that require them to plan their time carefully so that they are not overwhelmed by deadlines. There are often occasions when students are required to work on long-term and short-term assignments at the same time. Students should be spending approximately the following time on homework per night per course.

Non-honor courses	20 – 30 minutes per night
Honor courses	40 - 50 minutes per night
AP courses	50 – 60 minutes per night

### ***Subjects Repeated for Academic Strength***

If a student is repeating a subject for strength (0 credit) in order to meet the prerequisite of a sequential subject, five additional major subjects receiving full credit must be elected.

### ***Course Changes***

Students should discuss the matter of choice of subjects with parents, counselors and teachers before making a decision. Students and parents may make course changes from March until June prior to summer vacation. Changes after June are the exception rather than the rule. This allows the administrative staff to set class size, teaching assignments, and finalize the master schedule.

### ***MCAS Remediation***

Based on the availability of staff, students in the Needs Improvement category or Failing category of the MCAS Examination will be scheduled to receive 2 periods of review and practice each week during the school year.

### ***Sequential Subjects***

In order to continue in sequential subjects, pupils must have received a passing grade in the preceding courses or pass a pre-requisite to qualify for placement.

### ***English***

1. All students must successfully pass 4 years of regular English in order to graduate. It is strongly recommended that students who fail English take advantage of summer school opportunities and maintain their position in their class.
2. English failed at the end of the freshman or sophomore year will necessitate either passing the course at an approved summer school with a grade of “75” or better, or repeat of the course. English failed at the end of the junior year may be made up at an appropriate summer school with a grade of “75” or may be taken concurrently with English 41 as room availability allows. If taken concurrently, junior status will be maintained until successful completion

### ***Social Studies***

Course selection should be as follows:

1. To meet the three year requirement for graduation, all students will take and pass US History I in grade 9 and continue with US History II in grade 10.
2. In grade 11, students will take World History II, which is presented as a continuation of World History I taught in grade 8.

### ***Science***

1. All freshmen are required to take and pass a Biology course for graduation.
2. All sophomores are required to take and pass Chemistry for graduation.
3. Students must also take either a full year of Physics or a ½ year along with a science elective for graduation.
4. Prerequisites for Science Courses must be carefully examined in the Course Description before election is made.

### ***Mathematics***

1. Students are required to complete 20 credits in sequential mathematics courses, which would include Algebra One, Geometry, Algebra Two, Integrated Math, and Pre-Calculus.
2. Students on Educational Proficiency Plans (EPP) are required to complete the Integrated Math for Proficiency course.
3. Students are expected to read over and examine all course prerequisites as stated in the Course Description before electing a mathematics subject.
4. Seniors are encouraged to take Personal Finance as a senior elective in mathematics.
5. For a student to stay in the CP2 sequence of classes, they must successfully complete the previous course with a grade of 70 or better and have a teacher recommendation.
6. For a student to stay in the Honors sequence of classes, they must successfully complete the previous course with a grade of 80 or better and have a teacher recommendation.
7. For a student to go up a level in a sequential course they must successfully complete the previous course with a grade of 90 or better and have a teacher recommendation.

### ***World Language***

1. All students are required to take a minimum of two years of one world language. A third year of the same world language is strongly recommended.
2. Students aspiring to a highly selective college are recommended to elect a fourth year.

### ***New Beginnings***

Students participating in the New Beginnings program will experience hands-on daily training with preschool aged children. In order to be in the lab portion of New Beginnings, students must pass Child Care 1 and Child Psychology.

### ***Technology Education***

Students are advised to examine the prerequisites as outlined in the Course Description before electing a Technology Education course.

### ***Fine Arts***

The courses offered in the Fine Arts Department are meant to enhance, broaden and enrich the student's background in visual and performing arts. Most classes will attempt to foster lifelong appreciation, understanding and interest. Students are required to explore the world of fine arts by taking a minimum of 2.5 credits in the fine arts area.

### ***Wellness***

All students must pass 10 credits of Wellness in four years. For the next four years students will be required to pass a combination of Physical Education, Health Education, and Wellness. Students not physically capable of handling this program must submit a written statement from a medical doctor in order to be excused. Medical excuses must be renewed yearly and presented with the approved Final Course Selection.

### ***Human Sexuality Curricula***

Parental/Guardian Notification Regarding Human Sexual Education and Human Sexuality Curricula

The Saugus Public School system has implemented a K-12 Comprehensive Health Education component with HIV/AIDS and human sexuality education programs occurring at the 9-12 grade level. Our School Committee has approved our curriculum to ensure the present and future health of our students.

If you wish to review the curriculum or remove your son/daughter from its instruction in part or whole, please contact the building principal to schedule an appointment.

## ***Courses To Be Passed For Graduation***

English	4 years
Mathematics	4 years*
Social Studies	3 years
Science	3 years
Wellness	4 years**
Fine Arts	1/2 year
World Language	2 years
Community Service	48 Hours

**\*Beginning with the Class of 2012**

**\*\*Beginning with the Class of 2013**

\*Please see Graduation Requirements Contract for specific course requirements. Some courses may not be available due to low student enrollment or faculty constraints.

### **Suggested Minimum Path**

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English	English
Social Studies	US History I	US History II	World History II	
Math	Algebra	Geometry	Algebra 2	MATH Elective
Science	Biology	Chemistry	Full year of Physics or ½ Physics and an elective	
Language	World Language	World Language		
Elective	Fine Art			
Elective				
Wellness	Wellness 1	Wellness 2	Wellness 3	Wellness 4

# 4-Year Credit/Course Projection Sheet

## Graduation Requirements Contract

Name: \_\_\_\_\_ Current Credits: \_\_\_\_\_ YOG: \_\_\_\_\_ Date: \_\_\_\_\_

English (4 years/20 credits)

English 1 \_\_\_\_\_ 5  
 English 2 \_\_\_\_\_ 5  
 English 3 \_\_\_\_\_ 5  
 English 4 \_\_\_\_\_ 5

Social Studies (3 years/15 credits)

U.S. History I \_\_\_\_\_ 5  
 U.S. History II \_\_\_\_\_ 5  
 World History II \_\_\_\_\_ 5

Math (4 years/20 credits)

Algebra \_\_\_\_\_ 5  
 Geometry \_\_\_\_\_ 5  
 Algebra 2 \_\_\_\_\_ 5  
 Integrated Math for Proficiency \_\_\_\_\_ 5 (EPP)

Science (3 years/15 credits)

Biology \_\_\_\_\_ 5  
 Chemistry \_\_\_\_\_ 5  
 Physics \_\_\_\_\_ 5  
 Or Conceptual Physics \_\_\_\_\_ and  
 Science Elective \_\_\_\_\_ 5

Wellness (4 years/10 credits)

Wellness 1 \_\_\_\_\_ 2.5  
 Wellness 2 \_\_\_\_\_ 2.5  
 Wellness 3 \_\_\_\_\_ 2.5  
 Wellness 4 \_\_\_\_\_ 2.5

Fine Arts (1/2 year/2.5 credits)

\_\_\_\_\_ 2.5

World Language (2 years/10 credits)

\_\_\_\_\_ 5  
 \_\_\_\_\_ 5

Total Course Requirements: 90 credits  
 Credits Needed to Graduate: 110 credits

Courses/Credits Needed to Graduate:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Community Service (48 HOURS)

FRESHMEN 12 HOURS \_\_\_\_\_  
 SOPHOMORE 12 HOURS \_\_\_\_\_  
 JUNIORS 12 HOURS \_\_\_\_\_  
 SENIORS 12 HOURS \_\_\_\_\_

MCAS

Math \_\_\_\_\_  
 ELA \_\_\_\_\_  
 Science \_\_\_\_\_

EPP: (circle) Math ELA

\*Student Signature: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*To Student: Your signature indicates that you are fully aware of the courses needed for your graduation and that you are completely responsible for fulfilling your requirements.



# English

**Jane Osgood ex. 2407**

## *Curriculum Specialist*

### *Reading Laboratory*

**Course # 004**

**5 Periods**

**2.5 Credits**

This course focuses on the development of reading comprehension and writing skills. Critical reading skills include distinguishing fact from opinion, drawing conclusions, making inferences, and forming opinions. Writing skills include how to write an effective essay and research paper and how to complete lab assignments. Also included in the course are vocabulary development and word analysis, plus work designed to improve oral reading ability. Course objectives include: improving reading comprehension skills; extending and expanding reading proficiency levels; developing vocabulary knowledge and usage; and promoting the joy and usefulness of reading.

This course will help students build up their fundamental ELA skills to ultimately improve MCAS and SAT scores. Enrollment in Reading Laboratory is based primarily on middle school teachers' recommendations. Further referrals are made by high school teachers. This course is highly recommended for any incoming 9th grade taking CP1 level courses.

### *English 10*

**Course # 010**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 9 students only. Students are recommended for and assigned to this course.*

This course is designed for students who need intensive individualized help in the skill areas of reading, vocabulary, writing, spelling, grammar and dictionary skills.

### *English 11 CPI*

**Course # 011**

**5 Periods**

**5 Credits**

*Prerequisite: Open to Grade 9 students with an average performance of 69 (D+) or lower in 8<sup>th</sup> grade. This course is designed for students requiring intensive specialized instruction in a small group setting.*

This course focuses on improving oral and written composition skills. Written composition will focus on sentence structure and paragraph writing, stressing composition terms and concepts. Oral and written composition skills will be related to the reading offerings, which will emphasize the novel as well as short story selections, modern drama, and poetry from the anthology, *Prentice Hall Literature, Penguin Edition for Massachusetts: Grade 9*. Vocabulary development will mainly be attained through reading context. Grammar instruction will be presented

as an integral part of the composition program. Study skills will be taught through classroom instruction and through the use of the library's resources. Analytical writing and the five paragraph essay are emphasized in preparation for the MCAS examination.

### ***English 12 CP 2***

#### **Course # 012**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Open to Grade 9 students who have maintained at least a 70 (C-) average in 8<sup>th</sup> grade and teacher recommendation.*

This course focuses on improving oral and written composition skills. Reading material will include assigned modern and classic novels, as well as short story, drama, and poetry selections from the anthology, *Prentice Hall Literature, Penguin Edition for Massachusetts: Grade 9*. Grammar is taught both functionally and formally. The functional or usage portion is regarded as an intrinsic part of the writing program. Study skills are taught through classroom instruction and through the use of the library's resources. Vocabulary is presented in conjunction with the reading program. All vocabulary work will help prepare students for the MCAS and SAT examinations. Analytical writing and the five paragraph essay are emphasized in preparation for the MCAS examination.

### ***English 13H***

#### **Course # 013**

#### **5 Periods**

#### **5 Credits**

*Prerequisites: Open to Grade 9 students who have maintained at least a 90 (A-) average in 8th grade and have demonstrated superior ability in reading skills, in achievement, and in motivation. Teacher recommendation is required.*

In this course emphasis is placed on written composition in a variety of types: critiques, essays, narratives, expositions and exercises practicing techniques involved in writing research papers. Study skills, critical thinking skills, and library/research skills are fundamental to this course.

Reading materials cover both modern and classic selections in a wide range of genres, including selections from the anthology, *Prentice Hall Literature, Penguin Edition for Massachusetts: Grade 9*. Critical thinking and inferring skills are stressed among the reading comprehension skills. Standard literary terminology is included as a basis for interpreting literature: e.g., theme, tone, symbolism, figurative language, etc. Reading beyond classroom assignments is encouraged.

Vocabulary is an important component of this course and is taught in context with the reading assignments.

Grammar is taught both formally and functionally. The functional or usage portion is regarded as an intrinsic part of the writing program. The standard five paragraph essay is an essential component in preparing the students for the MCAS Long Composition.

### ***English 20***

#### **Course # 020**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Open to Grade 10 students only. Students are recommended for and assigned to this course.*

The course is designed for students who need intensive individualized help in the skill areas of reading, vocabulary, writing, spelling, grammar and dictionary skills.

### ***English 21CP 1***

#### **Course #021**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Open to Grade 10 students.*

This course is planned to improve the student's ability in oral and written communication through an exchange of ideas stemming from assigned readings. Assigned literary works explore the four basic genres: non-fiction, fiction, drama, and poetry, including and/or in addition to selections from the anthology, *Prentice Hall Literature, Penguin Edition for Massachusetts, Grade 10*. Emphasis is placed on motivating students to learn through reading. Listening and speaking skills are addressed. Grammar is presented on a functional basis and is taught primarily in relation to the writing program. Analytical writing and the five paragraph essay are reviewed in preparation for the MCAS Examination.

### ***English 22 CP 2***

#### **Course # 022**

#### **5 Periods**

#### **5 Credits**

*Prerequisites: Open to Grade 10 students with at least a 70 average in English 12 or at least a 90 average in English 11 and teacher recommendation.*

This course addresses all four genres; fiction, non-fiction, poetry and drama. Readings include works by a variety of writers with selections drawn from authors such as Shakespeare, Fitzgerald, Golding, Lee, Wharton, Houston, and Bradbury. Selections are also assigned from the anthology, *Prentice Hall Literature, Penguin Edition for Massachusetts, Grade 10*. Provision is made for a wide choice of outside readings to supplement the compulsory offerings. The careful study of functional grammar, structure, usage, punctuation, and vocabulary is offered in order to provide for successful experiences in written and oral composition. Expository writing is emphasized; analytical writing and the five paragraph essay are reviewed in preparation for the MCAS Examination.

### ***English 23H***

#### **Course # 023**

#### **5 Periods**

#### **5 Credits**

*Prerequisites: Open to Grade 10 students with at least an 80 average in English 13H or at least a 90 average in English 12 and teacher recommendation.*

This course has been designed for the student who has demonstrated a strong aptitude and interest in English language arts. All four genres; fiction, non-fiction, poetry and drama are addressed. through assigned novels and selections from the anthology, *Prentice Hall Literature, Penguin Edition for Massachusetts: Grade 10*. Succinct, targeted writing and the five paragraph essay are practiced in preparation for the MCAS Examination. A premium is placed on intensive class discussion. In addition, creative writing, narrative writing, and poetic expression are emphasized. Provision is made for a wide choice of outside readings to supplement the compulsory offerings.

### ***English 30***

#### **Course # 030**

#### **5 Periods**

#### **5 Credits**

*Prerequisites: Open to Grade 11 students only. Students are recommended for and assigned to this course.*

The course is designed for students who need intensive individualized help in the skill areas of reading, vocabulary, writing, spelling, grammar and dictionary skills with additional emphasis on verbal and written expression.

### ***English 31 CPI***

#### **Course # 031**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Open to Grade 11 students.*

This course will further develop those skills taught in English 21(see course description). Reading selections will stress American literature as well as an intensive study of *Hamlet* and the Shakespearean tradition. Vocabulary studies will be related to students' reading in literature. A variety of writing will be based on the students' personal

experiences, on ideas encountered in their reading, and on issues observed in current affairs. A research project is mandatory during junior year.

### ***English 32 CP 2***

#### **Course # 032**

#### **5 Periods**

#### **5 Credits**

*Prerequisites: Open to Grade 11 students with at least a 70 average in English 22 or a 90 average in English 21 and teacher recommendation.*

This course offers a survey of readings from American literature as well as an intensive study of *Hamlet* and the Shakespearean tradition. Exercises in vocabulary building are continued through the reading assignments. Grammar is taught both functionally and formally, especially in preparation for the SAT Test.

A research paper makes use of the basic skills taught in English 22 and goes on to include the research form, integration of quotations, argumentation, effective development, critical study, proper citation and overall organization.

### ***English 33H***

#### **Course # 033**

#### **5 Periods**

#### **5 Credits**

*Prerequisites: Open to Grade 11 students with at least an 80 average in English 23H or a 90 average in English 22 and teacher recommendation.*

English 33H is designed for those students who have achieved satisfactory progress in English 23 and those who have demonstrated outstanding ability in English 22. The main stress will be a study of American literature from 1620 to the present, as well as an intensive study of *Hamlet* and the Shakespearean tradition. Special attention will be paid to the shifting base of literary thought and literary style as they reflect a shift in basic American thought.

Composition work will stress critical essays. Special consideration will be given to arrangement and development of ideas and transition between paragraphs.

In grammar, the basic rules will be discussed individually with students who demonstrate weakness in a given area. Additional concepts such as parallelism and faulty reference will be taught to the class as a whole.

Vocabulary study in English 33 will stress word building through use of common prefixes, roots and suffixes. Special attention is given to the preparation of students for the SAT Test.

### ***English 40***

#### **Course # 040**

#### **5 Periods**

#### **5 Credits**

*Prerequisites: Grade 12 students only. Students are recommended for and assigned to this course.*

The course is designed for students who need intensive individualized help in the skill areas of reading, vocabulary, writing, spelling, grammar and dictionary skills with emphasis on consumer related reading and writing skills.

### ***English 41 CP 1***

#### **Course # 041**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Open to Grade 12 students.*

This course will be literature based to include intensive, individualized help with reading, writing and a research assignment. In addition, there will be practice in spelling, punctuation and grammar usage. This course will also include selected readings in world literature as well as an in depth study of Shakespeare's *Macbeth* and the Shakespearean tradition.

Work dealing with student compositions is designed to facilitate the college application process and resume building. The completion of a Senior Portfolio reflective of each student's coursework is a course requirement.

## ***English 42 CP 2***

**Course # 042**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 12 students with at least a 70 average in English 32 or a 90 average in English 31 and teacher recommendation.*

This course includes selected readings in world literature as well as an intensive study of *Macbeth*. Work is continued in short stories and poetry. There is guided reading in a variety of modern novels. Reading and writing experiences are planned to give students an opportunity to improve their powers of logical reasoning and their skill in critical analysis of what they read. Sources, themes, essays and argumentative composition are stressed. SAT materials are reviewed in the early part of the senior year. There is a focus on the college application process and resume building. The completion of a Senior Portfolio reflective of each student's coursework is a course requirement.

## ***English 43H***

**Course # 043**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 12 students with at least an 80 average in English 33H or a 90 average in English 32 and teacher recommendation.*

The study of literature will stress literary forms and the devices by which an author achieves preeminence in his craft. The majority of the reading selections will be from world literature, with an emphasis on English authors.

Composition will deal with the work as a whole: the meshing of vocabulary and development of ideas to achieve a particular end. Topics chosen for composition will give the students the greatest possible latitude for creative self-expression and critical evaluation. A number of critical essays and research projects will be issued in conjunction with the study of literature. Grammar will be reviewed as needed. The study of two Shakespearean plays, including *Macbeth* and continued study of the Shakespearean tradition will also be included. The college application process and resume building will be addressed in the early part of the year. The completion of a Senior Portfolio reflective of each student's coursework is a course requirement.

## ***AP English***

**Course # 045**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 12 students with at least an 80 average in English 33H and a recommendation from their previous teacher. They must also have demonstrated outstanding writing ability and organizational skills in previous honors courses.*

The Advanced Placement course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide meaning and pleasure for their readers. Students will consider a work's structure, style and themes as well as the use of figurative language, imagery, symbolism, and tone. Emphasis will be given to the development of skill in treating abstract concepts and to the honing of the students' composition skills. Resume building and the college application process will be addressed in the early part of the year. Students enrolled in the course will take the AP English Literature and Composition Exam in May. The completion of a Senior Portfolio reflective of each student's coursework is a course requirement.

## ***Film Studies***

**Course # 051**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all students in grades 10-12.*

This half-year course will allow students to view 12-15 major motion films that deal with life issues. Some outstanding classics as well as modern movies that are especially appropriate for family, teens, and adult audiences will be studied and critically analyzed for the telling of the story. Students should come to understand the genre as another means of learning.

### ***Studies in Mystery and Horror***

**Course # 052**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all students.*

This half-year course allows students to study this genre through an analysis of specific literary works, films, and self-generated materials. Students will be able to explore the key elements of suspense, psychological fear and the macabre.

### ***Shakespearean Drama***

**Course # 053**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all students.*

This course will involve an in depth study of one Shakespearean comedy, one history, and one tragedy which is not already part of the high school curriculum. Coursework will include class discussion, analysis of the themes, characterization, and poetic devices in the plays, as well as essays on the plays themselves or relevant background material.

### ***The History and Elements of Film***

**Course # 054**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all students.*

This half-year course will allow students to study the mechanics behind analyzing film, by considering how films are put together. The course will also study the evolution of film from the silent era up to the present day. Several classic and modern films will be viewed and discussed as examples. This course will be designed to allow students to view and discuss films critically with a historical perspective.

### ***The Writer's Workshop***

**Course # 064**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This course offering will be tailored to respond to the needs, goals, and abilities of those enrolled to stress creative writing techniques for some students, essay writing for others. Students interested in creative writing will learn about the skills involved in writing short stories, plays, poems, and essays. The effective use of plot development, characterization, details, dialogue, imagery, rhythm, and other stylistic techniques will be covered. Students interested in essay writing can focus on the writing process and formatting. Based on a recent survey of Saugus graduates, the short essay makes up the bulk of college writing today. With this in mind, students may elect to work on that format or the more traditional research paper. Students may choose to take the course for honors credit at the time of registration. It should be understood that this commitment requires a student to comply with weekly assignments to be done outside the classroom.

## ***Communications Workshop***

**Course # 065**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This half-year course is designed to help students develop and strengthen the skills of speaking, listening, and writing. Students will acquire skills necessary for successful job interviews, public presentations and appropriate electronic communication. Students will improve these skills by preparing and delivering a variety of speeches and presentations for different audiences and purposes, participating in small group and panel discussions, and evaluating professional speeches and those of their peers.

## ***Journalism 1***

**Course # 091**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all grade 9 students with English teacher recommendation.*

Class activities will consist of preparing news stories, feature activities, editorials, graphic displays and photographs for a monthly newsletter.

## ***Journalism 2, 3, 4***

**Course # 092, 093, 094**

**5 Periods**

**5 Credits**

*Prerequisite, CP 2 Credit: English teacher recommendation.*

Students in this course will prepare news stories, features, editorials, graphics, and photographs for a weekly page in the local newspaper, *The Saugus Advertiser*, and for the school's website newspaper. In addition, they will independently maintain a writing portfolio on a weekly basis and a journal on a daily basis. Students are expected to be self-motivated and to work both independently and collaboratively in this workshop environment.

*Prerequisite for Honors Credit:*

*English CP 2 students: a minimum yearly average of 86 and English teacher recommendation*

*Honors English students: a minimum yearly average of 80 and English teacher recommendation*

Students in this course will prepare news stories, features, editorials, graphics, and photographs for a weekly page in the local newspaper, *The Saugus Advertiser*, and for the school's website newspaper. Students' writing is expected to be insightful, mechanically sound, extensively developed, and supported by a variety of sources. Students are expected to assume additional writing responsibilities as directed, such as editing. In addition to writing for publication, they will independently maintain an extensive writing portfolio on a weekly basis and a daily journal that analyzes professionally written articles and classmates' articles, and also reflects on events occurring personally, school wide, locally, nationally and internationally. Students are expected to be self-motivated, to work both independently and collaboratively, and to take leadership roles as directed in this workshop environment.



# Social Studies

**Carol Wagner ex. 1121**

*Curriculum Specialist*

***United States History I (1763-1877)***

**Course #110**

**5 Periods**

**5 Credits**

*Prerequisite: Grade 9 students are recommended and assigned to this course.. This course is designed for students requiring intensive specialized instruction in a small group setting.*

In U.S. History I students examine the historical and intellectual origins of the United States during the Revolution and Constitutional eras. Students study the basic framework of American democracy and the basic concepts of American government, as well as America's westward expansion, the establishment of political parties, economic and social change, sectional conflict, and the Civil War, and Reconstruction. The reading of primary source documents is a key feature of the two-year set of U.S. History standards. This course expands the Grade 5 curriculum. Curriculum at that grade level gives students their first concentrated study of the formative years of U.S. History.

***United States History I (1763-1877) CP 1***

**Course #111**

**5 Periods**

**5 Credits**

*Prerequisite: Grade 9 students with an average of 69 (D+) or lower in grade 8 and teacher recommendation.*

In U.S. History I students examine the historical and intellectual origins of the United States during the Revolution and Constitutional eras. Students study the basic framework of American democracy and the basic concepts of American government, as well as America's westward expansion, the establishment of political parties, economic and social change, sectional conflict, and the Civil War, and Reconstruction. The reading of primary source documents is a key feature of the two-year set of U.S. History standards. This course expands the Grade 5 curriculum. Curriculum at that grade level gives students their first concentrated study of the formative years of U.S. History.

***United States History I (1763-1877) CP 2***

**Course #112**

**5 Periods**

**5 Credits**

*Prerequisite: Grade 9 students with an average at least 70 (C-) in grade 8 and teacher recommendation.*

In U.S. History I students examine the historical and intellectual origins of the United States during the Revolution and Constitutional eras. Students study the basic framework of American democracy and the basic

concepts of American government, as well as America's westward expansion, the establishment of political parties, economic and social change, sectional conflict, and the Civil War, and Reconstruction. The reading of primary source documents is a key feature of the two year set of U.S. History standards. This course expands the Grade 5 curriculum. Curriculum at that grade level gives students their first concentrated study of the formative years of U.S. History.

### ***United States History I (1763-1877) Honors***

#### **Course #113**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Grade 9 students with an average of at least 90 (A-) in grade 8 and teacher recommendation.*

*Students should be able to demonstrate high achievement, effort, and interest in social studies and language arts.*

In U.S. History I Honors students examine, in depth, the historical and intellectual origins of the United States during the Revolution and Constitutional eras. Students study the basic framework of American democracy and the basic concepts of American government, as well as America's westward expansion, the establishment of political parties, economic and social change, sectional conflict, and the Civil War, and Reconstruction. The reading of primary source documents is a key feature of the two-year set of U.S. History standards. This course expands the Grade 5 curriculum. Curriculum at that grade level gives students their first concentrated study of the formative years of U.S. History.

### ***United States History II (1788 - Present)***

#### **Course #120**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Grade 10 students are recommended and assigned to this course. This course is designed for students requiring intensive specialized instruction in a small group setting.*

In U.S. History II students analyze the causes and consequences of the Industrial Revolution and America's growing role in international relations. Students study the goals and accomplishments of the Progressive movement and the New Deal. Students also learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of World War II for American life. Finally students study the causes and course of the Cold War, important economic and political changes during the Cold War, such as the Civil Rights movement, and recent events and trends that have shaped modern-day America. The reading of primary source documents is a key feature of the two-year set of U.S. History standards.

### ***United States History II (1788-Present) CP 1***

#### **Course #121**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Grade 10 students with an average of 69 or lower in United States History I and teacher recommendation.*

In U.S. History II students analyze the causes and consequences of the Industrial Revolution and America's growing role in international relations. Students study the goals and accomplishments of the Progressive movement and the New Deal. Students also learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of World War II for American life. Finally students study the causes and course of the Cold War, important economic and political changes during the Cold War, such as the Civil Rights movement, and recent events and trends that have shaped modern-day America. The reading of primary source documents is a key feature of the two-year set of U.S. History standards.

## ***United States History II (1877-Present) CP 2***

### **Course #122**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Grade 10 students with an average of at least 70 in United States History I CP2 (112) and teacher recommendation.*

In U.S. History II students analyze the causes and consequences of the Industrial Revolution and America's growing role in international relations. Students study the goals and accomplishments of the Progressive movement and the New Deal. Students also learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of World War II for American life. Finally students study the causes and course of the Cold War, important economic and political changes during the Cold War, such as the Civil Rights movement, and recent events and trends that have shaped modern-day America. The reading of primary source documents is a key feature of the two-year set of U.S. History standards.

## ***United States History II (1877-Present) Honors***

### **Course #123**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Grade 10 students with an average of at least 80 in United States History I Honors (113) or 90 in CP2 (112) and teacher recommendation. Students should be able to demonstrate high achievement, effort, and interest in social studies and language arts.*

In U.S. History II students analyze, in depth, the causes and consequences of the Industrial Revolution and America's growing role in international relations. Students study the goals and accomplishments of the Progressive movement and the New Deal. Students also learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of World War II for American life. Finally students study the causes and course of the Cold War, important economic and political changes during the Cold War, such as the Civil Rights movement, and recent events and trends that have shaped modern-day America. The reading of primary source documents is a key feature of the two-year set of U.S. History standards.

## ***AP United States History***

### **Course #134**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Open to Grade 10 students with an average of 80 in United States History I Honors (113) and have received a teacher recommendation. Students will be able to demonstrate outstanding writing ability and organizational skills.*

The AP course in U.S. History is designed to provide students with analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The textbooks will be supplemented by readings in the form of documents, essays, and books on special themes. Students will be expected to take notes from printed materials and lectures or discussions, write essay examinations and write analytical and research papers with clarity and precision. Summer reading is required.

This course is open to highly motivated students who are willing to meet the level of effort and performance necessary to be prepared for the AP examination, which will be given in the spring.

## ***World History II (1500-Present)***

### **Course #130**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Grade 11 students are recommended and assigned to this course. This course is designed for students requiring intensive specialized instruction in a small group setting.*

In World History II students study the rise of the nation state in Europe and the economic and political roots of the modern world, including the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and European imperialism in Africa, Asia, and South America. They also examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, the Russian and Chinese revolutions, the rise of nationalism, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. This course is a continuation of Ancient/Classical Civilizations in Grade 7 and World History I in Grade 8.

### ***World History II (1500-Present) CP 1***

#### **Course #131**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Grade 11 students with an average of 69 or lower in United States History II and teacher recommendation..*

In World History II students study the rise of the nation state in Europe and the economic and political roots of the modern world, including the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and European imperialism in Africa, Asia, and South America. They also examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, the Russian and Chinese revolutions, the rise of nationalism, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. This course is a continuation of Ancient/Classical Civilizations in Grade 7 and World History I in Grade 8.

### ***World History II (1500-Present) CP 2***

#### **Course #132**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Grade 11 students with an average of at least 70 in United States History II CP2 (122) and teacher recommendation.*

In World History II students study the rise of the nation state in Europe and the economic and political roots of the modern world, including the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and European imperialism in Africa, Asia, and South America. They also examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, the Russian and Chinese revolutions, the rise of nationalism, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. This course is a continuation of Ancient/Classical Civilizations in Grade 7 and World History I in Grade 8.

### ***World History II (1500-Present) Honors***

#### **Course #133**

#### **5 Periods**

#### **5 Credits**

*Prerequisite: Grade 11 students with an average of at least 80 in United States History II Honors (123) or 90 in CP2 (122) and teacher recommendation. Students should be able to demonstrate high achievement, effort, and interest in social studies and language arts.*

In World History II students study, in depth, the rise of the nation state in Europe and the economic and political roots of the modern world, including the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and European imperialism in Africa, Asia, and South America. They also examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, the Russian and Chinese revolutions, the rise of nationalism, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. This course is a continuation of Ancient/Classical Civilizations in Grade 7 and World History I in Grade 8.

## ***AP World History***

**Course # 135**

**5 Periods**

**5 Credits**

*Prerequisite: Open to students in Grades 11 or 12 with an average of 80 in United States History II Honors (123), or World History II Honors (133) and have received a teacher recommendation. Students will be able to demonstrate outstanding writing ability and organizational skills.*

The AP course in World History is designed to provide students with analytic skills and factual knowledge necessary to deal critically with the problems and materials in World History. The textbooks will be supplemented by readings in the form of documents, essays, and books on special themes. Students will be expected to take notes from printed materials and lectures or discussions, write essay examinations and write analytical and research papers with clarity and precision. Summer reading is required.

This course is open to highly motivated students who are willing to meet the level of effort and performance necessary to be prepared for the AP examination, which will be given in the spring.

## **Social Studies Electives**

### ***Sociology***

**Course #142**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in Grades 11 and 12 and teacher recommendation.*

This course presents a framework of understanding today's society. This course begins with an analysis of man in the environment of his culture and his society. Particular emphasis is given to the culture concepts. Further study is given on the effect of culture in shaping the personality. This concept is the key to understanding not only other people but also ourselves. This course gives attention to particular institutions and social problems—dating, family, marriage, divorce, and juvenile delinquency.

### ***Contemporary Citizen***

**Course #143**

**5 Periods**

**5 Credits**

*Prerequisite: Open to students in Grade 11 or 12 who have an average of at least 80 in a previous history course*

This course is open to all students who desire to become informed citizens capable of obtaining and acting upon civic understanding and information. This course is strongly recommended to those students seeking careers in law, law enforcement, political science, public administration, and journalism.

### ***History of the U.S. through Film***

**Course # 146**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in grade 11 and 12 and teacher recommendation.*

Students will examine the history of the United States by viewing a variety of motion pictures and documentaries. Beginning with the French and Indian War (Last of the Mohican) and continuing through some of the United States most intriguing moments, students will be exposed to history through a medium in which they are comfortable. Students will also be exposed to a variety of different styles of filmmaking and will be asked to judge the historical accuracy of the films and to look for biases in the films.

## ***Teaching History through Graphic Novels Honors***

**Course # 153**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in Grade 11 or 12 who have an average of at least 80 in a previous Honors history course or a 90 in a previous CP2 history course and teacher recommendation.*

The course objective is to teach various periods of twentieth century history using graphic novels, pieces of literature that illuminate historical periods using a different medium. The use of graphic novels will allow students to witness history from a literary and personal perspective often lacking in traditional history courses. Periods studied will be the Iranian Revolution of 1979 and the development of Islamic fundamentalism, the genocides of the Holocaust, the Balkan crisis, the Arab/Israel conflict, and the Cold War. Supplemental materials, such as lecture, films, and primary sources will be used to provide historical context for the historical period being studied. Novels may include the following: MAUS, Persepolis, The Watchmen, Palestine, and Safe Area: Gorazde.

## ***Contemporary Law***

**Course # 154**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in Grade 11 or 12 and teacher recommendation.*

This course provides the student with a sampling of the law such as contracts, torts, domestic relations, criminal law, and constitutional law. Whenever possible, the case law method of teaching is used, as it would be in a law school. In addition, students may have an opportunity to take part in the Massachusetts Bar Assoc. statewide mock trial competition.

## ***Introduction to Psychology Honors***

**Course #160**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to highly motivated students in Grade 10, 11, or 12 who have maintained at least an 80 in a previous Honors history or a 90 in a previous CP2 history course and teacher recommendation. This is a prerequisite for students interested in taking AP Psychology (165).*

This course is an introduction to the human mind and behavior. Students learn the language and methodology of psychology. They will discuss the history and development of modern psychological thought and theories; human physiology, particularly of the brain; conditioning and the learning process; stages of development, including the ideas of Freud and other key figures; what happens during sleep and other states of consciousness; familial and social relationships, including the long-term effects of child abuse; abnormal and aberrant behavior including alcoholism and drug addiction and personalities; psychology and the law; and a variety of related topics.

## ***Child Psychology***

**Course #161**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in grade 10, 11 and 12 and teacher recommendation.*

After a brief prologue on the history and methods of modern psychology, students study early childhood development through the works of the masters in the field, from Jean Piaget to Jerome Kagan of Harvard. The course will emphasize practical applications of child psychology by studying the different stages of child development. Students will read about and discuss best practices in childcare, and how and why they work. Students will define and examine child abuse, its consequences, and how to prevent it. Course materials will draw from books, scholarly journals and newspapers; movies and television shows; and whenever possible, practical experiences.

## ***Abnormal Psychology***

### **Course #162**

#### **5 Periods**

#### **2.5 Credits**

*Prerequisite:* Open to students in grade 11 and 12 and teacher recommendation.

After a brief prologue on the history and methods of modern psychology, students will examine what happens when our brains malfunction from emotional and/or physical causes. Students will cover topics ranging from depression to schizophrenia, and a wide variety of treatments ranging from psychotherapy to pharmaceuticals. Students will investigate important issues like the controversy over genetic vs. environment causes of psychiatric disorders. They will debate and discuss drug and alcohol misuse, the short-and long-term effects of child abuse, mental illness among the homeless, and other important issues of our times. Course materials will be drawn from books, scholarly journals and newspapers; movies and television shows; and whenever possible, personal experiences.

## ***AP Psychology***

### **Course #165**

#### **5 Periods**

#### **5 Credits**

*Prerequisite:* Open to students who have maintained an average of 80 in Introduction to Psychology Honors (160) and received a teacher recommendation. A course in Statistics is not required but is highly recommended.

The AP course in Psychology introduces students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, phenomena associated with each of the major sub fields within psychology. Students will also learn about the methods psychologists use in their science and practice.

This course is open to highly motivated students who are willing to meet the level of effort and performance necessary to be prepared for the AP examination, which will be given in the spring.

## ***The American Conspiracy Honors***

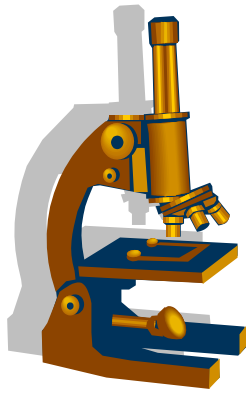
### **Course # 166**

#### **5 Periods**

#### **2.5 Credits**

*Prerequisite:* Open to students in Grade 11 or 12 who have an average of at least 80 in a previous Honors history course or a 90 in a previous CP2 history course and teacher recommendation.

Students in this honors course will learn the skill of investigative historical study and apply those skills to conspiracy theories in American history. As part of this course, students will be exposed to how historiography has influenced and, in many cases, given credibility to these theories. Students will use a combination of primary and secondary sources to analyze the events of several American conspiracies including the Masonic foundation of American democracy, the assassination of Presidents Lincoln and Kennedy, and the attacks of September 11<sup>th</sup>.



# Science

**Frank Woods, ex. 1122**

## *Curriculum Specialist*

### ***Biology***

**Course # 210**

**5 Periods**

**5 Credits**

*Prerequisites: Students are recommended and assigned for this course.*

This is a first year science course that introduces concepts fundamental to an understanding of science, and introduces biology as a particular branch of science. The course develops an understanding of the biology strands following the Massachusetts curriculum frameworks.

### ***Biology CP 1***

**Course # 211**

**5 Periods**

**5 Credits**

*Prerequisites: Open to All students*

This is a first year science course that introduces concepts fundamental to an understanding of science, and introduces biology as a particular branch of science. The course develops an understanding of the biology strands following the Massachusetts curriculum frameworks.

### ***Biology CP 2***

**Course # 212**

**5 Periods**

**5 Credits**

*Prerequisites: Open to grade 9 with a B + to C in grade 8 science and teacher recommendation.*

The life sciences investigate the diversity, complexity, and interconnectedness of life on earth. This course stresses the basic unity of life from the simplest cell to man. The learning strands include: The Chemistry of Life, Structure and Function of Cells, Genetics, Human Anatomy and Physiology, Evolution and Biodiversity and Ecology. Students participate in laboratories in all of the above topics.

## ***Biology H***

**Course # 213**

**5 Periods**

**5 Credits**

*Prerequisites: Open to grade 9 students with an A- or better in grade 8 science and a B- or better in Algebra I Honors (grade 8) and teacher recommendation.*

The course and laboratory component are designed to provide a survey of biological principles for students who are interested in the subject and have demonstrated high motivation. Students will explore various topics that include: The Chemistry of Life, Structure and Function of Cells, Genetics, Human Anatomy and Physiology, evolution and Biodiversity and Ecology. The ability to work independently and deal with abstract concepts is expected.

## ***Success in Biology***

**Course # 200**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of grade 9 Biology, and a failure to pass the MCAS Biology Exam.*

This single-semester course is a review of Biology topics included on the MCAS Biology test for those students whose original performance on the examination was below the required score for passing. Included in the course will be a review of scientific methods, the characteristics of life, cellular organization, the flow of energy and nutrients in ecosystems, photosynthesis and cellular respiration, genetics, evolution, diversity of life and systems of the body. Practice with actual MCAS questions and instruction in the best approach to standardized test-taking will be employed to improve performance on the MCAS Biology retest.

## ***Chemistry***

**Course # 220**

**5 Periods**

**5 Credits**

*Prerequisites: Students are recommended and assigned for this course.*

This is the second year science course. Students will explore the relationship of Chemistry to many of today's medical and ecological issues. They will apply basic chemical knowledge of the structure of matter and energy relationships to the problems of living in a modern, technical society. The learning strands include: Properties of matter, Atomic structure, Periodicity, Chemical Bonding, Chemical reactions and stoichiometry, Gases and Kinetic Molecular theory, Solutions, Acids and Bases, Equilibrium and Kinetics, Thermo chemistry, and Oxidation-Reduction and Electrochemistry.

## ***Chemistry CP 1***

**Course # 221**

**5 Periods**

**5 Credits**

*Prerequisites: Open to students in Grades 10, 11, 12 with successful completion of Biology and teacher recommendation.*

This is the second year science course. Students will explore the relationship of Chemistry to many of today's medical and ecological issues. They will apply basic chemical knowledge of the structure of matter and energy relationships to the problems of living in a modern, technical society. The learning strands include: Properties of matter, Atomic structure, Periodicity, Chemical Bonding, Chemical reactions and stoichiometry, Gases and Kinetic Molecular theory, Solutions, Acids and Bases, Equilibrium and Kinetics, Thermo chemistry, and Oxidation-Reduction and Electrochemistry.

## ***Chemistry CP 2***

**Course # 222**

**5 Periods**

**5 Credits**

*Prerequisites: 70 or better in Algebra I and 70 or better in Biology 212 or 90 or better in Biology 211 and teacher recommendation.*

In this fast paced course, students will explore the relationship of Chemistry to many of today's medical and ecological issues. They will apply basic chemical knowledge of the structure of matter and energy relationships to the problems of living in a modern, technical society. The learning strands include: Properties of matter, Atomic structure, Periodicity, Chemical Bonding, Chemical reactions and stoichiometry, Gases and Kinetic Molecular theory, Solutions, Acids and Bases, Equilibrium and Kinetics, Thermo chemistry, and Oxidation-Reduction and Electrochemistry.

## ***Chemistry H***

**Course # 223**

**5 Periods**

**5 Credits**

*Prerequisites: 80 average or better in Geometry H, Algebra II (concurrently) and 80 or better in Biology 213 or better in Biology 212 and teacher recommendation.*

This is an advanced course, which is organized around a central theme: the properties of matter are a consequence of its chemical structure. A balanced approach is presented in combining chemical theories and concepts with quantitative problems. Students will find this material challenging and will be encouraged to think independently throughout the course. Topics of study include scientific laboratory writing skills, factor-label method to problem solving, formula and equation writing, stoichiometry and the mole, atomic and molecular structure, periodicity of periodic table, gas laws, thermodynamics, equilibrium and acid/base chemistry, redox reactions, and chemical rates.

## ***Conceptual Physics CP 1***

**Course # 231**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry and teacher recommendation.*

This course is a half-year elective course offered to students in their junior and senior year. Students will explore the relationship of Physics to many of today's current topics. They will apply basic principles of the physical world to study learning strands that include force and motion, conservation of energy and momentum, heat and heat transfer.

## ***Physics CP 2***

**Course # 232**

**5 Periods**

**5 Credits**

*Prerequisites: 70 average or better in Algebra I and Geometry and a 70 average or better in Chemistry 222 or a 90 average or better in Chemistry 221 and teacher recommendation.*

This course and laboratory component provides students with a working knowledge of the physical world. Students will use the most modern technology available to develop concepts and improve problem-solving skills. This course can serve as an important component of college preparatory study. The learning strands are motion and forces, conservation of energy and momentum, heat and heat transfer, waves, electromagnetism and electromagnetic radiation.

## ***Physics H***

**Course # 233**

**5 Periods**

**5 Credits**

*Prerequisites: 80 average or better in Chemistry 223 or 90 or better in Chemistry 222 and concurrently taking Pre-calculus and teacher recommendation.*

This rigorous first year course for students who require a solid foundation in the fundamentals of Physics and may wish to elect AP Physics the following year. An ability to deal with the abstracts and reason mathematically is essential to success. Measurement, Unitary Analysis, Laws of Motion, Gravitation, Free-fall and Projectile Motion, Electricity and Optics are covered.

## ***AP Physics***

**Course # 235**

**5 Periods**

**5 Credits**

*Prerequisites: 80 or better in Physics H, 80 or better in Pre-calculus H and recommendation of previous Physics teacher.*

This is the second year of a physics course, which covers the following topics: Circular Motion, Statics, Thermodynamics, Electric Fields Vibrations and Waves, Optical Theory, Relativity, and Atomic Physics. Mathematical modeling and laboratory investigations are an integral part of this first year college physics course. Students who work successfully in this course are required to take the Advanced Placement examination in Physics.

## ***Physiology H***

**Course # 243**

**5 Periods**

**5 Credits**

*Prerequisites: 90 Average or better in Biology 212 and a 90 Average or better in Chemistry 222 or 80 average or better in Biology 213 and an 80 average or better in Chemistry 223 and recommendation of previous Biology teacher.*

The course and laboratory component is designed for students who wish to understand the anatomy and physiology of the human body. This course emphasizes the important relationships between structure and function, integrating the seven levels of organization and their characteristics.

## ***AP Biology***

**Course # 245**

**5 Periods**

**5 Credits**

*Prerequisites: 80 or better in Biology 213, 80 or better in Physiology H (recommended) and recommendation of previous Biology teacher.*

This course and laboratory component provide for study at the most advanced conceptual level. In addition to the regular class work, students will design and execute an original research investigation independent of class time. The topics of the course are molecules and cells, heredity and evolution, organisms and populations, structure and function of plants and animals and ecology. Students who work successfully in this course are required to take the Advanced Placement Examination in Biology.

## ***AP Biology Lab***

**Course # 246**

**5 Periods**

**2.5 Credits**

*Prerequisites: Must be taken in conjunction with AP Biology 245.*

This laboratory component accompanies AP Biology and provides for laboratory and experimental study at the most advanced conceptual level.

## ***AP Chemistry***

**Course # 255**

**5 Periods**

**5 Credits**

*Prerequisites: Grade of 80 in Chemistry H, 80 or better in 2 years of college Mathematics, and 1 year of Physics (recommended). Open to students in grades 11 or 12 with recommendation of previous Chemistry teacher.*

Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Therefore, it is based on a predetermined, fast paced, syllabus.

Topics include concepts in physical chemistry, organic chemistry, structure of matter, chemical bonding, equilibrium, acid-base theory, and an extensive laboratory program.

Students taking this class are expected to work at a fast pace and exhibit good laboratory and organizational skills as well as effective study habits. Students who work successfully in this course are required to take the Advanced Placement examination in Chemistry.

## ***AP Chemistry Lab***

**Course # 256**

**5 Periods**

**2.5 Credits**

*Prerequisites: Must be taken in conjunction with AP Chemistry 255.*

This laboratory component accompanies AP Chemistry and provides for laboratory and experimental study at the most advanced conceptual level.

## ***Environmental Science***

**Course # 270**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry.*

This course is a half-year introductory elective course offered to students in their junior and senior year. The course will survey basic aspects of environmental studies including the concepts such as; pollution, population growth, availability of resources, and competition. Specific attention will be paid to interaction between various organisms and their unique environment. Students will participate in laboratories in many of the included concepts.

## ***Astronomy***

**Course # 271**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry.*

This half-year introductory elective course will explore space phenomena such as massive black holes, explosive supernovas, alien life killer asteroids and many basic objects that make-up our universe. Students will become fluent in star and constellation identification.

## ***Oceanography***

**Course # 272**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry.*

This half-year introductory elective course will dive into concepts of oceanography such as the history of the science, origins of the oceans, marine ecology and biology, and the significance of the oceans to our global ecosystem.



# Mathematics

**Michael Hashem ex. 1113**

*Curriculum Specialist*

*Algebra 1*

**Course# 310**

**5 Credits**

*Prerequisites: Students are recommended and assigned to this course.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra One class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of algebra algorithms. This course is designed for students that require intensive individualized help in mastering basic mathematical facts and operations, with an emphasis on mathematical applications. This Algebra 1 course develops a strong foundation in patterns, relationships, and number sense. Topics include solving linear equations, inequalities, graphing, systems of equations, and exponential functions. Reinforcement and a real-world context strengthen the skills of less abstract learners and make math more meaningful. Quadratic equations, factoring, and rational expressions, are explored as time allows. Technology will be used as a tool to encourage investigation and modeling. There will be MCAS preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing.

*Algebra 1 CP1*

**Course# 311**

**5 Credits**

*Prerequisites: None*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra One CP1 class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of algebra algorithms. Critical thinking skills and the use of technology are also a primary focus. The concepts in this level course are introduced at a slower pace to allow students of various ability levels to find success. This course will investigate real numbers, percentage problems, linear equations and inequalities, linear functions, systems of linear equations, absolute value equations and inequalities, laws of exponents, polynomials, rational expressions, quadratic functions, radical functions, and measures of central tendency. These modern courses in first year algebra emphasize function and relations as the foundations for algebraic structure. Applications will be provided through a wide variety of open-ended, non routine problems. Calculators and computers will be utilized to develop conceptual understanding. There will be MCAS preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing.

## ***Algebra 1 CP2***

### **Course# 312**

#### **5 Credits**

*Prerequisites: Students must have a 70% or better average in Pre-Algebra and teacher recommendation.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra One CP2 class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of algebra algorithms. Critical thinking skills and the use of technology are also a primary focus. The concepts in this level course are introduced at a moderate pace to allow students of various ability levels to find success. This course will investigate real numbers, percentage problems, linear equations and inequalities, linear functions, systems of linear equations, absolute value equations and inequalities, laws of exponents, polynomials, rational expressions, quadratic functions, radical functions, and measures of central tendency. These modern courses in first year algebra emphasize function and relations as the foundations for algebraic structure. Applications will be provided through a wide variety of open-ended, non routine problems. Calculators and computers will be utilized to develop conceptual understanding. There will be MCAS preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing.

## ***Algebra 1 Honors***

### **Course# 313**

#### **5 Credits**

*Prerequisites: Students must have a 90% average in Pre-Algebra at the Middle School, a score of at least an 80% on the placement or final exam and teacher recommendation. A summer assignment is given and graded and a test on the concepts must be passed in order to remain in this course.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra One Honors class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of algebra algorithms. Critical thinking skills and the use of technology are also a primary focus. The concepts in this level course are introduced at an accelerated pace and the students are expected to understand more advance algebraic concepts. This course will investigate real numbers, percentage problems, linear equations and inequalities, linear functions, systems of linear equations, absolute value equations and inequalities, laws of exponents, polynomials, rational expressions, quadratic functions, radical functions, and measures of central tendency. These modern courses in first year algebra emphasize function and relations as the foundations for algebraic structure. Applications will be provided through a wide variety of open-ended, non routine problems. Calculators and computers will be utilized to develop conceptual understanding. There will be MCAS preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing.

## ***Geometry***

### **Course# 320**

#### **5 Credits**

*Prerequisites: Students are recommended and assigned to this course. Students must have a passing grade in Algebra 1 and teacher recommendation.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Geometry class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of geometric algorithms. This course is designed for students that require intensive individualized help in mastering basic mathematical facts and operations, with an emphasis on mathematical applications. This course will investigate foundations of Geometry, parallel and perpendicular lines, triangles, congruence, polygons, quadrilaterals, similarity, perimeter, circumference, area, volume, surface area, circles, transformational geometry, geometric reasoning, and right triangles. Technology will be used as a tool to encourage investigation and modeling. There will be MCAS preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing.

## **Geometry CP1**

### **Course# 321**

#### **5 Credits**

*Prerequisites: A passing grade in Algebra 1 CP1 and teacher recommendation or Specialist approval for MCAS preparation.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Geometry CP1 class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of geometric algorithms. Critical thinking skills and the use of technology are also a primary focus. The concepts in this level course are introduced at a slower pace to allow students of various ability levels to find success. This course will investigate foundations of Geometry, parallel and perpendicular lines, triangles, congruence, polygons, quadrilaterals, similarity, perimeter, circumference, area, volume, surface area, circles, transformational geometry, geometric reasoning, right triangles, and trigonometry. These modern courses in geometry emphasize concepts involving both geometry and measurement as the foundations for geometric structure. Applications will be provided through a wide variety of open-ended, non routine problems. Calculators and computers will be utilized to develop conceptual understanding. There will be MCAS and SAT preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing and SAT tests. A scientific calculator is required for all students.

## **Geometry CP2**

### **Course# 322**

#### **5 Credits**

*Prerequisites: An average of 70% or better in Algebra 1 CP2 and teacher recommendation.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Geometry CP2 class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of geometric algorithms. Critical thinking skills and the use of technology are also a primary focus. The concepts in this level course are introduced at a moderate pace to allow students of various ability levels to find success. This course will investigate foundations of Geometry, parallel and perpendicular lines, triangles, congruence, polygons, quadrilaterals, similarity, perimeter, circumference, area, volume, surface area, circles, transformational geometry, geometric reasoning, right triangles, and trigonometry. These modern courses in geometry emphasize concepts involving both geometry and measurement as the foundations for geometric structure. Applications will be provided through a wide variety of open-ended, non routine problems. Calculators and computers will be utilized to develop conceptual understanding. There will be MCAS and SAT preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing and SAT tests. A scientific calculator is required for all students.

## **Geometry Honors**

### **Course# 323**

#### **5 Credits**

*Prerequisites: An average of 80% or better in Algebra Honors, a passing score on the Middle School placement and/or final exam, and teacher recommendation. A summer assignment is given and graded and a test on the concepts must be passed in order to remain in this course.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Geometry Honors class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of geometric algorithms. Critical thinking skills and the use of technology are also a primary focus. The concepts in this level course are introduced at an accelerated pace and the students are expected to understand more advance geometric concepts. This course will investigate foundations of Geometry, parallel and perpendicular lines, triangles, congruence, polygons, quadrilaterals, similarity, perimeter, circumference, area, volume, surface area, circles, transformational geometry, geometric reasoning, right triangles, and trigonometry. These modern courses in geometry emphasize concepts involving both geometry and measurement as the foundations for geometric structure. Applications will be provided through a wide variety of open-ended, non routine problems. Calculators and computers will be utilized to develop conceptual understanding. There will be MCAS and SAT preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing and SAT tests. A scientific calculator is required for all students.

## ***Algebra 2***

### **Course# 330**

#### **5 Credits**

*Prerequisites: Students are recommended and assigned to this course. Students must have a passing grade in Geometry and teacher recommendation.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra Two class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of algebra algorithms. This course is designed for students that require intensive individualized help in mastering basic mathematical facts and operations, with an emphasis on mathematical applications. The concepts in this class will begin with an in depth review of basic algebraic concepts. This course also extends all of the concepts and properties of numbers to include the irrational and complex numbers. Concept of function is applied to the quadratic, exponential, and logarithmic functions. These concepts will be covered as time allows. Calculators and computers will be utilized to develop conceptual understanding. There will be MCAS preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing and SAT tests.

## ***Algebra 2 CP1***

### **Course# 331**

#### **5 Credits**

*Prerequisites: A passing grade in Geometry CP1 and teacher recommendation.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra Two CP1 class reflects NCTM standards, Massachusetts Curriculum Frameworks, real world applications of algebra algorithms. Critical thinking skills and the use of technology are also goals. This course assumes satisfactory completion of Algebra One. The concepts in this level course are introduced at a slower pace to allow students of various ability levels to find success. The study of Algebra Two begins with a thorough review of elementary algebra, and includes an extension of all basic properties of the rational numbers. Stress is placed on solution of open sentences in one variable of all types (i.e., absolute value, compound sentences, quadratics by factoring, and inequalities). The linear open sentence in one variable is analyzed. Operational skill in using rational algebraic expressions is strengthened through problem solving and applications. Applications are provided through solutions of a wide variety of open-ended, non-routine, real world problems. The concept of function is developed so that the students will have an understanding of the general properties and behavior of classes of functions. This course also extends all of the concepts and properties of numbers to include the irrational and complex numbers. Concept of function is applied to the quadratic, exponential, and logarithmic functions. Skill in solving open sentences and word problems as well as facility in operating radical and exponential expressions is emphasized. Permutations, combinations, the binomial theorem, arithmetic and geometric sequences, matrices, and conic sections are presented as time permits. Calculators and computers will be utilized to develop conceptual understanding. The use of computer utilities in graphing techniques will be used for solving equations and inequalities. SAT preparation skills and drills will be developed and reinforced according to the SAT testing calendar. A graphing calculator is strongly recommended for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

## ***Algebra 2 CP2***

### **Course# 332**

#### **5 Credits**

*Prerequisites: An average of 70% or better in Algebra 1 CP2 and Geometry CP2 and teacher recommendation.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra Two CP2 class reflects NCTM standards, Massachusetts Curriculum Frameworks, real world applications of algebra algorithms. Critical thinking skills and the use of technology are also goals. This course assumes satisfactory completion of Algebra One. The concepts in this level course are introduced at a moderate pace to allow students of various ability levels to find success. The study of Algebra Two begins with a thorough review of elementary algebra, and includes an extension of all basic properties of the rational numbers. Stress is placed on solution of open sentences in one variable of all types (i.e., absolute value, compound sentences, quadratics by factoring, and inequalities). The linear open sentence in one variable is analyzed. Operational skill in using rational algebraic expressions is strengthened through problem solving and

applications. Applications are provided through solutions of a wide variety of open-ended, non-routine, real world problems. The concept of function is developed so that the students will have an understanding of the general properties and behavior of classes of functions. This course also extends all of the concepts and properties of numbers to include the irrational and complex numbers. Concept of function is applied to the quadratic, exponential, and logarithmic functions. Skill in solving open sentences and word problems as well as facility in operating radical and exponential expressions is emphasized. Permutations, combinations, the binomial theorem, arithmetic and geometric sequences, matrices, and conic sections are presented as time permits. Calculators and computers will be utilized to develop conceptual understanding. The use of computer utilities in graphing techniques will be used for solving equations and inequalities. SAT preparation skills and drills will be developed and reinforced according to the SAT testing calendar. A graphing calculator is strongly recommended for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

## ***Algebra 2 Honors***

### **Course# 333**

#### **5 Credits**

*Prerequisites: An average of 80% or better in Geometry Honors and teacher recommendation. A summer assignment is given and graded and a test on the concepts must be passed in order to remain in this course.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra Two Honors class reflects NCTM standards, Massachusetts Curriculum Frameworks, real world applications of algebra algorithms. Critical thinking skills and the use of technology are also goals. This course assumes satisfactory completion of Algebra One. The concepts in this level course are introduced at an accelerated pace and the students are expected to understand more advance algebraic concepts. The study of Algebra Two begins with a thorough review of elementary algebra, and includes an extension of all basic properties of the rational numbers. Stress is placed on solution of open sentences in one variable of all types (i.e., absolute value, compound sentences, quadratics by factoring, and inequalities). The linear open sentence in one variable is analyzed. Operational skill in using rational algebraic expressions is strengthened through problem solving and applications. Applications are provided through solutions of a wide variety of open-ended, non-routine, real world problems. The concept of function is developed so that the students will have an understanding of the general properties and behavior of classes of functions. This course also extends all of the concepts and properties of numbers to include the irrational and complex numbers. Concept of function is applied to the quadratic, exponential, and logarithmic functions. Skill in solving open sentences and word problems as well as facility in operating radical and exponential expressions is emphasized. Permutations, combinations, the binomial theorem, arithmetic and geometric sequences, matrices, and conic sections are presented as time permits. Calculators and computers will be utilized to develop conceptual understanding. The use of computer utilities in graphing techniques will be used for solving equations and inequalities. SAT preparation skills and drills will be developed and reinforced according to the SAT testing calendar. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

## ***Integrated Math for Proficiency***

### **Course# 340**

#### **5 Credits**

*Prerequisites: Students are recommended and assigned to this course. Students must have a passing grade in Algebra 2 and teacher recommendation or Specialist approval to accommodate a student's EPP.*

The primary goal of this class is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This course reviews and integrates the study of algebra and geometry. The concepts in this level course are introduced at a slower pace to allow students of various ability levels to find success. Successful completion of this course fulfills the fourth year of mathematics requirement of students' Educational Proficiency Plans. Additional topics include sampling, reasoning, models, linear systems, matrices, quadratic functions, polynomial functions, coordinate geometry, quadrilaterals, probability, logic,, similar and congruent triangles and figures in space. Real life situations are used to reinforce and extend mathematical skills and strengthen overall competence in college preparatory mathematics. SAT preparation skills and drills will be developed and reinforced according to the SAT calendar.

## ***Integrated Math for Proficiency CPI***

### **Course# 341**

#### **5 Credits**

*Prerequisites: A passing grade in Algebra 2 CP1 and teacher recommendation or Specialist approval to accommodate a student's EPP.*

The primary goal of this class is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This course reviews and integrates the study of algebra and geometry. The concepts in this level course are introduced at a slower pace to allow students of various ability levels to find success. Successful completion of this course fulfills the fourth year of mathematics requirement of students' Educational Proficiency Plans. Additional topics include sampling, reasoning, models, linear systems, matrices, quadratic functions, polynomial functions, coordinate geometry, quadrilaterals, probability, logic, similar and congruent triangles and figures in space. Real life situations are used to reinforce and extend mathematical skills and strengthen overall competence in college preparatory mathematics. SAT preparation skills and drills will be developed and reinforced according to the SAT calendar.

## ***Integrated Math CP2***

### **Course# 342**

#### **5 Credits**

*Prerequisites: An average of 70% or better in Algebra 2 CP2 and teacher recommendation.*

The primary goal of this class is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This course reviews and integrates the study of algebra and geometry. The concepts in this level course are introduced at a moderate pace to allow students of various ability levels to find success. Additional topics include modeling problem situations, exploration of functions, geometric reasoning and proof, sequences and series, advanced functions, the analyzing of data, trigonometry, transformations, and periodic functions. Real life situations are used to reinforce and extend mathematical skills and strengthen overall competence in college preparatory mathematics. SAT preparation skills and drills will be developed and reinforced according to the SAT calendar.

## ***Pre-Calculus Honors***

### **Course# 343**

#### **5 Credits**

*Prerequisites: An average of 90% or better in Algebra 2 CP2 and teacher recommendation or an average of 80% or better in Algebra 2 Honors and teacher recommendation. A summer assignment is given and graded and a test on the concepts must be passed in order to remain in this course.*

The primary goal of this class is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. The concepts in this level course are introduced at an accelerated pace and the students are expected to understand more advanced mathematical concepts. This course provides a rich preparation for college courses in a calculus, abstract algebra, as well as some probability. This course can also serve as a terminal course for students who do not plan to continue their study of mathematics. Topics included: Number patterns, equations, inequalities, functions, graphs, complex numbers, exponential and logarithmic functions, properties of circular and trigonometric functions. Selected topics from analytic geometry and a brief introduction to calculus will be included as time allows. Calculators and computers will be utilized to develop conceptual understanding. SAT preparation skills and drills will be developed and reinforced according to the SAT testing calendar. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

## ***AP Calculus***

### **Course# 345**

#### **5 Credits**

*Prerequisites: An average of 80% or better in Pre-Calculus Honors and teacher recommendation. Students taking this course are required to take the Advanced Placement Examination in Calculus AB. A summer assignment is given and graded and a test on the concepts must be passed in order to remain in this course.*

This course follows the topics outlined for Calculus AB as described by the College Board Advanced Placement Program. It includes topics of functions, asymptotic and unbounded behavior, continuity, and limits. Concepts involving derivatives will also be introduced. These concepts include basic derivatives concepts, derivatives at a point, derivatives as a function, second derivatives, and application of derivatives, curve sketching, and computation of derivatives. The third major concept is integrals. Topics of integrals include interpretations and properties of definite integrals, applications of integrals, the Fundamental Theorem of Calculus, techniques of antidifferentiation, application of antidifferentiation and numerical approximations of definite integrals. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84, TI-89, or TI-Nspire graphing calculator. Students will be expected to use the graphing calculator to perform the four requirements as defined in the AP Program. These requirements are plotting graphs of a function in the appropriate viewing window, finding the zeros of functions, numeric calculation of derivatives, and numerical calculations of definite integrals.

## ***Pre-Calculus CP2***

### **Course# 346**

#### **5 Credits**

*Prerequisites: An average of 80% or better in Algebra 2 CP2 and teacher recommendation.*

The primary goal of this class is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. The concepts in this level course are introduced at a moderate pace to allow students of various ability levels to find success. This course provides a rich preparation for college courses in a calculus, abstract algebra, as well as some probability. This course can also serve as a terminal course for students who do not plan to continue their study of mathematics. Topics included: Number patterns, equations, inequalities, functions, graphs, complex numbers, exponential and logarithmic functions, properties of circular and trigonometric functions. Selected topics from analytic geometry and a brief introduction to calculus will be included as time allows. Calculators and computers will be utilized to develop conceptual understanding. SAT preparation skills and drills will be developed and reinforced according to the SAT testing calendar. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

## ***Personal Finance***

### **Course# 352**

#### **2.5 Credits**

*Prerequisites: This course is encouraged for all seniors.*

This course applies algebraic techniques to the solution of everyday consumer and career related problems. Now, more than ever, making sound financial decisions is extremely important. The goal of this course is to help students become lifelong skillful managers of personal finance. Topics covered include: personal earning power, checking accounts, credit use and credit cards, purchasing goods and services, insurance - life, homeowners, and automobile, personal income tax, investment opportunities, and automobile and home-buying. Several business speakers are available to make presentations provided the students display interest and cooperation. All students are expected to participate in classroom discussions, group activities and present reports concerning consumer awareness.

## ***AP Statistics***

### **Course# 365**

#### **5 Credits**

*Prerequisites: An average of 80% or better in Algebra 2 Honors and teacher recommendation. A summer assignment is given and graded and a test on the concepts must be passed in order to remain in this course.*

This course follows the topics outlined for Statistics as described by the College Board Advanced Placement Program. Major themes encompass exploring data, patterns and departures from patterns, anticipating patterns, producing models using probability and simulation, planning a study, deciding what and how to measure, statistical inferences, and confirming models. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

## ***Statistics and Discrete Structures CP2***

### **Course# 366**

#### **5 Credits**

*Prerequisites: An average of 80% or better in Algebra 2 CP2 and teacher recommendation or 90% average in Algebra 2 CP1 and teacher recommendation.*

The primary goal of this course is to teach mathematics in accordance with our school's mission and expectations for student learning. The course explores in depth the collection and organization of data, descriptions and analysis of patterns and investigation of inferential statistics. The students will apply the concepts of statistics to social and academic issues directly related to high school students. They will be directly involved in the collection of real life data, the development of presentations, and statistical analysis of their results. The students will present their findings to their peers for the purpose of improving the culture at Saugus High School. Topics include hypothesis testing with large and small samples, correlation, regression analysis, and chi-squared analysis. Discrete topics such as recursion, fractals, graph theory, cryptography, fair division, and election theory will reinforce a complete foundation in finite mathematics. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

## ***Advanced Topics in Mathematics CP2***

### **Course# 367**

#### **5 Credits**

*Prerequisites: This class is designed for students that have successfully completed Pre-Calculus CP2 or Pre-Calculus H but are not enrolling in AP Calculus.*

The primary goal of this class is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This course is designed to be taken sequentially after Pre-Calculus, and provide students with enrichment of algebraic concepts, a solid finite mathematics foundation, and an introduction to calculus topics. Students enrolled in this course will be introduced to concepts that will prepare them for college level mathematics. Topics included in this course are linear programming, principles of logic, probability, game theory, set theory, discrete topics, limits, and other basic calculus topics. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

## ***Success in Math***

### **Course# 370**

#### **2.5 Credits**

*Prerequisites: Students will be selected by past performance on previous MCAS exams*

This math course will provide students with the opportunity to learn valuable coping skills for the purpose of making academics a priority and achieving success. In addition to reviewing basic math skills, students will learn interpersonal skills important for development of prosocial behaviors and constructive conflict management. Focus will be placed on the decision making process, character development, and community service. Content includes prevention and intervention strategies to promote academic motivation, improved relations between students and teachers and mentoring skills that can be a valuable tool for academic and social success. This course will be collaboration between Peer Mediation Program, Wellness and Guidance Department.



# World Language

**Jessica Clifford ex. 2109**

## *Curriculum Specialist*

### *Spanish 1 CP1*

**Course #411**

**5 Periods**

**5 Credits**

*Prerequisites: Open to all students who are enrolled in, or have passed, English 10 or 11.*

This course is designed to develop student proficiency in speaking, listening, reading, and writing Spanish, and to increase students' knowledge and appreciation of the diverse cultures of the Spanish-speaking world. Emphasizing communication, the course employs a variety of activities to promote learning and application of the target language. This course provides students with additional time and reinforcement of course material.

### *Spanish 1 CP2*

**Course # 412**

**5 Periods**

**5 Credits**

*Prerequisites: Open to all students who are enrolled in, or have passed, English 12.*

This course is designed to develop student proficiency in speaking, listening, reading, and writing Spanish, and to increase students' knowledge and appreciation of the diverse cultures of the Spanish-speaking world. Emphasizing communication, the course employs a variety of activities to promote learning and application of the target language. Students in this course are expected to perform at an average pace and skill level.

### *Spanish 1H*

**Course # 413**

**5 Periods**

**5 Credits**

*Prerequisites: Students must be enrolled in English 13 or higher, have demonstrated superior ability in English Language Arts classes, and have earned a minimum grade of 90 in Middle-School English classes.*

This course is designed to develop student proficiency in speaking, listening, reading, and writing Spanish, and to increase students' knowledge and appreciation of the diverse cultures of the Spanish-speaking world. Emphasizing communication, the course employs a variety of activities to promote learning and application of the target language. The class pace is accelerated and a higher-level of student skill development is expected. No prior knowledge of Spanish is required.

### ***Spanish 2 CP1***

**Course # 421**

**5 Periods**

**5 Credits**

*Prerequisite: Open to all students who have earned a passing grade in Spanish 1 CP1.*

This course provides a brief review of the communicative functions acquired in Spanish 1. New speech patterns, vocabulary, and controlled conversational situations are introduced in order to help students work toward Spanish fluency. This course provides students with additional time and reinforcement of course material.

### ***Spanish 2 CP2***

**Course # 422**

**5 Periods**

**5 Credits**

*Prerequisite: Open to all students who have earned a 70 or better in Spanish 1 CP2 or a 90 or better in Spanish 1 CP 1, and have a teacher recommendation.*

This course provides a brief review of the communicative functions acquired in Spanish 1. New speech patterns, vocabulary, and controlled conversational situations are introduced in order to help students work toward Spanish fluency. Students in this course are expected to perform at an average pace and skill level.

### ***Spanish 2H***

**Course # 423**

**5 Periods**

**5 Credits**

*Prerequisites: Students must have earned a minimum grade of 90 in Spanish 1CP2 or 80 in Spanish 1H, and have received a teacher recommendation indicating their ability do accelerated work. Students advancing from CP2 will be required to complete summer assignments before the start of the year .*

This course continues to build on the communicative skills developed in level 1. New vocabulary, idioms, tenses, and speech patterns are introduced, including “independent” usage and complex sentences which increase throughout the year. The class pace is accelerated and a higher-level of student skill development is expected.

### ***Spanish 3***

**Course # 432**

**5 Periods**

**5 Credits**

*Prerequisites: Open to all students who have earned a passing grade in Spanish 2.*

This course provides a systematic review, and further development of, all communicative functions. Students are engaged in more advanced composition, research, and aural and oral training. Literature introduced includes short stories by Latin American and Spanish authors.

### ***Spanish 3H***

**Course # 433**

**5 Periods**

**5 Credits**

*Prerequisites: Students must have earned a minimum grade of 90 in Spanish 2 or 80 in Spanish 2H, and have received a teacher recommendation indicating their ability do accelerated work.*

This course provides a thorough review of content from level 2H and continues development of the four language skills. Extensive new vocabulary and speech patterns are introduced, and emphasis is placed on reading for content, and on independent communication of ideas through original statements involving new materials, and through written compositions. The class pace is accelerated and a higher-level of student skill development is expected.

## ***Spanish 4***

**Course # 442**

**5 Periods**

**5 Credits**

*Prerequisites: Open to all students who have earned a passing grade in Spanish 3.*

This course promotes further development of the four language skills, and employs the target language in the exploration of areas including biography, culture, politics, and economics. Themes covered by course literature include love, death, patriotism, adventure, conflicts, and legends.

## ***Spanish 4H***

**Course # 443**

**5 Periods**

**5 Credits**

*Prerequisites: Students must have earned a minimum grade of 90 in Spanish 3 or 80 in Spanish 3H, and have received a teacher recommendation indicating their ability to do accelerated work.*

This course is accelerated to prepare students for Spanish 5H and the AP exam, and employs a combination of oral, aural, reading, and written work, and makes use of testing materials aimed at promoting fluency in the target language.

## ***AP Spanish Language***

**Course # 445**

**5 Periods**

**5 Credits**

*Prerequisites: Students must have received a minimum grade of 88 in Spanish 4H, and have received a teacher's and specialist's recommendation for this course.*

This course, emphasizing the use of language for active communication, has the same objectives as Spanish 5H, and provides students with additional readings and more in depth comprehension work in preparation for the required AP exam.

This course emphasizes student creativity and self-expression while providing for more in-depth development of skills in five specific areas of the target language: conversation, composition, grammar, history and literature. Students are expected to attain the following objectives:

- A. to understand spoken Spanish in various contexts in both written and oral discourse;
- B. to develop a Spanish vocabulary sufficiently ample for reading newspapers and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary;
- C. to be able to express oneself in Spanish coherently, resourcefully, and with reasonable fluency and accuracy, in both speech and writing.

Course content may reflect intellectual interests shared by the students and teacher in such areas as the arts, current events, literature, and sports. Course materials may include audio and video recordings, films, newspapers, and magazines. Extensive training in the organization and writing of compositions is included.

## ***Italian 1***

**Course # 451**

**5 Periods**

**5 Credits**

*Prerequisite: Open to all students who are enrolled in, or have passed, English 12.*

This course helps students develop skills in speaking, listening, reading and writing in Italian. Grammar for understanding the language is an essential part of the course, along with an exposure to elements of Italian culture.

### ***Italian 1H***

**Course # 453**

**5 Periods**

**5 Credits**

*Prerequisites: Students must be enrolled in English 13 or higher, have demonstrated superior ability in English Language Arts classes, and have earned a minimum grade of 90 in Middle-School English classes.*

This course is designed to develop student proficiency in speaking, listening, reading and writing Italian. Grammar for understanding the language is an essential part of the course, along with an exposure to elements of Italian culture. The class pace is accelerated and a higher-level student of skill development is expected.

### ***Italian 2***

**Course # 462**

**5 Periods**

**5 Credits**

*Prerequisite: Open to all students who have earned a passing grade in Italian 1.*

This course continues to develop skills in speaking, listening, reading, and writing Italian, and builds on level 1 by introducing new tenses and vocabulary. Multimedia offerings are used to present a broad cultural background of the Italian nation and language.

### ***Italian 2H***

**Course # 463**

**5 Periods**

**5 Credits**

*Prerequisite: Students must have earned a minimum grade of 90 in Italian 1 or 80 in Italian 1H, and have received a teacher recommendation indicating their ability do accelerated work.*

This course continues to develop skills in speaking, listening, reading, and writing Italian. New vocabulary, idioms, tenses, and speech patterns are introduced. The class pace is accelerated and a higher-level of student skill development is expected.

### ***Italian 3***

**Course # 472**

**5 Periods**

**5 Credits**

*Prerequisite: Open to all students who have earned a passing grade in Italian 2.*

This course provides a systematic review of all grammatical constructions previously taught, and develops skills of advanced composition, research and conversation. Course literature includes short stories in Italian.

### ***Italian 3H***

**Course # 473**

**5 Periods**

**5 Credits**

*Prerequisite: Students must have earned a minimum grade of 90 in Italian 2 or 80 in Italian 2H, and have received a teacher recommendation indicating their ability do accelerated work.*

This course provides a thorough review of content developed in Italian 2H, and continues development of the four language skills. Extensive new vocabulary and speech patterns are introduced, and emphasis is placed on reading for content, and on independent communication of ideas through original statements involving new materials, and through written compositions. The class pace is accelerated and a higher-level of student skill development is expected..

## ***Italian 4H***

**Course # 474**

**5 Periods**

**5 Credits**

*Prerequisite: Students must have earned a minimum grade of 90 in Italian 3 or 80 in Italian 3H, and have received a teacher recommendation indicating their ability to do accelerated work.*

This course emphasizes the use of language for active communication, focusing on improving speaking skills in a variety of contexts; and on further development of reading skills using newspaper and magazine articles and other selected texts; and on writing with greater coherence, fluency and accuracy.

## ***Latin 1***

**Course #480**

**5 Periods**

**5 Credits**

*Prerequisite: Open to all students.*

Latin I is an introduction to the Latin language and Roman civilization. Instruction at the first year level will emphasize grammar, vocabulary and translation. Students will also study the Greek and Roman mythology and acquaint themselves with the major heroes, monsters and epics in this genre.

## ***Latin 2***

**Course #481**

**5 Periods**

**5 Credits**

*Prerequisite: Open to all students who have earned a passing grade in Latin 1.*

Latin II: Students will continue their study of the Latin language and grammar while continuing to increase their vocabulary and their ability to translate. Students will also study the major events and figures of the Punic Wars and the era of the Roman Republic.

## ***Mandarin 1***

**Course #485**

**5 Periods**

**5 Credits**

*Prerequisite: Open to all students.*

This course is a combination of an introduction to Chinese language and culture. Emphasis is placed on the communication skills of listening, speaking, reading and writing. There will also be an intense introduction to Chinese characters and the nuances of the writing system.

Over the course of the year, a variety of basic topics will be covered: how to use Chinese Pin Yin, how to recognize basic Chinese characters, greetings, introductions, numbers, time, the date, weather, pronouns, basic sentence structure, questions, verbs, and adjectives. Students will also learn about Chinese history and culture.

## ***Mandarin 2***

**Course #486**

**5 Periods**

**5 Credits**

*Prerequisite: Open to all students who have earned a passing grade in Mandarin 1.*

Mandarin 2 continues to develop the communication skills of listening, speaking, reading and writing. More emphasis will be put on the production of speech and on listening. Students will also continue to study Chinese history and culture in greater depth. Lastly, will deal with and be expected to use more complex grammar structures.

## ***Mythology***

**Course # 490**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This class is an introduction to classical mythology. Students will explore ancient Greek and Roman stories about the lives of gods, goddesses, heroes and heroines and the universe. The course will illustrate the influence of these myths on the art, literature and culture of the modern world. This course presents an inter-disciplinary approach which considers literary and artistic themes from such diverse perspectives as theology, sociology, anthropology and history.



# Computer Technology

## ***Microsoft Office***

**Course #512**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

Using Microsoft Office, students will develop skill in the use of application software; word-processing using Word, spreadsheets using Excel, and data base using Access. Quicken, a computerized checking program will be included as time allows.

This is the first part of a two-year program. Upon completion of the two-year program, students will be eligible for and expected to take a national examination. Upon passing this examination the student will be Microsoft certified.

## ***Microsoft Office, ADV***

**Course #522**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of course # 512.*

This course will extend the skills developed in course # 512. Students will work with text and data base files, worksheets, graphics, clipart and scanned images and learn to write and use macros. PowerPoint and Internet research will be used to create professional slide presentations.

This is the second part of a two-year program. Upon completion of the two-year program, students will be eligible for and expected to take a national examination. Upon passing this examination the student will be Microsoft certified. (MOUS, Microsoft Office User Specialist.)

## ***Publication and Design***

**Course # 532**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Course # 533 or teacher recommendation.*

This course offers a practical introduction to the conception, design and production of promotional print. Using industry standard software taught in course # 533, students will learn more advanced techniques such as manipulate type into artwork, designing logos, creating illustrations using computer imaging techniques and scanned images in their projects. Students will be responsible to produce the layout for the *Tontoquonian*, Saugus High School's yearbook, and to product marketable items such as: calendars with feature photos and graphics, business letterheads and cards, newsletters, handbooks, brochures and invitations.

## ***Adobe In Design***

**Course # 533**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

Using Adobe InDesign CS2 software, students will design professional layouts with sophisticated graphics and typography. Students will learn the techniques needed to produce publications such as resumes, flyers, letterhead, business cards, programs, and newsletters. Special attention will be paid to typeface, page layout and editing.

## ***Adobe Photoshop/Illustrator***

**Course #534**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

Adobe Photoshop CS2, is a graphics editor developed and published by Adobe Systems. It is the current market leader for commercial bitmap and image manipulation, and is one of the best-known pieces of software produced by Adobe Systems. It is considered the industry standard in most jobs related to the use of visual elements.

Adobe Illustrator CS2 defines the future of vector graphics with groundbreaking creative options and powerful tools for efficiently publishing artwork with ease anywhere. Students will explore creative ideas by distorting text, images, and objects freely using new enveloping, warp effects and liquify tools.

## ***Digital Imaging***

**Course # 544**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to students in grades 10-12.*

Students will learn the basics of photo editing, cutting, pasting and combining files. They will also use the digital camera and scanner to create unique images of their own. Artwork will be created in Adobe Photoshop. Students will be responsible for filming co-curricular events after school hours as part of their portfolio and class participation.

## ***Computer Game Creation***

**Course #545**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

Using Multimedia Fusion 2 software, students will design professional games, screensavers and multimedia Windows based applications with sophisticated graphics and typography. The software gives you fast screen scrolling, fade effects, and can display FLI animations, Video for Windows, and QuickTime movies. You can also play your favorite music tracks directly from CD.

## ***Graphics and Multimedia***

**Course # 561**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This project-based, half-year course is designed to provide students with the necessary skills to use commercial multimedia design software packages. Software will include Microsoft PowerPoint, Virtus VR (virtual reality), and Paint. Students will also learn the terms and definitions, as well as, the software and hardware, needed

to successfully navigate the Internet. Students will be able to download or copy needed data and images from the Internet and use them in projects.

### ***Web Page Construction and Design***

#### **Course #563**

#### **5 Periods**

#### **5 Credits**

*Prerequisites: Open to all students.*

This course will introduce students to the technologies required to plan, build, create, and maintain web sites using software such as Adobe GoLive, Safari, Internet Explorer, and Simple Text. This course provides a foundation of Internet concepts and terminology and defines the development process involved in designing and deploying sites. Students will learn the basic concepts and skills for designing and developing web pages using extensive HTML. Topics include: creating and linking multiple pages, e-mail links, and testing and debugging. Students will be expected to support and update the Saugus High School website.

### ***Web Master***

#### **Course #564**

#### **5 Periods**

#### **5 Credits**

*Prerequisites: Successful completion of course 563*

Students will learn the tools and techniques needed to create and build web pages containing text, graphics, and audio. Students will learn how to create and personalize their web pages with HTML code, to manipulate and create graphics and to publicize their pages using FTP software. This course will also provide students with the managerial skills necessary to organize and lead a web team/company, evaluate sites, and employees. Students will be involved in projects including the updating of the Saugus School District's web site.

### ***Computer Programming 1***

#### **Course # 566**

#### **5 Periods**

#### **2.5 Credits**

*Prerequisites: Open to all students.*

This course will begin the formal introduction of a programming language on the Macintosh computer. Students will be introduced to the basic concepts of programming via. Topics to be covered will include input/output, conditional statements and looping, and functions.

### ***Computer Programming 2***

#### **Course # 567**

#### **5 Periods**

#### **2.5 Credits**

*Prerequisites: Successful completion of course 366.*

This course will begin the formal introduction of Java programming language. The topics to be covered include: Fundamental Control Statements, Data Types, Functions, Arrays, Looping Structures, Text Files, and object-oriented programming and classes. Students will be introduced to the basic concepts of programming via. Topics to be covered will include input/output, conditional statements and looping, and functions.

### ***Help Desk***

#### **Course # 568**

#### **5 Periods**

#### **5 Credits**

*Prerequisites: Limited to 10 students and teacher recommendation.*

This course is designed to develop a technical knowledge and customer relations skills necessary to be a successful PC service technician. Students will be instructed in software installation, troubleshooting, hardware repair and installation, and in computer maintenance. On a daily basis, students will provide help desk technical assistance, follow-up diagnostics, repair and maintenance of school computers.

### ***AutoCAD***

**Course # 571**

**5 Periods**

**2.5 Credits**

*Prerequisites: An interest in learning AutoCAD.*

Instruction in mastering commands and drawing techniques. Topics are covered in an easy-to-understand sequence, and progress in such a way that allows the student to become comfortable with the commands as knowledge builds. Categories include: file commands, coordinate systems, edit commands, inquiry commands beginning plotting, beginning selection sets, draw commands, beginning grips, beginning dimensions, block commands, settings commands layers, display commands, text commands, and hatching techniques.

### ***Advanced AutoCAD***

**Course # 572**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Auto Cad 370 and Algebra/Mac 1 and teacher recommendation.*

This course continues the work started in AutoCAD. Categories include: advanced drawing commands, user coordinate systems, external references, viewpoints/Model Space/Paper Space, advanced grips advanced selection sets/points/lists, region modeling system variables, dimension styles, advanced editing commands, advanced blocks, advanced layers, loading LSP/ADS routines, polyline editing, and advanced plotting.

### ***AutoCAD H***

**Course # 573**

**5 Periods**

**5 Credits**

*Prerequisites: 85 or better in AutoCad #371 and/or 85 in Algebra 2 Any student who is interested in the engineering/technical fields and teacher recommendation.*

This course is an intensive AutoCAD course. It covers the content of AutoCAD and Advance AutoCAD in one year and is for students who have been recommended by their guidance counselor and have shown proficiency in other academic courses. Students electing this course should be planning on a career as an architect or engineer. A component in AutoCad H is solid work and a portfolio, which is required.

### ***Advanced Digital Imaging***

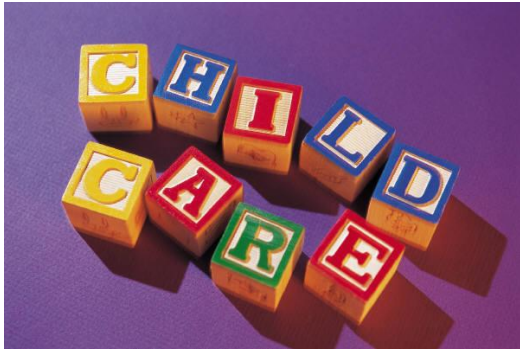
**Course #575**

**5 Periods**

**2.5 Credits**

*Prerequisites: 88 in Digital Imaging and teacher recommendation.*

This course will provide students the opportunity to utilize knowledge obtained in Digital Imaging I to create and maintain a video resume and e-portfolio utilizing Apple's iMovie as well as other advanced movie editing software and digital media. Students will be responsible for teaming up with teachers in other departments to develop some type of cross curriculum projects where teachers will be able to utilize the students' expertise with the software as well as develop assignments that will utilize the technology used in this course. Students may be responsible for filming co-curricular events after school hours as part of their portfolio and class participation. *Only self-motivating students should enroll.*



# Child Care

## *Child Care*

**Course # 621**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This course focuses on the growth and care of the toddler and preschool child. The child's physical, mental, social, and emotional developments are studied in order to familiarize the student with children ages' birth through 5 for baby sitting, parenting, and teaching.

## *Child Lab 1, 2, 3*

**Course # 641 (1)**

**Course # 642 (2)**

**Course # 643 (3)**

**5 Periods**

**5 Credits**

*Prerequisites: Open to all students who have received a grade of 78 or better in Child Care #621 and a 78 or better in child psychology.*

This is a full year course that offers the high school student hands-on experience with pre-schoolers. New Beginnings is a preschool within the high school. High school students are taught how to prepare lessons and plan circle time activities. Students have the opportunity to teach lessons to the 4 and 5 year olds enrolled in the program.

Students electing subsequent years of Child Lab studies must attain a grade of C+ or better in the previous year's course.

## *Life Skills*

**Course # 648**

**5 Periods**

**5 Credits**

*Prerequisites: Open to all students with Individualized Education Plans.*

This course is designed for students with individual education plans who need additional instruction for post high school endeavors. Basic skills in reading, math and writing will be stressed using a variety of information and hands-on related work that will provide for independent living.



# Technical Education

## *Introduction to Woodworking*

**Course # 711**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This course includes basic information on carpentry, woodworking, furniture making and design as well as wood finishing. It is intended to help the student develop an understanding and appreciation of the tools, machines, and processes involved in woodworking. With a strong focus on the development and understanding of sound safety practices, the course will help the student design and construct wood products and become a more knowledgeable consumer as well.

## *Woodworking Technology*

**Course # 712**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Introduction to Woodworking #711.*

This course further stresses the development of proper shop attitudes. Student selected projects are designed to expand and strengthen the varied experiences the pupil was exposed to in Introduction to Woodworking #711. The strength and appearance of projects will be stressed. The latest techniques of finishing and finishing materials will be included.

## *Advanced Woodworking*

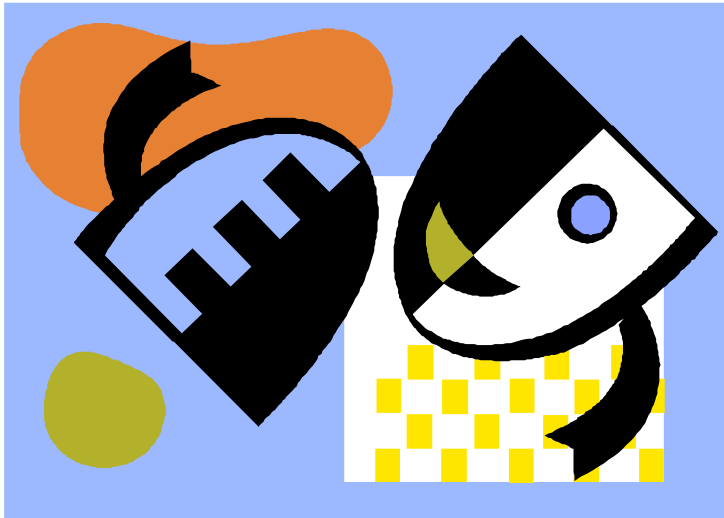
**Course # 713**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Woodworking Technology #712.*

This course is offered to expand the knowledge acquired from Introduction to Woodworking #711 and Woodworking Technology. The selection of projects will be intended to incorporate the accepted joint construction with more emphasis the student's independent rate of progress. The setting up and operation of machines and portable power tools will continue on a more advanced level. An approach to production type projects and possible exceptions to the general rule of operation and procedures will be introduced.



# Fine Arts

**Credit is given to student members who meet their obligations pertaining to rehearsals and performance commitments. Students are encouraged to participate in Concert Band, Instrumental Ensembles, Concert Choir and Quartets. Practice schedule arranged.**

## *Chorus*

**Course # 800**

**5 Periods**

**2.5 Credits This class can be taken multiple times.**

*Prerequisites: Proven ability to match pitch (carry a tune). Auditions at the discretion of the instructor.*

General chorus of mixed voices (male & female), which performs music from a wide variety of musical styles. Performances may include, but are not limited to): school assemblies, civic/community programs, annual winter concert and spring pops concert. Additional performance opportunities may include exchange concerts, festivals and participation in the annual spring concert tour with the band. Mandatory after school rehearsal 1 day per week.

Members are encouraged to participate in smaller select vocal ensembles (as available) and are invited to explore membership in the band. Neither the ability to read music or previous vocal/choral experience is required for membership.

## *Band*

**Course # 801**

**5 Periods**

**2.5 Credits This class can be taken multiple times.**

*Prerequisites: Proven basic instrumental skills either through participation in band in earlier grades or through private study.*

The H.S. Band is a performance-based course of study. Performance opportunities include the marching band, the concert band, various seasonal “pep” bands, small ensembles, solo work and participation in a spring musical. Commitment to this class will not be limited to classroom time. Rehearsals and performances are frequently scheduled after school and attendance is mandatory. Students are responsible for the care and maintenance of all school-owned instruments and uniforms.

Transfer students who meet basic skills standards are invited to join auditions at the discretion of the instructor. Students who lack basic playing skills but have an interest in band participation may make arrangements with the instructor for lessons.

Performance opportunities in music festivals, exchange concerts and public forums locally and out of the community may require fund-raising to help defray the cost. Students are expected to participate.

**Credit is given to student members who meet their obligations pertaining to rehearsals and performance commitments. Students are encouraged to participate in Stage Band, Instrumental Ensembles and Orchestra. Practice schedule arranged.**

### ***Basic Art***

**Course # 807**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This is an introductory class in materials and techniques. Fundamentals in drawing and paintings are stressed in combination with a wide variety of media and combinations of media. Open to all students regardless of experience or skills but who have a desire to express themselves in an artistic manner. Students are required to complete daily, in-class projects that have been assigned by the teacher. It is strongly suggested that only self-motivated students with the ability to work independently should enroll.

### ***Beginning Pottery***

**Course # 818**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Basic Art.*

This course is intended to give students an introduction to pottery materials and techniques. Included will be projects that cover the basics of clay such as; slab building, coil construction, pinch pots and throwing on the pottery wheel. Students will develop skills while exploring form and function, and the history of pottery.

### ***Pottery 2***

**Course # 819**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Beginning Pottery*

Building upon the skills developed in "Beginning Pottery," students will creatively apply their skills toward their artistic goals in Pottery II. In this pottery course, students will learn advanced, hand building, and glazing techniques as well as gaining better proficiency with the pottery wheel. Students will be required to complete an assignment using the potter's wheel, and other assignments contained in this syllabi. Prerequisite: Beginning Pottery

### ***Intermediate Art***

**Course # 809**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Basic Art.*

Continuation of Basic Art with same consideration of fundamentals. Students are introduced to problems in color, design, perspective still life drawing, sketching and painting. A course designed for those students who may feel they wish to investigate more of their artistic skills. At the end of each term, students will be required to research an artist and make a presentation to the class.

### ***Drawing***

**Course # 810**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Basic Art.*

This course will allow the student to develop skills step by step with exercises in contour drawing, gesture drawing, and the study of line, value, form, balance and composition. Subject matter will include, but is not limited to the natural world and the environment both immediate and vast. Students will be encouraged to allow a personal style to emerge as confidence and ability increase. Students will be urged to experiment with the concept of "abstraction" and "fantasy." Students need to keep a sketchbook, as well as complete ten "final" drawings per term. Work outside of class will be required.

### ***Advanced Art***

#### **Course # 812**

**5 Periods**

**5 Credits**

*Prerequisites: Teacher recommendation (grades 11 and 12).*

A must course for those students who are definitely considering an art career. Art history is included to develop aesthetic awareness. Variety is stressed in style, approach and use of materials. Students upon completion of study must present a portfolio of finest work.

### ***Independent Art Portfolio 1, 2***

#### **Course # 816**

#### **Course # 814**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of courses # 807, 809 and 812 and teacher approval.*

Student will choose four projects per term:

- Imaginative Self-Portrait, (any media and numbers), ink
- New logo for a company or organization, ink
- Four page travel brochure (layout, ink illustrations, paste-up)
- Book jacket design, any media
- Design a tissue box or shoe box, any media
- Detailed drawing of a skull, any view, along with an illustration, which includes a skull, pencil

One free choice (with instructor's approval) allowed as substitution for one project. A sketchbook of your ideas, miscellaneous sketches, unfinished work, doodles, etc. is to be passed in at end of each term.

### ***Video Production I***

#### **Course # 815**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Digital Imaging course #544.*

This course is designed to give students video experience. Students will learn to use the technology available in the video production studio to create video products. Mandatory 2 hours per term filming outside of school is required. Only self-motivating students should enroll.

### ***Video Production II***

#### **Course # 817**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Video Production I course #815.*

This course is the second level of Video Production.. Students will learn to use the technology available in the video production studio to create video products. Students will be learn advanced techniques and skills used in the video studio. Mandatory 4 hours per term filming outside of school is required. Only self-motivating students should enroll.

## ***Performing Arts 1, 2, 3, 4***

**Course # 821, 822, 823, 824**

**5 Periods**

**5 Credits**

This course is designed to give students acting experience. Actor training activities will be part of the course. These include warm up exercises for the body and voice, and the study of characterization, motivation, concentration and relaxation. Acting experiences will include pantomimes improvisations, dramatic readings and memorized scenes. Only students seriously interested in such activities should enroll. Students will be required to attend and create performances outside of the school setting each term.

## ***Advanced Performing Arts***

**Course # 825**

**5 Periods**

**5 Credits**

*Prerequisites: Juniors and Seniors only, who have completed Performing Arts I and/or II.*

This course is a continuation of Performing Arts 1. Intensive training in voice, characterization, motivation, concentration and relaxation for the actor. Acting experiences will include extensive working monologues, scene work, script writing, and directing. Students will be required to attend and create various performances outside of the school setting each term.

## ***Technical Theater***

**Course # 826**

**5 Periods**

**5 Credits**

This full year course is designed to give students hands on technical theater experience. Instructional activities include: stage management, set design and construction, lighting and sound design and execution, properties and costume research, design and building and make-up design and application. Box office, program and marketing will be explored as well. Students will be required to design and run the technical aspects of class room projects and drama productions outside of the school setting.

## ***Women in Film***

**Course # 827**

**5 Periods**

**2.5 Credits**

This half year course will allow students to view 15-18 major motion pictures that are by, for and about women. Some outstanding classics as well as modern movies that are especially appropriate for family, teen and adult audiences will be studied and critically analyzed for the telling of the story from a feminine perspective. Students should come to understand the genre as another means of learning.

## ***Music Theory 1***

**Course # 834**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This course is designed for students who can already read musical notation, are proficient on an instrument/voice and who might be preparing for a Music major/minor in their college careers.

Students will be introduced to precise notation for both treble and bass clefs. Pitch, rhythm and basic composition will be included. The scales, harmonics, and keyboarding will be studied.

## ***Music Theory 2***

**Course # 835**

**5 Periods**

**2.5 Credits**

*Prerequisites: Students who have completed Music Theory 1, Teacher recommendation.*

Continuation of Music Theory 1. Emphasis will be placed on analysis, further development of dictation skills, of sight singing, and on individual compositional/arranging projects students will be required to compose a final project for presentation to the class.

## ***Introduction to Jazz Improvisation***

**Course # 836**

**5 Periods**

**2.5 Credits**

*Prerequisites: Proficient on instrument and teacher Recommendation.*

Students will study improvisation Techniques using live performance as well as educational jazz cd's. Students will study chord scales, the blue scale, and chord progressions. Selected Jazz discography will be a requirement. Improvisation skills can be applied to active ensembles.

## ***The History of Rock Music (1955-1975)***

**Course # 837**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students*

The course will study the first two decades of this music genre. Study will include historical and cultural influences during the 1950's and 60's. The course will require listening, research and projects. Period piece movies, "The Buddy Holly Story," "American Graffiti," "A Hard Days Night," and "Woodstock" will supplement the course study.



# Wellness

**Michael Nelson ex. 1115**

*Director of Athletics and Wellness*

The Wellness Department offers modules in which the students learn fundamental health concepts and skills that foster healthy habits and behaviors. Through a combined and coordinated teaching of health education, physical education, and family and consumer science, starting in grade 9 and continuing through grade 12, these modules will enable the individual to make healthier lifestyle choices.

## ***Wellness 1***

**Course # 911**

**2.5 Credits**

**5 Periods**

*Prerequisites: Required for all freshman.*

## ***Wellness 2***

**Course # 912**

**2.5 Credits**

**5 Periods**

*Prerequisites: Required for second year students.*

## ***Wellness 3***

**Course # 913**

**2.5 Credits**

**5 Periods**

*Prerequisites: Successful completion of courses 911 and 912.*

Students will be instructed in the fundamental skills and the rules of a number of varied team activities including football, soccer, softball, volleyball, floor hockey and basketball. Students will also be exposed to non-competitive individual leisure sports. These activities include walking for health, weight training, aerobic exercise, and other selected activities. A classroom module on drug education and sexuality will be included along with CPR re-certification class. Students may also be exposed to a Scared Straight Program or other pro-active prevention programs.

## ***Wellness 4***

### **Course # 914**

#### **2.5 Credits**

#### **5 Periods**

*Prerequisites: Successful completion of course 913.*

Students will be instructed in the fundamental skills and the rules of a number of varied team activities including football, soccer, softball, volleyball, floor hockey and basketball. Students will also be exposed to non-competitive individual leisure sports. These activities include walking for health, weight training, aerobic exercise, and other selected activities. A classroom module on drug education and sexuality will be included along with CPR re-certification class. Students may also be exposed to a Scared Straight Program or other pro-active prevention programs.

## ***Intro to Athletic Training***

### **Course # 915**

#### **2.5 Credits**

#### **5 Periods**

*Prerequisites: Class open to juniors and seniors interested in the field of Athletic Training. Successful completion of Biology and Chemistry is required. This course does not meet wellness graduation requirements.*

Entry-level course designed to introduce the potential coach or athletic trainer to the field of athletic training. Basic care and prevention of athletic injuries will be dealt with in order to equip the coach or trainer with the knowledge to make intelligent decisions regarding common athletic injuries. It will also include some taping techniques. External class hours are required for successful completion of this course. Students will assist the athletic trainer during practices, games and office hours.

## ***Intro to Sports Management***

### **Course # 917**

#### **2.5 Credits**

#### **5 Periods**

*Prerequisites: Successful completion of Wellness 1 & Wellness 2 with an overall **B** average for the class. Also, must have approval by instructor. This course does not meet wellness graduation requirements.*

Entry-level course designed to introduce this highly sought after field of study. Students will learn the different aspects of Sports Management, such as Athletic Administration, Sports Broadcasting, Sports Law, Sports Marketing, Public Relations, and Event/ Facility Management. External hours are required for successful completion of this course. Students will assist the Athletic Director during home game-day events with ticket sales, concessions, announcements, etc.