EAST LONGMEADOW HIGH SCHOOL

Principal
Mr. Frank Paige

Assistant Principals
Ms. Anne Blain
Mr. Gary Wright

Athletic Director
Mr. Kevin Magee

Department Heads

Director of Curriculum & Instruction	Ms. Heather Brown
Business & Instructional Technology	Mr. Todd Les
English Language Arts/Reading	Mr. Brian McVety
Music and Visual Arts	Ms. Melanie Dickson
Modern World & Classical Language	Ms. Jennifer Faulkner
Guidance	Ms. Shelby Matroni
Family Consumer Science/ Health	Ms. Kristin Nordin
History & Social Sciences	Ms. Kristine Rueger
Mathematics	Ms. Kerry Derry
Physical Education	Mr. Timothy Gerry
Science/Technology Education	Ms. Katherine Wahlund

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PRINCIPAL'S MESSAGE

Dear Students and Parents,

In this Program of Studies you will find the information that you will need to make course selections for the coming school year. This information includes the listing of courses, descriptions, and (if required) prerequisites.

I wish to emphasize the importance of choosing courses carefully. The courses a student selects now are the ones he/she will be scheduled for during the next school year. Except in unusual circumstances, all course changes are made prior to the opening of school in September. It is suggested that you follow the procedure listed below to ensure that the students make the best possible choice now.

1. Students and parents should read this Program of Studies carefully and mark those courses which they wish to investigate.

2. Students should talk with their current teachers about their recommendations for next year.

3. Students and parents together should make preliminary choices so that the student is prepared when he/she meets with the Guidance Counselor.

4. Students should consider one or two alternate courses in case any of the original choices are not offered because of insufficient enrollment.

5. Students should review graduation requirements and post- high school plans in general with their Guidance Counselor to ensure that they are scheduled correctly.

6. Students and parents are not allowed to request specific teachers.

If you have any questions about any aspect of this process, please ask a Counselor or Administrator for assistance.

Sincerely,

Frank Paige
Principal

NON-DISCRIMINATORY POLICY

IT IS THE POLICY OF THE EAST LONGMEADOW PUBLIC SCHOOLS, PURSUANT TO THE AMERICANS WITH DISABILITIES ACT (ADA), SECTION 504, CHAPTER 622, TITLE IX, AND RELATED FEDERAL AND STATE STATUTES, NOT TO DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGIOUS CREED, NATIONAL ORIGIN, ANCESTRY, GENDER, SEXUAL ORIENTATION, DISABILITY, HOMELESSNESS, OR HANDICAP.

NO PERSON SHALL, ON THE BASIS OF RACE, COLOR, RELIGIOUS CREED, NATIONAL ORIGIN, ANCESTRY, GENDER, SEXUAL ORIENTATION, DISABILITY HOMELESSNESS, OR HANDICAP BE DENIED EQUAL ACCESS OR ADMISSION TO SCHOOL PROGRAMS, COURSES, EXTRACURRICULAR ACTIVITIES AND EMPLOYMENT OPPORTUNITIES.

It is the policy of the East Longmeadow Public Schools to fully abide by all state and federal statutes and the regulations promulgated thereunder which prohibit discriminatory acts.

Students will not be excluded from school based on marital status or pregnancy.

Any student, parent or guardian in the East Longmeadow Public School District who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any district education program or activity on the basis of gender, race, color, religion, national origin, homelessness, or handicap, in violation of this policy, may file a written grievance with the Student Services Supervisor.

East Longmeadow High School Mission Statement:

A community that will ***Engage*** *in critical thinking,* ***Learn*** *collaboratively,* ***Honor*** *Diversity and* ***Strive*** for Success.

Motto: Engage. Learn. Honor. Strive.

LEARNING EXPECTATION #1: Develop effective independent & collaborative work habits & practices.

- Communication skills in collaborative work
- Participation as a member of a team
- Self management
- Self advocacy
- Use of technology

LEARNING EXPECTATION #2: Develop effective critical thinking & creativity skills.

- Analysis of information
- Application and synthesis of information
- Evaluation of information, thoughts & ideas
- Creation of new thoughts & ideas

LEARNING EXPECTATION #3: Demonstrate effective literacy and communication skills.

- Writing: Topic development & process
- Writing: English conventions
- Reading: Comprehension
- Reading: Utilizing tools & strategies to increase comprehension
- Digital Literacy

LEARNING EXPECTATION #4: Demonstrate an understanding of social and civic responsibilities.

- Local & global community service
- Responsibility for one's own behavior
- Social skills
- Civic responsibility

LEARNING EXPECTATION #1: Develop effective independent & collaborative **work habits & practices**.

Criteria	Mastery	Proficient	Developing	Needs Improvement
Communication Skills in Collaborative Work	Leads collaborative work by using clear & respectful oral, written & non-verbal skills.	Frequently contributes to collaborative & work by using clear & respectful oral, written & non-verbal skills.	Sometimes contributes to collaborative work by using clear & respectful oral, written & non-verbal skills.	Rarely contributes to collaborative work by using clear & respectful oral, written & non-verbal skills..
Participates as a Member of a Team	Is a role model for effective team building skills such as compromise, flexibility, organization, goal setting, good listening & focus.	Frequently demonstrates effective team building skills such as compromise, flexibility, organization, goal setting, good listening & focus.	Sometimes demonstrates effective team building skills such as compromise, flexibility, organization, goal setting, good listening & focus.	Rarely demonstrates effective team building skills such as compromise, flexibility, organization, goal setting, good listening & focus.
Self-Management	Consistently regulates and controls behavior when engaged in learning tasks.	Frequently regulates and controls behavior when engaged in learning tasks.	Sometimes regulates and controls behavior when engaged in learning tasks.	Rarely regulates and controls behavior when engaged in learning tasks.
Self Advocacy	Consistently assesses own knowledge, skills, & abilities accurately and seeks assistance to improve or grow.	Frequently assesses own knowledge, skills, & abilities accurately and seeks assistance to improve or grow.	Sometimes assesses own knowledge, skills, & abilities accurately and seeks assistance to improve or grow.	Rarely assesses own knowledge, skills, & abilities accurately and seeks assistance to improve or grow.
Use of Technology	Consistently utilizes technology to accurately & effectively acquire knowledge, collaborate & communicate in a responsible, ethical manner.	Frequently utilizes technology to accurately & effectively acquire knowledge, collaborate & communicate in a responsible, ethical manner.	Sometimes utilizes technology to accurately & effectively acquire knowledge, collaborate & communicate in a responsible, ethical manner.	Rarely utilizes technology to accurately & effectively acquire knowledge, collaborate & communicate in a responsible, ethical manner.

LEARNING EXPECTATION #2: Develop effective **critical thinking & creativity skills**.

Criteria	Mastery	Proficient	Developing	Needs Improvement
Analysis of information	Consistently & effectively utilizes information & classroom experiences in order to be an active participant in their learning.	Frequently & often effectively utilizes information & classroom experiences in order to be an active participant in their learning.	Sometimes utilizes information & classroom experiences in order to be an active participant in their learning, but needs to develop these skills.	Rarely utilizes information & classroom experiences in order to be an active participant in their learning.
Application & synthesis of information	Consistently & effectively makes connections between acquired knowledge and real world applications. Effectively applies content knowledge & skills through various activities to broaden their earning.	Frequently makes connections between acquired knowledge and real world applications. Frequently applies content knowledge & skills through various activities to broaden their learning.	Sometimes makes connections between acquired knowledge and real world applications. Sometimes applies content knowledge & skills through various activities to broaden their learning.	Rarely makes connections between acquired knowledge and real world applications. Has difficulty applying content knowledge & skills through various activities to broaden their learning.
Evaluation of information, thoughts & ideas	Consistently engages in thoughtful reflection, asks significant questions to clarify or understand a point of view, find solutions and/or makes sound judgments.	Frequently engages in thoughtful reflection, asks significant questions to clarify or understand a point of view, find solutions and/or makes sound judgments.	Sometimes engages in thoughtful reflection, asks significant questions to clarify or understand a point of view, find solutions and/or makes sound judgments.	Rarely engages in thoughtful reflection, asks significant questions to clarify or understand a point of view, find solutions and/or makes sound judgments.
Creation of new thoughts & ideas	Consistently elaborates, refines, analyzes, organizes & evaluates their own ideas to generate original thoughts or products.	Frequently elaborates, refines, analyzes, organizes & evaluates their own ideas to generate original thoughts or products.	Sometimes elaborates, refines, analyzes, organizes & evaluates their own ideas to generate original thoughts or products.	Rarely elaborates, refines, analyzes, organizes & evaluates their own ideas to generate original thoughts or products.

LEARNING EXPECTATION #3: Demonstrate effective **literacy and communication skills**.

Criteria	Mastery	Proficient	Developing	Needs Improvement
Writing: Topic Development & writing process	Is able to effectively develop and articulate a rich topic and support it with high quality evidence and reasoning.	Is able to effectively develop and articulate a full topic and support it with sufficient evidence and reasoning.	Is able to moderately develop and articulate a topic and support it with evidence and reasoning.	Is limited in their ability to develop and articulate a topic and support it with evidence and reasoning.
Writing: English Conventions	Strong control of sentence structure, grammar, usage and mechanics that makes for high quality writing.	Few errors do not interfere with sentence structure, usage and mechanics throughout writing.	Errors interfere somewhat with sentence structure, usage and mechanics throughout writing.	Errors significantly interfere with sentence structure, usage and mechanics throughout writing.
Reading: Comprehension	Consistently & accurately expresses understanding of facts, ideas & sequences in readings.	Frequently expresses understanding of facts, ideas & sequences in readings with minor issues with accuracy.	Sometimes expresses understanding of facts, ideas and sequences in reading.	Rarely expresses understanding of facts, ideas and sequences in reading with a degree of accuracy.
Reading: Tools & Strategies to increase comprehension	Consistently & effectively utilizes text tools (review questions, headings, etc.) & strategies such as outlining, questions in margins, graphic organizers, etc.) to increase understanding.	Frequently utilizes text tools (review questions, headings, etc.) & strategies such as outlining, questions in margins, graphic organizers, etc.) to increase understanding.	Sometimes utilizes text tools (review questions, headings, etc.) & strategies such as outlining, questions in margins, graphic organizers, etc.) to increase understanding.	Rarely utilizes text tools (review questions, headings, etc.) & strategies such as outlining, questions in margins, graphic organizers, etc.) to increase understanding.
Digital Literacy	Consistently demonstrates legal & responsible uses of digital sources (proper citing, avoiding plagiarism)	Frequently demonstrates legal & responsible uses of digital sources (proper citing, avoiding plagiarism).	Sometimes demonstrates legal & responsible uses of digital sources (proper citing, avoiding plagiarism).	Ineffectively demonstrates legal & responsible uses of digital sources (proper citing, avoiding plagiarism)

LEARNING EXPECTATION #4: Demonstrates an understanding of **social and civic responsibilities.**

Criteria	Mastery	Proficient	Developing	Needs Improvement
Local and Global Community Service	Makes a lasting and positive contribution to the community, either through a single or ongoing project.	Frequently contributes to the community through ongoing projects.	Occasionally contributes to the community through an ongoing program.	No involvement at all in community organizations.
Responsibility of One's Own Behavior	No formal discipline required at this time. Student is respectful and compliant with policies and rules.	Informal discipline is sometimes required, but student is generally respectful and compliant with policies and rules.	Informal & formal discipline has been required to help student gain understanding and compliance with policies and rules.	Informal and formal discipline is frequently required to help re-direct student and help them gain understanding and compliance of policies and rules.
Social Skills	Consistently demonstrates high levels of respect, kindness, empathy & integrity toward others.	Frequently demonstrates respect, kindness, empathy & integrity toward others.	Sometimes demonstrates respect, kindness, empathy & integrity toward others.	Rarely demonstrates respect, kindness, empathy & integrity toward others.
Civic Responsibility	Sound knowledge and interest of national, state, and local government	General knowledge and interest of national, state, and local government	Limited knowledge and interest of national, state, and local government	Minimal knowledge and interest of national, state, and local government

GUIDANCE SERVICES

The primary role of the high school counselor is to implement a comprehensive guidance program that provides all students with the requisite knowledge and skills for success in the academic/technical, workplace readiness, and personal/social domains. At this level, students become aware of careers, post-secondary educational opportunities, and the knowledge necessary for transition into adulthood. All students and parents are provided access to Naviance; college and career readiness software. This program is designed to help students and parents with college planning and career assessment tools.

High School Counselors:

- Provide direct counseling services to students individually and in support groups.
- Provide education and support services to parents.
- Provide consultation services to teachers.
- Facilitate referrals to community support services.
- Advise students concerning academic planning.
- Provide career guidance to students.
- Provide career and college information to parents.
- Network with post-secondary schools.
- Develop and provide accommodation plans for students in need of academic support.

School Adjustment Counselor:

The School Adjustment Counselor (SAC) position was created to help students who may suffer with social and emotional difficulties that may interfere with their high school experience and academic success. All students, families and faculty have access to the SAC.
The SAC is available to help students:

- Reduce stressors that impact their ability to advance their academic learning.
- Assist students with making choices and decisions that are healthy, supportive and appropriate for them.
- Help individuals and families with outside referrals to community support resources and programs if needed.
- Coordinates 504's for ELHS.

Graduation Coach:

The Graduation Coach is an additional level of support needed by students who are at risk.
The Graduation Coach, also a licensed school counselor, works to:

- Examine data to identify students that are at risk of not graduating or are in need of additional academic/ social/ emotional support.
- Organize and present data to the MTSS team.
- Develop and share individual support plans for students, based on identified data.
- Oversee the current credit recovery program.
- Provide support for students and families experiencing school avoidance via reintegration planning.

CAREER CENTER

Every student's path is unique, some students might attend a two or four year college, others might pursue a trade school or certification program, and some will go straight into full time employment or the military. The East Longmeadow High School Career Center is available to help every student think about, and plan for, their life after East Longmeadow High School - drop ins are always welcome!

SERVICES:

- Career Curriculum - *meet with all students twice per year for career exploration.*
- Community Service - *assistance with the 40 total hour graduation requirement.*
- Employment Assistance - *job search, application completion, and interview skills.*
- Resume Writing - *your extracurricular involvement is great work experience.*
- Job Shadowing - *spend a day learning about a career field you are interested in.*
- Networking - *learn how to utilize your "network" to get more from life.*
- Career Interest Assessments - *your Naviance account is for career research too.*
- Career Tech - *interested in a vocational technical education while at ELHS?*
- Internships - *spend time shadowing and assisting an employer in your area of interest.*
- Work Study - *gain valuable paid work experience during your senior year at ELHS.*
- Career Speakers - *meet with professionals in your fields of interest.*
- ASVAB - *measures abilities and helps predict future academic & career success.*

COMMUNITY SERVICE

East Longmeadow High School is committed to providing students with an education that will, among other things, enable them to be productive and responsible citizens. One meaningful way students can learn about being responsible citizens is by serving their community.

GRADUATION REQUIREMENT:

- There is a graduation requirement of 40 total hours of community service that must be performed between the first day of grade 9 and May 15th of grade 12.

ELIGIBILITY OF HOURS:

- Performed Without Compensation - *i.e. not paid*
- Performed For A Non-Profit Organization - *i.e. not at a For-Profit Business*
- Not Court Ordered
- Not Performed During School Hours
- Not Supervised By Relatives

DOCUMENTATION:

- Students must submit the ELHS community service documentation form located on the East Longmeadow High School Career Center website or picked up in the ELHS Career Center.

COURSE OFFERINGS

Below is a list of our courses by department. Please note, classes with a carrot (^) are considered a practical arts course and any departments with an asterisk (*) next to their name count towards the weighted GPA, which is further explained on page 27.

COURSE	9	10	11	12	CR
VISUAL ARTS DEPARTMENT					
Foundations of Art	X	X	X	X	4
Adv Art		X	X	X	4
Adv Art 2			X	X	4
Adv Studio Art				X	4
Smartphone Photography		X	X	X	2
BUSINESS DEPARTMENT					
Accounting I		X	X	X	4
Advanced Accounting			X	X	4
Business Law 1	X	X	X	X	4
Business Law 2		X	X	X	4
Personal Finance		X	X	X	4
Entrepreneurship		X	X	X	4
Professional Business Apps	X	X	X	X	4
Marketing		X	X	X	4
Investing		X	X	X	4
Yearbook			X	X	4
Economics			X	X	2
ENGLISH DEPARTMENT*					
Honors English 9	X				4
English 9	X				4
AP Seminar	X				4
Honors English 10		X			4
English 10		X			4
AP English 11(Language)			X		4
AP Research			X		4
Honors English 11			X		4
English 11			X		4
AP English 12 (Literature)				X	4
Honors English 12				X	4
English 12				X	4
Creative Writing		X	X	X	4
Speech		X	X	X	4
Journalism		X	X	X	2
Sports Literature			X	X	4

COURSE	9	10	11	12	CR
FACS DEPARTMENT					
Child Development^	X	X	X	X	4
Child/Nursery Management^			X	X	4
Careers in Education^				X	8
Culinary Arts^			X	X	4
Health	X	X	X	X	4
Health Seminar^			X	X	2
CLASSICAL AND MODERN LANGUAGE DEPARTMENT*					
ASL 1	X	X	X	X	4
ASL 2	X	X	X	X	4
Spanish 1	X	X	X	X	4
Spanish 2	X	X	X	X	4
Spanish 2H	X	X	X	X	4
Spanish 3		X	X	X	4
Spanish 3H		X	X	X	4
Spanish 4			X	X	4
Spanish 4H			X	X	4
AP Spanish				X	4
Latin 1	X	X	X	X	4
Latin 2		X	X	X	4
Latin 2H		X	X	X	4
Latin 3			X	X	4
Latin 3H			X	X	4
Latin 4H				X	4
Ancient Greek Honors			X	X	2
World Mythology			X	X	2
MATH DEPARTMENT*					
Honors Algebra 1	X				4
Algebra 1	X	X	X	X	4
Honors Geometry	X	X			4
Geometry	X	X	X	X	4
Honors Algebra 2		X	X	X	4
Algebra 2		X	X	X	4
Honors Pre-Calculus		X	X	X	4
Pre-Calculus		X	X	X	4
AP Calculus			X	X	4
Honors Calculus			X	X	4
AP Statistics			X	X	4
Prob/Stat			X	X	4
AP Computer Science			X	X	4
Honors Computer Science		X	X	X	4
Discrete Math			X	X	4
SAT Prep			X	X	2

COURSE	9	10	11	12	CR
MUSIC					
Chorus	X	X	X	X	4
Advanced Chorus		X	X	X	4
Band	X	X	X	X	4
Orchestra	X	X	X	X	4
Concert Jazz Band	X	X	X	X	4
Drum Lab		X	X	X	2
Music Tech & Multimedia	X	X	X	X	2
History of Rock and Roll		X	X	X	4
Piano	X	X	X	X	2
PHYSICAL EDUCATION DEPARTMENT					
Physical Ed 9	X				4
Physical Ed 10		X			4
Physical Ed 11/12			X	X	2
Unified Physical Ed	X	X	X	X	2
Fitness for Life			X	X	4
SCIENCE DEPARTMENT*					
AP Biology			X	X	8
Biology	X				4
Honors Biology	X				4
Honors Human Anat & Phys			X	X	4
Human Anat & Phys			X	X	4
AP Chemistry			X	X	8
Chemistry		X	X	X	4
Honors Chemistry		X	X	X	4
AP Physics 1		X	X	X	6
AP Physics 2			X	X	4
Honors Physics		X	X	X	4
Physics		X	X	X	4
AP Environmental Science			X	X	6
Honors Enviro Science			X	X	4
Environmental Science		X	X	X	4
Forensic Science			X	X	4
Honors Forensic Science			X	X	4
Honors Forensic Science 2				X	4
Epidemiology			X	X	2
HISTORY AND SOCIAL SCIENCES DEPARTMENT*					
AP Human Geography	X				4
Honors ModernWorld Hist	X				4
Modern World History	X				4
AP US History		X			4
Honors U.S. History		X			4
U.S. History		X			4
AP US Govern & Politics			X	X	4
Honors Civics & Government			X	X	4
Civics & Government			X	X	4

African American Studies			X	X	4
AP Psychology			X	X	4
Psychology			X	X	4
AP European History			X	X	4
Holocaust and Human Behavior			X	X	2

COURSE	**9**	**10**	**11**	**12**	**CR**
INSTRUCTIONAL TECHNOLOGY DEPARTMENT					
Graphics Com & Tech 1^	X	X	X	X	4
Graphics Com & Tech 2^		X	X	X	4
Intro to Engin. Des	X	X	X	X	4
Prin. of Engineering			X	X	4
TV Production	X	X	X	X	4
SPECIAL EDUCATION					
Resources for Learning	X	X	X	X	4
Life Skills	X	X	X	X	4
Math Skills 9	X				4
Math Skills 10		X			4
Math Skills 11			X		4
Math Skills 12				X	4
ADDITIONAL OFFERINGS					
ELHS Foundations	X	X			4
Work Study^			X	X	8 or 12
Independent Study			X	X	4
Dual Enrollment			X	X	4 or 8

LPVEC (Career Tech)

COURSE	**9**	**10**	**11**	**12**	**CR**
Advanced Manufacturing^	X	X	X	X	16
Automotive Technology^	X	X	X	X	16
Building Property Management^	X	X	X	X	16
Carpentry^	X	X	X	X	16
Cosmetology^	X	X	X	X	16
Culinary Arts^	X	X	X	X	16
Design & Visual Communication^	X	X	X	X	16
Early Education Care^	X	X	X	X	16
Graphic Digital Design^	X	X	X	X	16
Health Assisting^	X	X	X	X	16
Info Support Service/Networking^	X	X	X	X	16
Landscaping Tech/Horticulture^	X	X	X	X	16
Technical Career Exploratory ^	X	X			16

EAST LONGMEADOW HIGH SCHOOL
GRADUATION REQUIREMENTS

A. Class Requirements

1. Full Time ELHS Students

- Pass 4 required English courses, with one taken each year (16 cr.)
- Pass 4 Mathematics courses, with one taken each year (16 cr.)
- Pass 3 Science courses (12 cr.) (including a Biology course)
- Pass 3 Social Studies (12 cr.) (including 8 credits of U.S. History and Civics)
- Pass 2 Classical and Modern Language (8 cr.)
- Pass 1 required Health course (4 cr.)
- Pass 3 elective courses in the Fine Arts, Business/ Technology or the Practical Arts (12 cr.)
- Pass 4 Physical Education courses (12 cr.)

2. CTEC Students **(graduation class of 2025)**

- Pass 4 English courses
- Pass 4 Math courses
- Pass 3 Science courses
- Pass 3 Social Studies courses
- Pass 1 Foreign Language course
- Pass 2 Physical Education courses

3. CTEC Students **(Starting with graduation class of 2026)**

- Pass 4 English courses, with one taken each year (16 cr.)
- Pass 4 Mathematics courses, with one taken each year (16 cr.)
- Pass 3 Science courses (12 cr.) (including a Biology course)
- Pass 3 Social Studies (10 cr. or 12 cr.) (including 8 credits of U.S. History & Civics)
- Pass 2 Physical Education courses (6 cr.)

CTEC students will receive a math course and science course equivalency credit during their senior year for participation in the CTEC program.

Also, CTEC students are not required to take a foreign language course as a graduation requirement. Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of World Language and Art and still fulfill MassCore.

B. Credit Requirements

112 credits will be required for graduation in addition to 40 hours of approved volunteer work (community service).

C. Academic Promotion Requirements

For a student to advance from one grade level to the next higher-grade level, the requirements are as follows:

Entrance to 10th grade .....…... 28 credits
Entrance to 11th grade .....…... 56 credits
Entrance to 12th grade .....…... 84 credits
Graduation .....…..... 112 credits

D. Community Service Requirements

There is a graduation requirement of 40 total hours of community service that must be performed between the first day of grade 9 and May 15th of grade 12. This is required for both CTEC and fulltime ELHS students.

Massachusetts State College and State Universities Minimum Course Requirements

Although most colleges have additional requirements, minimum coursework which totals 16 college preparatory units are presently being required by four-year state colleges and universities in Massachusetts. A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.

These courses are distributed as follows:

English	- 4 courses
Mathematics	-4 courses (Algebra 1 & 2, Geometry, Trigonometry or comparable coursework)
Sciences	- 3 courses (three must be lab-based)
Social Studies	- 2 courses (including one course in U.S. History)
Foreign Languages	- 2 courses (in a single language)
Electives	- 2 courses (from the above subjects or from the Arts & Humanities or Computer Science)

Action Plan: High School 9th Grade

Fall: Welcome to East Longmeadow High School!

- **Meet your guidance counselor.**
  Your counselor is ready and willing to help you adjust to East Longmeadow's High School. We will help introduce our counseling staff and other important staff members around the building. We will also connect you to Naviance, our tool to assist you in exploring your college and career options.
- **Get involved.**
  Extracurricular activities (both school- and non-school-sponsored) are an important part of high school experience and resume for your post secondary plan. Make the effort to get involved with groups, clubs, or teams that interest you. These activities are fun and make you a well-rounded part of our community.
- **Pick the right mix of classes.**
  Counselors will review East Longmeadow's High School graduation requirements so that you are prepared and able to start thinking about your four year plan. Ensuring you're enrolled in the appropriate college-prep classes that fit your post secondary goals.
- **Make the grade.**
  Get off to a good start with your grades because they will impact your GPA and class rank. Although college seems like a long way off right now, grades really do count toward college admission and scholarships.

Winter:

- **Explore your interests and possible careers.**
  Explore your skills and interests to see what Career cluster might fit your personality best.
- **Develop a Resume**
  It's never too early to develop a resume! The counseling department will help you develop an objective statement and add tasks that you are currently engaging in. Add any academic and extracurricular awards, community service achievements, and anything else you participate in. It'll come in handy when you want to highlight your accomplishments, senior year.

Spring/Summer:

- **Learning Styles**
  Counselors will meet with you and complete an assessment on Naviance about what type of learner you are. Use these results to help build your Sophomore year schedule.
- **Prepare for Sophomore year!**
  You will meet with our counseling department and develop a work based learning plan. We will also discuss the importance of utilizing your time off during the summer to better yourself as a person; setting personal goals or getting a summer job to add to your developing resume.
- **Begin to get a feel for college life.**
  Visiting relatives or friends who live on or near a college campus is a great way to get a sense of what college is like. Check out the dorms, go to the library and student center, and walk around the campus. Don't worry yet about where you want to go—just get a feel for college in general.

Action Plan: High School 10th Grade

Fall:

- **Take a practice PSAT.**
  Taking the PSAT as a sophomore will help prepare you for the real thing next year. It also allows you to release your name to colleges so you can start receiving brochures from them.
- **Explore your Strengths**
  Counselors will meet with you to complete the strengths explorer assessment to help you better understand how to best utilize your strengths. We will continue to explore career options in more detail based on your feedback.
- **Goal Setting**
  Explore how you are at setting goals and following through with them. Our counseling department will help you with skills to set and achieve your personal and academic goals.

Winter:

- **Post Secondary Planning**
  Our counseling staff will help you understand the difference between public and private colleges and have you complete the advanced search tools to decide what factors are important to you and see a list of colleges that matches your criteria.
- **Update, update, update**
  Counselors will have students again update their resume to reflect their involvement within the community and where they hope to be in the future.

Spring/Summer:

- **Keep your grades up.**
  Remember that your grades affect your GPA and class rank—two factors that colleges consider in the admissions process.
- **Myers Briggs**
  Explore the Myers Briggs personality tool to assist in identifying what careers might best match with your personality type.
- **Get a summer job.**
  Finding steady summer work will look good to prospective colleges and employers. Putting the money you earn away for college will also help you get a head start on a personal savings plan.
- **Recruiting**
  If you're an athlete make sure to check in with your coaches and discuss what college recruiting might look like moving forward.

Action Plan: High School 11th Grade

Fall:

- **Interest Profiler**
  Our counselors will meet with you and complete the interest profiler on Naviance to again assist with your post secondary planning.
- **Take the PSAT.**
  Taking the test qualifies you for the National Merit Scholarship program, which means you could earn money for college. In addition, it's a good way to practice for the SAT.
- **Evaluate your education plan**
  Now is the time to follow a more specific path. Decide whether you want to pursue full-time employment, further education or training (such as a vocational-technical school, career college, or two-year or four-year college), or a military career. Our counseling staff will facilitate you completing the super match tool, developing a list of schools that meet your post secondary criteria.
- **Make a college list.**
  Your list of colleges should include schools that meet your most important criteria (for example, size, location, cost, academic majors, or special programs). Weigh each of the factors according to their importance to you and develop a preliminary ranking of the schools on your list.
- **Continue gathering college information.**
  Go to college fairs, attend college nights, and speak with college representatives who visit your high school; use an online college finder and search top college lists. You may be able to narrow your choices or add a school to your list.
- **Organize a testing plan.**
  Figure out which of your schools require standardized scores(SAT or ACT) . Register for these assessments including your AP exams!Mark these dates on your calendar, you'll want to have plenty of time to prepare.
- **Make sure you're meeting any special requirements.**
  If you want to play Division I or II sports in college, start the certification process and check with your counselor to make sure you're taking a core curriculum that meets NCAA requirements.

Winter:

- **Stay involved with extracurricular activities.**
  Colleges look for consistency and depth in the non-academic activities you pursue.
- **Review your four year plan.**
  Review your four year plan and see how you have aligned yourself for the programs you want to attend after graduation. Make sure you select courses for your senior year that will get you into those rigorous programs.
- **Begin narrowing down your college choices.**
  Make sure you have all the information you need about the colleges you're interested in (entrance requirements, tuition, room and board costs, course offerings, student activities, financial aid, etc.). Then begin comparing the schools by the factors that are most important to you and rank your choices.
- **Prepare for standardized tests.**
  Find out if the colleges you are interested in require the SAT or ACT. Register to take the tests you need; most juniors take them in the winter or spring. You can take them again in the fall of your senior year if you're unhappy with your scores.

- **Talk to your family.**
  Have a discussion about the colleges you're interested in. Your family can learn about what you want to pursue and you can hear any concerns or suggestions they might have.
- **Learn more about financial aid.**
  Discuss your family's financial resources and gather information about financial aid from the schools you're interested in. Check out Mefa.org for some great resources.

Spring:

- **Work Based Learning Plan Skills**
  Define these stills with our counselors so you are prepared when entering the workforce.
- **Contact your recommendation writers.**
  Teachers and guidance counselors are often asked to write recommendations for lots of students. Consider whom you want to ask now and let them know so they'll have time to prepare before getting tons of requests in the fall. Ask teachers who know you well and who will have positive things to say. Letters of recommendation from a coach, activity leader, or adult who knows you well outside of school are also valuable.
- **Apply for a summer job or internship.**
  Summer employment and internships in fields you're interested in will look appealing on a college application or resume. The money you earn can also be used to help pay application and testing fees in the fall.
- **Visit colleges.**
  Visit the campuses of your top five college choices. Take a tour and speak with the admissions and financial aid staff. You may also be able to talk to students if some classes are in session. If you have an interview, be sure to send a thank-you letter to the interviewer once you return home.

Summer:

- **Start working on your application essays.**
  Compose rough drafts of the essays you'll need for your college applications.
- **Make early decision preparations.**
  If you plan to apply early decision to any school, take the time to visit the school again and make sure you're willing to commit.

Action Plan: High School 12th grade

Fall:

- **Continue to visit schools and finalize your college list .**
  Fall is a great time to look at the schools on your college lists because classes are in session and you are better able to meet and talk with students and professors. Use the information you've gathered from college visits, interviews, and your own research to decide which schools you will apply to. It's okay to apply to colleges that you think will be more difficult to get into. But it's also important to put a few safety schools (where you're sure you'll get in) on your list. Talk to counselors, teachers, and parents about your final choices.
- **Stay on track with your grades and extracurricular activities.**
  Colleges will look at what you've done in your senior year, so stay focused on doing well in your classes and maintaining a commitment to extracurricular activities.
- **Take standardized tests.**
  Register for and take the ACT or SAT as necessary. Be sure you have requested (either by mail or online) that your test scores be sent to the colleges of your choice. Don't forget to register for those AP exams as well.
- **Keep track of deadlines.**
  You'll be filling out lots of forms this year, so it's important to know what form is due when. Make a calendar showing the application deadlines for admission, financial aid, and scholarships.
- **Ask for letters of recommendation.**
  Ask the teacher(s) that you have a good rapport with you and that teaches a subject that applies to your desired major. Discuss your goals and ambitions and provide your resume to your teachers so they'll be more prepared to write about amazing you. Then go onto Naviance and formally request letters of recommendation at least two weeks in advance.
- **Meet with your guidance counselor.**
  Your counselor can help you stay on track with admissions requirements. Make sure they know which colleges you want transcripts and letters of recommendations sent to. Give your counselors any necessary forms much earlier than the actual deadlines so they'll have time to send the forms in.
- **Complete applications.**
  Finish the application for the schools you're interested in. Make sure you have submitted all components of your school's application. You should plan to get all this done before winter break.
- **Submit financial aid forms.**
  Fill out the FAFSA, and if necessary, the CSS profile. No matter what your family's income level is, the FAFSA is your main priority for financial aid purposes because it will determine how much you're expected to pay.

Winter:

- **Act on the results of early decision applications.**
  If you applied early decision, you'll soon find out if you were accepted. If you get in, you have to withdraw your applications from other schools. If not, keep your other applications out there and focus on those colleges.
- **Send mid-year grade reports.**
  Our counseling staff will send out mid-year grade reports to the colleges that you applied to. Remember that the schools will continue to keep track of your grades, so it's important to keep working hard throughout your senior year.

- **Scholarships**
  Students should apply for scholarships listed on the guidance website;
  https://elps.eastlongmeadowma.gov/high-school/departments/guidance/

Spring:

- **The waiting game/ The Price is Right!**
  Watch your e-mail/mail to get acceptance letters back along with your financial packages. Consider each financial aid award carefully. If you have questions, don't hesitate to contact the financial aid office of the college to get more information.
- **Follow up on financial aid information.**
  Make sure you have received a FAFSA acknowledgement. If you applied for a Pell Grant, you will receive a Student Aid Report statement. Review this notice, make a copy for your records, and send the original to the college you plan to attend. If necessary, apply for loans.
- **Make your final college decision.**
  Notify all schools of your intent by *May 1*. If you're not sure which offer to accept, make one more campus visit to the schools you're considering. Make sure to send your deposit to your chosen school and tell your guidance counselor where to send your final transcript.
- **Complete enrollment paperwork for the college you will attend.**
  Once you accept an offer, you should receive information from the college about course scheduling, orientation sessions, housing arrangements, and other necessary forms. Be sure to complete all required paperwork by the appropriate deadlines.
- **Resume**
  Update and finalize your resume! Demonstrate all your work based learning skills.
- **Congratulations!**
  You've finished high school and are about to embark on an exciting new phase of life. Good luck and we look forward to hearing about all the exciting things you achieve.

GRADING

Academic grades are the traditional A through E with the plus (+) and minus (-) increments. No specific number value is assigned to any grade and teachers have some subjective flexibility in grading. Students who withdraw from a course prior to the completion will carry the "W" designation on the report card and the transcript. Students who, for whatever reasons, are unable to complete the course requirements by the end of a term will be assigned the temporary grade of Incomplete. This "I" grade must be made up prior to the close of the next term or the grade will revert to the failing "E."

The exact deadlines and time frames will be established based on the yearly school calendar. Only the final course grade will appear on the permanent student record.

Grade Scale:

A	100-93		C	76-73
A-	92-90		C-	72-70
B+	89-87		D+	69-67
B	86-83		D	66-63
B-	82-80		D-	62-60
C+	79-77		E	59 and below
W	Withdrawn		I	Incomplete

HONOR ROLL

All students may receive the designation of high honors or regular honors with the issuance of each term's report card. The designation of high honors is earned when a student's grades are A- or better in each course. Regular honors are earned when a student's grades are B- or better in each course. The designation of high and regular honors is grade letter based and is not used to calculate GPA. The high/regular honors is a temporary designation for the specific term only, and they are not entered onto the student transcript.

ADVANCED PLACEMENT CLASSES

1. **Prerequisite Requirements:**
   Enrollment in an Advanced Placement (AP) course at East Longmeadow High School requires that students meet the designated prerequisite grade as outlined by the respective academic department. These prerequisites are in place to ensure students are adequately prepared for the rigor of AP coursework.

2. **Summer Assignments:**
   Students may be expected to complete summer reading or assignments if these requirements are not completed before the first day of classes students will be removed from the roster and placed in another course.

3. **AP Exam Participation:**
   All students enrolled in an AP course are strongly encouraged to take the corresponding AP Exam in May. Taking the AP Exam is an integral part of the AP experience and provides students with the opportunity to earn college credit and demonstrate mastery of college-level material.

4. **Fee Waivers and Exam Commitment:**
   Students who qualify for the Free and Reduced Lunch Program and utilize the AP exam fee waiver must sign a contract committing to take the AP Exam. If the student decides not to take the exam after registering for it the student will be responsible for a $50 fee to offset the unused exam cost.

5. **Late Testing:**
   Late testing will be offered to students only in cases of unavoidable conflicts, including verified illness, medical emergencies, or family emergencies. Conflicting academic or athletic events officially sponsored by East Longmeadow High School. All requests for late testing must be approved in advance by school administration, AP Coordinator and accompanied by appropriate documentation.

PROFICIENCY BASED PROMOTION

Upon the written request of a student, parent/guardian, or educator, a student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum. Proficiency will be demonstrated by assessment on a criterion-referenced test that correlates to the actual curriculum taught in the East Longmeadow Public Schools.

High School students (Grades 9-12) must demonstrate proficiency in order to skip specific courses and document mastery on the official transcript. Proficiency in laboratory sciences will require that students are able to perform relevant laboratory techniques. The honors core curriculum areas are History and Social Science, English Language Arts, Foreign Languages, Mathematics, and Science.

*** Students must pass the assessment with a 90 or above to receive recognition for their level of mastery.

FINAL EXAMINATIONS / ALTERNATIVE ASSESSMENT

Generally, for full year courses, the final grade will be calculated by the following method: 25% for each of the four marking periods. Some classes may embed a midterm or final exam into the second or fourth term grades.

Although many courses can and will operate using these guidelines, some individual courses may request approval to use a different grading and/or assessment structure unique to the course. Any such changes must be approved by the building principal and will be included on the course syllabus.

GPA

ELHS student's GPA (Grade Point Average) is a weighted, academic GPA on a 4.0 scale. Students' final grades in academic courses are calculated into their cumulative GPA. The GPA is updated in January and June. See the table below which illustrates GPA weighting for standard, honors, and Advanced Placement final grades.

GRADE	STANDARD	HONORS	AP
A	4.00	4.50	5.00
A-	3.67	4.17	4.67
B+	3.33	3.83	4.33
B	3.00	3.50	4.00
B-	2.67	3.17	3.67
C+	2.33	2.83	3.33
C	2.00	2.50	3.00
C-	1.67	2.17	2.67
D+	1.33	1.83	2.33
D	1.0	1.50	2.00
D-	.67	1.17	1.67
E or W	0.0	0.0	0.0

REQUIRED COURSE LOAD FOR ALL STUDENTS

All full time students will be required to take 32 credits per year with at least four courses selected from the Mathematics, Science, English, Social Studies, or Classical and Modern Language departments.

COURSE CHANGE POLICY

Guidance counselors and administrators take an active role to ensure all students are in balanced and supported classes. Saying this, not all schedule change requests will be granted. Students and parents can request a course change by completing the change schedule request form, students will hear back from their counselor letting them know the status of their request after their student's counselor has reviewed the request. All changes must be requested prior or during the first four days of school.

I. Please note that classes will not be changed based on teacher preference or so that students can be with their peers.

II. LEVEL CHANGES
For students requesting a level change (i.e. honors to standard), students have until the end of the first term (early November) to level up or down from any academic class. However, saying this, there are potential challenges that happen often, especially after the school year starts:

A. Scheduling conflicts--the level desired could not fit into their current schedule. We cannot rebuild a schedule once the school year begins.

B. The class level they desire could be at capacity and we can't overload classes.

There will be no ADD or DROP period after first term with the exception of IEP changes and course failures. All changes are subject to final approval of the Principal.

SUMMER & CREDIT RECOVERY SCHOOL POLICY

It is expected that all students will earn 112 credits through the courses offered at East Longmeadow High School in order to earn a diploma. Circumstances can occur, however, where students may need to earn credits at another institution or outside the academic year. To this end, East Longmeadow High School will allow for such an opportunity but limit its extent. The conditions are as follows:

I. FAILED COURSES
Students are allowed to make up one failed course and receive the assigned credits. Students are allowed to make up two failed courses only if the second course directly provides the necessary credits for graduation at the end of the upcoming school year; otherwise, only one failed course is permissible.

The grade for the make-up course is noted on the transcript but is not used in calculating the grade point average, nor does it replace the grade in the failed course.

II. ENRICHMENT COURSE
Students who have a particular interest or talent and students who wish to continue in a sequential course may take courses in other institutions. The course and grade are noted on the transcript but the grade is not used in calculating the grade point average nor is credit assigned.

LATIN HONORS PROGRAM

To honor the hard work of our seniors, we have implemented a Latin Honors program here at East Longmeadow High School. Latin Honors are typically acknowledged at the collegiate level, but many schools across the country have moved toward this distinction as an alternative to using class rank. This is acknowledged at graduation through the cords that the students wear with their gowns.

The typical Latin Honors program operates on a 4.0 scale and awards honors recognition for students achieving GPA benchmarks of 3.5, 3.7, and 3.9. We, however, operate on a 4.5 scale where we weigh both our honor and AP classes. To best fit the program to our current GPA model, we adjusted our Latin honors recognition as follows:

- **Cum Laude**: 3.5 on a 4.0 scale adjusted to 3.94 on a 4.5 scale (Bronze)
- **Magna Cum Laude**: 3.7 on a 4.0 scale adjusted to 4.16 on a 4.5 scale (Silver)
- **Summa Cum Laude**: 3.9 on a 4.0 scale adjusted to 4.39 on a 4.5 scale (Gold)

LIBRARY / MEDIA CENTER

The Robert J. Jarvis Memorial Library supports, augments, and enhances the philosophy and goals of East Longmeadow High School. To achieve this purpose, the media center strives:

1. To promote intellectual freedom and recognize the value of access to reliable information.

2. To provide a collection of materials which supports the curriculum, encourages reading, and promotes cultural diversity.

3. To instruct students on the use of general and specialized references through formal and informal instruction, and to integrate these skills with classroom assignments.

4. To develop a media program in accordance with the Standards for School Library Media Centers in the Commonwealth of Massachusetts and Information Power: Guidelines for School Library Media Programs.

Providing an academic setting for independent study, small groups, and classes, the library media center, centrally located on the second floor, houses a reference and instructional area, a periodical section, an automated card catalog, and a networked computer lab.

Selected to support the school's curriculum, the print collection contains over 12,500 volumes, 21 periodicals, and one newspaper subscriptions.

Dedicated workstations access the Virtual Reference Library and Databases. The Internet, Newsbank, Microsoft Office, and other appropriate software to supplement and enrich the school's mission.

Open Monday - Thursday from 7:00 AM to 3:00 PM, and Friday 7:00 AM to 2:30 PM, media center policy procedures are published in the ELHS Student and Faculty handbook.

Musical and Visual Arts

ART DEPARTMENT PHILOSOPHY

The Art Department is dedicated to the pursuit of excellence in creative expression. A wide array of methods and materials are used for the development of artistic skills. The creative process allows the student to express feelings and emotions through the visual arts while developing an ability to critique their own work through self-assessment. Students gain appreciation for the visual arts as creators, viewers and participants. They are able to see the world beyond high school with a new and artistic perspective. Students are encouraged to develop a continuing personal relationship with the visual arts after high school by taking art classes at area colleges.

FOUNDATIONS OF ART

GRADE	CREDITS
9, 10, 11, 12	4

This course is designed to give students a basic understanding and appreciation for art as it will be encountered on the high school level and beyond. Foundation of Art, and the other art courses offered, will give students the background necessary to appreciate visual art, participate in the creation of visual art, or seek further training for a career in the visual arts. Foundation of Art is planned to meet the needs of students of all artistic ability levels.

The course emphasizes skills development and development of the creative thought process. Each time a skill has been learned, students will be encouraged to make creative applications of those skills. Students will be given a sense of art history, through discussion and showing of visuals that relate to the studio projects they are working on. A variety of materials will be used. Some of the techniques, ideas and materials that may be included are color theory, rendering, perspective drawing, design, composition, acrylic paint, and calligraphy.
All students will maintain a sketchbook and a portfolio of completed projects (to monitor progress). Grading is based on timely completion of homework, creative application of skills on project.

ADVANCED ART

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: " C-" or better in Foundations of Art.

This studio course is planned so that students will learn additional techniques and creative thought processes as well as new applications for the skills and concepts learned in Foundations of Art. This will result in students having larger repertoires of responses for solving creative problems, and having a greater understanding and appreciation of the visual arts. Students who have successfully completed Foundations of Art will have the background knowledge and skills necessary for this course.

The content of Advanced Art will focus on the understanding and use of various aspects of two and three-dimensional art and art history, and may include drawing, and painting. Some of the materials and techniques that may be included are acrylic paint and drawing.

All students will maintain a sketchbook and a portfolio of completed projects (to monitor progress). Grading is based on timely completion of homework, creative application of skills on projects.

ADVANCED ART II

GRADE	CREDITS
11, 12	4

Prerequisite: " B-" or better in Advanced Art.

This studio course will require that students play a large role in setting the educational goals that are necessary for their continued growth in the visual arts. Students who have successfully completed Advanced Art will have the background knowledge and skills necessary for this course.

The year will be divided into segments of time when the focus will be in a general area of art, for example, drawing, painting and collage. Specific goals and assignments will be worked out on an individual basis between student and instructor. New techniques will be taught as needed, and creative exploration of ideas and techniques will be strongly encouraged. Some of the techniques and materials that may be used are acrylic paint, watercolor, pastel, charcoal, scratch board, and colored pencils.

Student progress will be continually monitored in this studio course, and individual evaluations of student progress will be done as necessary. This may be initiated by the student or the instructor. Grading is based on the student's progress towards learning, and creative application of skills.

ADVANCED STUDIO ART/PORTFOLIO PREPARATION

GRADE	CREDITS
11, 12	4

Prerequisite: "B-" or better in Advanced Art II **and** permission of instructors.

This studio course is open to the mature and highly motivated 11th or 12th grade student, who wishes to continue an in depth study in a particular area of art. The course will particularly benefit those students seeking further study and/or a career in the arts. The curriculum is planned to encourage individual exploration of a variety of concepts and media.

Students will have a pre-course conference with Visual Arts teachers where a minimum of five student works are reviewed.

Students will learn to develop an individual plan of study; produce visual artworks; analyze, interpret and evaluate works of art; and gain an understanding of the creative expression of other periods and cultures. There will be a major emphasis on the development of a portfolio, which will deal with well-developed themes. Students who intend to study art beyond high school will develop and photograph a portfolio suitable for college application.

Students will be evaluated on the following: evidence of successful mastery of techniques and materials, their ability to be visually expressive and responsive, their proficiency in exercising their imaginations, and their understanding of the visions and expressions of themselves and others. Students who are intending to major in Art in college should plan for extra work to develop a portfolio suitable for college application.

SMARTPHONE PHOTOGRAPHY

GRADE	CREDITS
10, 11, 12	2

Prerequisite: “C-“ or better in Foundations of Art.

This smartphone photography class is planned so that students will learn the art of capturing, processing, and publishing pictures using the smartphone. The class will be organized in three parts:
1. Learning to see and create pictures. We will cover composition, light and color, learning to use those visual elements as parts of a story.
2. Processing and editing pictures with apps: We will start by using the basic camera app on the smartphone and work in more apps as we go for capturing, editing, processing.
3. Sharing pictures using the G Suite for Education.
All students will maintain a portfolio of completed projects (to monitor progress). Grading is based on timely completion of homework, creative application of skills on projects.

Required materials: Working smartphone with a spare charger.

PHILOSOPHY OF THE MUSIC DEPARTMENT

The Music Department is dedicated to the pursuit of excellence in the development of individual musicians and ensembles. The department offers comprehensive studies in the development of technical skills, music theory and history, and appreciation of the performing arts as a whole. Students are encouraged to achieve at their highest potential, participate in a variety of ensembles, pursue musical interests outside the classroom, participate in community events and continue their study and enjoyment of music beyond high school.

CHORUS

GRADE	CREDITS
9, 10, 11, 12	4

Students will learn vocal techniques and music reading skills necessary for unison and part singing. Performance in concerts and festivals will be used to have the students hone the students' vocal skills.

Students will use their voices to explore the many styles of music from the Renaissance to the Contemporary. Emphasis will be on intonation, vocal quality, style, and proper singing and breathing techniques.

Student grades are determined by their effort in learning their music, demonstrating the ability to sign rudimentary melodies, demonstrating the ability to sign major and minor harmonies, participation in class, and mandatory participation in performances. Attendance at these performances and any necessary dress rehearsals are a course requirement.

ADVANCED CHORUS

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Students must successfully complete one year of General Chorus with a “C+” or better or have approval of the instructor.

A full year course designed to provide an atmosphere for the enjoyment, appreciation and performance of all types of choral music, from Early Renaissance to Modern Contemporary. The instruction and improvement of voice quality, intonation, ability to read music, ability to sight-sing, and the overall development of musicianship is stressed in conjunction with the learning of each piece of music. The Chorus performs at evening concerts and other special events. Attendance at these performances and dress rehearsals are a course requirement. Chorus members receive individualized vocal instruction in sectional lessons in addition to regular chorus rehearsals. The successful completion of all activities will provide the student with and advances view of the foundations of performance and study in choral singing.

BAND

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: Students must successfully complete middle school instrumental music or audition for the director.

Band is designed to give students the opportunity to develop musical skills by studying various styles of music in different ensemble settings and to provide a variety of opportunities for performance.

Through their individual instruments, students will explore the following elements of music: melody, harmony, rhythm, timbre and form. Music of many styles, historical periods and cultures will be studied.

Student performance in daily rehearsals, and participation in concerts and events will determine the student's grade.

CONCERT JAZZ BAND

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: Students must audition and be accepted into the ELHS Concert Jazz Band. This ensemble is for advanced musicians.

Concert Jazz Band is an advanced ensemble for students who play Trumpet, Trombone, Saxophone, Flute, Guitar, Bass, Drums and Piano. The Band learns and performs Jazz Standards, Blues, Funk and Rock music. In addition to ensemble repertoire, students in the Concert Jazz Band learn the basics of improvisation and solo performance. In addition to Jazz repertoire, the Concert Jazz Band also learns traditional Concert Band music. The Concert Band and Concert Jazz Band combine for performances throughout the year.

Student participation in rehearsals, technical growth and improvement and participation in performances are all assessed as part of the students' grades.

ORCHESTRA

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: Students must successfully complete middle school instrumental music or audition for the director.

Orchestra is designed to give students the opportunity to develop musical skills by studying various styles of music in different ensemble settings and to provide a variety of opportunities for performance.

Through their individual instruments, students will explore the following elements of music: melody, harmony, rhythm, timbre and form. Music of many styles, historical periods and cultures will be studied.

Student performance in daily rehearsals, and participation in concerts and events will determine the student's grade

Orchestra Winds and Percussion

Grade	Credits
11 & 12	2

This performing ensemble is open to wind and percussion students who want to experience playing in a full orchestra. Students develop musicianship and technical proficiency on their instrument through the study of a variety of orchestral literature. This course is only offered during the second semester, and wind and percussion students will be joining the strings in Orchestra class. Students perform at school concerts, festivals, and other civic events. Attendance at all performances and rehearsals both in and out of school, is expected.

HISTORY OF ROCK AND ROLL

GRADE	CREDITS
10, 11, 12	4

The History of Rock and Roll will survey the evolution of Rock from the preexisting musical styles of the early music of the Mississippi Delta to the current trends. Organized by decade and era, a student-created timeline will familiarize students with various genres, music styles and techniques, important performers of each era. Students will engage in analytical thinking as they compare musical styles, listen objectively to pertinent musical excerpts, and research important social issues that influenced musical contributions to the modern world.

Students will be graded on journals, tests, projects and presentations.

Text: Rockin' Out: Popular Music in the USA Reebee Garofalo, Prentice Hall

DRUM LAB

GRADE	CREDITS
9, 10, 11, 12	2

Prerequisite: None

This drumming and percussion class will cover drumming basics, such as rudiments, marching percussion, hand drumming, bucket drums, drum circles, drum set, mallet percussion, and more. Students will be evaluated using performance based assessments, written assignments, and project based assessments.

Text: Percussion method books and lesson units written by instruction

MUSIC TECHNOLOGY

GRADE	CREDITS
9, 10, 11, 12	2

In this course students will design and create original musical projects that can be used to learn about audio and sound production. Students will learn the history of musical technology, MIDI sequencing, and auditory safety concerns. Students will learn appropriate audio recording techniques and recording and editing of live music and processing digital audio. Students will compose, design, edit and notate live, pre-recorded loops, and original music through the use of computer notation software, computer recording software, and sound editing software.

Students will be graded on the basis of class participation, projects, assessments, and portfolios.

Primary Software used: Soundtrap, Audacity and other video/audio production and editing tools

Music Tech 2: Intro to Songwriting

Grade	Credits
11 & 12	2

Ever wanted to learn the ins and outs of writing your own song? In this class, students will be guided through the step-by-step process of creating, recording, and editing musical compositions through the use of music technology like Soundtrap and GarageBand. Students will learn the basics of music theory and compositional tools like song form, beat making, and melodic structure. Student work is skill and project-based and combines music theory with student exploration and expression. Participants in this class can expect to present work for feedback, revision, and evaluation.

PIANO

Grade	Credits
11 & 12	2

This introduction to piano class will cover the basics of playing the piano, from leaving the names and locations of keys, to proper hand placement and posture, and reading standard music notation. By the end of this course, students will be able to read basic music notation and play every major and minor chord, with the goal that they will be able to learn to play music that they enjoy in the future.

Students will be evaluated informally, daily, through check-ins, as well as in private playing quizzes, culminating in a final class performance for their peers.
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Piano 2

Grade	Credits
11 & 12	2

Prerequisite: Successful completion of Piano 1.

Students will expand their knowledge of chords, learning diminished and augmented chords, as well as arpeggios and 7th chords, as well as minor key and modal songs, as they continue to build their piano skills.

Unified Music

Grade	Credits
11 & 12	4

Music is an art that promotes community. This class provides a musical opportunity for students with and without disabilities. It allows them to learn alongside their peers and work on social goals and objectives while creating, performing, and learning the elements of music. Through the support of teachers, paraprofessionals, and peers, students will gain an appreciation of various instruments, their unique sound, and how they're played. Students will embrace the inspirational and creative ideas, concepts, and feelings that influence a musician's work and make connections between speech and singing, rhythm and motor behavior through various musical experiences.

BUSINESS AND INSTRUCTIONAL TECHNOLOGY

PHILOSOPHY

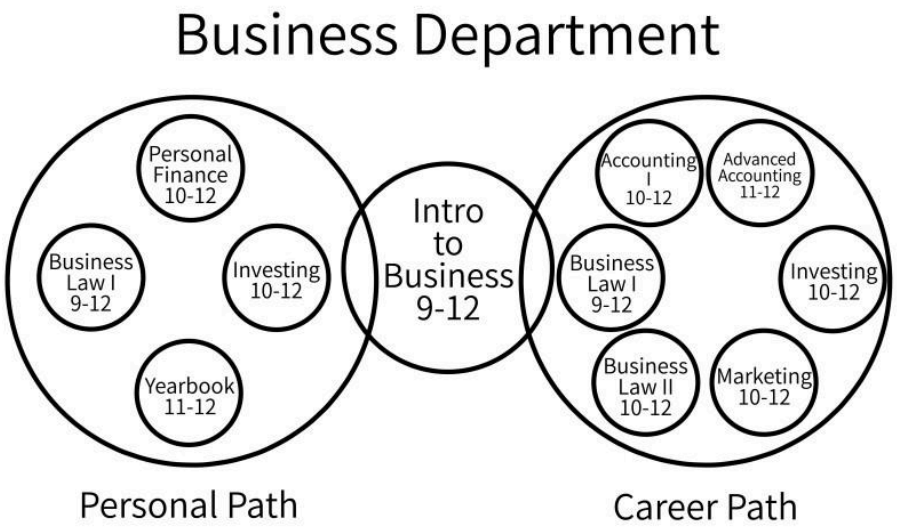
Business and technology are a part of the life of every individual; in fact, business and technology is a part of life itself. Intelligent citizenship in the world today and that of tomorrow demands business and technology knowledge and understanding. Consumer problems of today are complex and the need for every citizen to understand and meet them effectively has increased greatly. Therefore, business and technology education is an essential part of the general education of everyone.

The Business and Instructional Technology Department feels that the student, while in high school, can develop a substantial business and technology background for advanced training in the future. In addition, the acquisition of these marketable skills will provide the student the opportunity to enter the workforce following high school. This philosophy is the guideline by which courses and curricula are offered and taught at East Longmeadow High School.

In the Business Department, homework is not a general practice. However, it is up to the teacher's discretion and with a few exceptions. Generally, students should only expect homework under the following circumstances:

- If a student is absent from class and needs to make up work
- If a student does not finish work during class and needs more time to complete
- If a student needs additional support
- If a student is studying for a quiz or a test

Note: Accounting students should expect daily homework



Above is an list of the departmental offerings. With the exception of of Advanced Accounting and Business Law II (prerequisite is Accounting I and Business Law I respectively), the business department does not have prerequisites for their courses.

ACCOUNTING I

GRADE	CREDITS
10, 11, 12	4

Accounting I is a comprehensive course designed to bring the real world of accounting into the classroom. Students will have the opportunity to use Excel, and learn how to apply the GAAP to real-world financial situations.

The prime objective of this course is to introduce students to the double-entry system accounting for sole proprietorship, corporate, and partnership forms of business enterprises by using real-world applications and connections. Other important objectives include the following:

*To help students develop personal and professional skills for school and work.
*To help students understand the relationship between the manual system of accounting and a computerized system.
*To help students find success in accounting.
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Students are required to complete two business simulations during the year along with homework assignments, quizzes, and tests.

Basic Text: Glencoe Accounting, First-Year Course, Guerrieri, Haber, Hoyt, and Turner.

ADVANCED ACCOUNTING

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Accounting I

Advanced Accounting is a continuation of Accounting I and is designed to give the student the opportunity to study and apply advanced accounting concepts and principles. This course is for students who are interested in pursuing majors in Business Administration, Accounting, Management, Economics, Finance, Marketing, Actuarial Sciences, and Entrepreneurship.

Students will continue to analyze financial statements in real world setting, they will study Accounting for Payroll Systems, Merchandising Corporations, Plant and Asset Depreciation, Uncollectible Account Receivables, Inventories, Notes Payable and Receivables, Financial Statements, Liquidation of a Partnership, and Ethics in Accounting.

The student will be evaluated through homework, quizzes, tests, and business simulations.

Basic Text: Glencoe Accounting, First-Year Course, Guerrieri, Haber, Hoyt and Turner

BUSINESS LAW

GRADE	CREDITS
9, 10, 11, 12	4

Business Law courses emphasize legal concepts that are relevant to business and business organizations. Topics examined in these courses may include contracts, buying/renting property, installment buying, insurance, buyer/seller relationships, negotiable instruments, employment, taxes, insurance, commercial papers, legal organizational structures, and consumer liabilities.

Students will be evaluated on their classwork, class participation, quizzes, and tests.

Basic Text: Business and Personal Law, published by Glencoe/McGraw-Hill.

BUSINESS LAW 2

GRADE	CREDITS
10, 11, 12	4

Prerequisite: A "B-" or better final grade in Law 1 or approval from the Business Department Chair or the course instructor.

This course will enable students to further develop their understanding of the American legal system. The class will employ the Socratic method of instruction whenever possible, and consequently, students will be expected to brief cases. The course will also examine a broad array of contemporary legal issues. The focus will be on those issues that a citizen in our society is likely to deal with during his or her lifetime.

Students will be evaluated on their case briefs, classwork, class participation, quizzes, and tests.

Basic Text: Business and Personal Law, published by Glencoe/McGraw-Hill.

PERSONAL FINANCE

GRADE	CREDITS
10, 11, 12	4

Emphasis will be toward the role of the consumer and how that person may deal with the numerous facets of everyday living in the economic community.

Subject matter to be covered will include automobile ownership, various types of insurance, personal income and taxation, banking services, investments, types of real estate ownership, and retirement plans.

Students are graded on the basis of classwork, quizzes, and tests.

Basic Text: Business and Personal Finance, Kapoor, Diabay, and Hugh.

ENTREPRENEURSHIP

GRADE	CREDITS
10, 11, 12	4

This course is designed to give students the opportunity to experience what it is like to operate a business by taking part in the Junior Achievement Company Program. Students in this course will start and operate a class based business. They will select a product or products to sell and a department in the company in which to work. Students will develop a business plan, market and sell a product, keep inventory and financial records, and learn what it is like to be the "boss." Other topics of study will include: successful entrepreneurs, sole proprietorships, partnerships, corporations, limited liability companies, franchises, cost analysis, venture capital, global business, and ethics in business.

Students are assessed on the basis of tests, quizzes, teacher evaluation, and peer evaluation.

PROFESSIONAL BUSINESS APPLICATIONS

GRADE	CREDITS
9, 10, 11, 12	4

Students in this course will learn the basic software concepts in Word, Excel and PowerPoint. The students will be acquainted with the proper procedures to create documents, workbooks, databases, and presentations suitable for course work, professional purposes, and personal use. The student will learn through hands-on exercise-oriented approach, which will encourage students to be independent and develop problem-solving skills.

Students will be evaluated on class work, production work, projects, tests and portfolio assessment.

Text: TBD

MARKETING

GRADE	CREDITS
9, 10, 11, 12	4

This course is designed to give students a taste of the world of marketing and advertising. The student will learn:

1. What marketing is and why it is an essential element in the success or failure of a business.
2. The four P's of marketing: product, place, price, and promotion.
3. How to use the four P's of marketing to sell a product.
4. The steps involved in market research.
5. How to conduct a market analysis.
6. How to develop and use creative advertising.

The student will complete simulation projects to reinforce marketing skills that she/he has learned in the course.

Students will be evaluated on their classwork, class participation, quizzes, simulation projects, and tests.

INVESTING

GRADE	CREDITS
10, 11, 12	4

This class is designed to teach students about the importance of investing. Students will learn about a variety of investments with an emphasis placed on stock, mutual funds, and index funds. Financial planning will be emphasized along with the importance of beginning to save at a young age. Students will acquire a basic understanding of assets and the concepts of appreciation and depreciation. They will also examine and evaluate their own financial skills in relation to their personal balance sheet. Throughout the course, students will be responsible for managing several simulated portfolios. This will require consistent knowledge of the marketplace, company news, and the stock market itself.

Students will be graded on projects completed throughout the term. They will also be graded on class work, participation, quizzes and tests.

Material required: Computers with Internet access, Google Sheets/Excel, Microsoft Word/Google Docs, and Microsoft PowerPoint/Google Sheet

INTRO TO ECONOMICS

Grade	Credits
11 and 12	2

The study of economics requires students to have a basic understanding of algebra in order to understand mathematical models used in the course.

This introductory economic course will seek answers to how individuals, companies and countries behave towards goods and services. The course will cover both the basics of micro and macro economics. In microeconomics students will learn about the decisions of individuals,households, and small businesses. In macroeconomics, students will learn how decisions made by governments and countries affect the economy as a whole. Course learning will be via lectures, discussions and the internet (there will be no textbook). Course learning will be enhanced by assignments, projects and tests.

Topics covered in this class will include:

- What is economics?
- Micro vs Macro economics
- Scarcity
- Supply and Demand
- Opportunity cost
- Factors of production
- Production possibilities curve
- Game theory
- Employment
- Inflation
- Trade
- Barriers to trade
- Tariffs
- Interest rates
- Free market economies vs planned economies

PHILOSOPHY OF THE ENGLISH DEPARTMENT

The East Longmeadow High School English Department strives to provide students with the opportunity to become literate and effective communicators. Our goals are the following:

1. To expose students to the complexities of various cultures through the reading and discussion of literature.

2. To foster an appreciation of reading and an appreciation for good writing.

3. To help students to understand and appreciate the writing process.

4. To enrich the vocabulary of all students.

5. To help students to employ the correct usage of Standard English.

6. To develop student oral skills through group work, oral presentations and class discussion.

7. To address all of the Massachusetts Language Arts/Common Core standards in all courses.

HONORS ENGLISH 9

GRADE	CREDITS
9	4

Prerequisite: At least a "B-" average in English 8.

Honors In Literary Styles is designed for the student who has consistently demonstrated exceptional reading, writing, and analytical skills. Students planning to take AP English senior year should take this course as preparation.

The focus of the literature section of the course includes in-depth studies of both *Romeo and Juliet, The Odyssey,* and *The Catcher in the Rye*. Students additionally read supplementary novels, plays, short stories, essays, poetry, and drama. All students participate in the study of Greek mythology. Interpretive readings as well as written analyses, projects, and creative pieces are required.

The writing section of the course introduces students to the writing process and explains basic concepts such as unity, order and coherence. Students write with emphasis on reflection and self-evaluation. Grammar study includes basic parts of speech, phrase, clause and sentence structure as well as usage matters. A standardized 100-word vocabulary list is studied, and tough context vocabulary is discussed as it is encountered in the literature.

Students are graded on the basis of class participation, homework, quizzes, tests, and appropriate written assignments.

Required Readings: *Romeo and Juliet*
The Catcher in the Rye
Other novels and/or plays at the discretion of the teacher
An Anthology
Edith Hamilton's *Mythology*
Grammar and Composition, Book #3
Of Mice & Men
The Odyssey
Various handouts

ENGLISH 9

GRADE	CREDITS
9	4

Interpreting Literary Styles is geared towards the college-bound student. The goal of the course is the integration of literature, language study, vocabulary, and writing.

Students are introduced to the short story, the novel, poetry, and drama, and they study the characteristics of the various literary genres and writing styles encountered. A detailed study of Romeo and Juliet is required that includes the demonstration of a personal critical response both orally and in writing. All students participate in a detailed study of *The Odyssey* and Greek mythology.

The writing process is introduced to help students develop good pre-writing, free-writing, revision and editing techniques. Analytical writing based on the literature is stressed. All students compose several major pieces of writing and use them for reflection and self-evaluation. Grammar study includes parts of speech, basic phrase, clause and sentence structure and usage matters. A standardized 100-word vocabulary list is studied, and tough context vocabulary is discussed as it is encountered in the literature.

Students are graded on the basis of class participation, homework, quizzes, tests and writing assignments.

Required Readings: *The Odyssey*
Romeo and Juliet
Of Mice & Men
Novel at teacher discretion
An Anthology
Edith Hamilton's *Mythology*
Grammar and Composition, Book #3
Various handouts

Advanced Placement Seminar

Grade	Credits
10	4

Perquisite: A grade of B- or higher in an honors English 9 course course or a grade of B or higher in a standard English 9 course.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.The expectation is that these students will then move on to take AP Research.

AP RESEARCH

Grade	Credits
11 & 12	4

Prerequisite: Successful completion of AP Seminar.

AP Research is a performance based course that requires the completion of writing an academic college level research paper to be reviewed and scored by the College Board. This interdisciplinary course encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. Students must conduct independent research, while analyzing their sources and evidence. To accommodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses.

HONORS ENGLISH 10

GRADE	CREDITS
10	4

Prerequisite: At least a "B-" average in Honors Literary Style or "B" in Interpreting American Literature.

Honors In American Literature is designed for the student who has consistently demonstrated exceptional reading, writing, and analytical skills. Challenging nightly and frequent long-term reading and writing assignments are a vital part of the course. Students planning to take AP English in senior year should take this course as preparation.

The course focuses on an intensive study of diverse American literature from the Puritan era to the present. Students are expected to tackle difficult materials and be competent to work with them in various capacities - in small groups, in whole class discussions, in projects and on an individual basis. Students review and employ the writing process to interpret classic American literature and contemporary multicultural readings. Grammar study includes a review of sentence structure and usage as well as a focus on capitalization and punctuation. A standardized 100-word vocabulary list is studied. Tough context vocabulary is discussed as it is encountered in the literature.

Preparation for the 10th Grade MCAS English Language Arts test is a significant part of all sophomore English classes.

Students are graded on the basis of class participation, homework, quizzes, tests, papers, and oral presentations.

Required Reading:
The Crucible
To Kill a Mockingbird
The Great Gatsby
Other novels and/or plays at the discretion of the teacher
An American literature anthology
A grammar text
Various handouts

ENGLISH 10

GRADE	CREDITS
10	4

Interpreting American Literature is a broad study of major American authors and works from the Puritan era to the present that is geared towards the college-bound student. Characteristics of historical periods and genres in American literature are emphasized. Literary techniques are analyzed as they apply to the various works studied. Students are encouraged to examine the connections among the various language arts categories and develop proficiency in each. Outside reading is required along with a project that demonstrates critical thinking and a personal response to an important work of American literature.

The course also includes the study and implementation of the writing process with emphasis on expanding the use of techniques studied last year and developing student ability to write on literature. Grammar study includes a review of sentence structure and usage as well as a focus on capitalization and punctuation. A standardized 100-word vocabulary list is studied. Tough context vocabulary is discussed as it is encountered in the literature.

Students are graded on the basis of class participation, homework, quizzes, tests, written papers, and oral presentations.

Texts: American literature anthology
Writing / grammar text
The Crucible
To Kill a Mockingbird
Other novels/plays at the discretion of the teacher
Various handout

AP ENGLISH 11- LANGUAGE AND COMPOSITION

GRADE	CREDITS
11	4

Prerequisite: "B-" average in Honors English 10 and/or departmental approval.

AP English Language and Composition is a diverse course because the rhetoric and composition course in college serves a variety of functions in the undergraduate curriculum.

The following, however, are the primary goals of the course:

▸ Developing critical literacy: This course is intended to strengthen the basic academic skills students need to perform confidently and effectively in courses across the curriculum. The course introduces students to the literacy expectations of higher education by cultivating essential academic skills such as critical inquiry, deliberation, argument, reading, and writing, listening, and speaking. Few colleges and universities regard completion of this entry-level course as the endpoint of students' English language education; subsequent courses in general and specialized curricula should continue building the skills students practice in their rhetoric and composition courses.

▸ Facilitating informed citizenship: While most college rhetoric and composition courses perform the academic service of preparing students to meet the literacy challenges of college-level study, they also serve the larger goal of cultivating the critical literacy skills students need for lifelong learning. Beyond their academic lives, students should be able to use the literacy skills practiced in the course for personal satisfaction and responsible engagement in civic life.

To support these goals, rhetoric and composition courses emphasize the reading and writing of analytic and argumentative texts instead of, or in combination with, texts representing English-language literary traditions. Like the college rhetoric and composition course, the AP English Language and Composition course focuses students' attention on the functions of written language in and out of the academy, asking students to practice the reading as well as the writing of texts designed to inquire, to explain, to criticize, and to persuade in a variety of rhetorical situations. In this approach to the study and practice of written language, a writer's style is important because of its rhetorical, rather than its aesthetic, function.

HONORS ENGLISH 11

GRADE	CREDITS
11	4

Prerequisite: At least a "B-" average in Honors American Literature or B or better in Interpreting American Literature.

Honors In English Literature is designed for the student who has consistently demonstrated exceptional reading, writing, and analytical skills. Challenging nightly and frequent long-term reading and writing assignments are a vital part of the course. Students planning to take AP English senior year should take this course as preparation. Critical reading skills are developed through the study of masterpieces of English literature. Development of original, incisive thinking is encouraged by means of writing, projects, oral presentations, outside readings, group work, class discussion, and research. In addition, students can expect intensive seminars on complex topics.

Primary reading emphasis includes the following: periods of British literature, major British authors, literary analysis, and terminology. The course also includes the study and implementation of the writing process with emphasis on developing a student's ability to write on literature and employ the various types of writing. Grammar study is focused on correcting common sentence problems found in student written work and tested on the SAT. A standardized 100-word vocabulary list is studied. Difficult context vocabulary is discussed as it is encountered in the literature. SAT test-taking strategies are also introduced and practiced.

Grades are assigned on the basis of class participation, homework, quizzes, tests, and writing assignments.

Texts:
The Strange Case of Dr. Jekyll and Mr. Hyde
Lord of the Flies
Frankenstein
A Shakespeare play
Other novels and/or plays at the discretion of the teacher
Selected poetry
An English literature anthology
A grammar text

ENGLISH 11

GRADE	CREDITS
11	4

Interpreting English Literature is a full year course for the college-bound student that focuses on the different genres of writing and integrates them with vocabulary and the literature. In addition, students work on comprehension of often- complex works through text analysis and interpretation. Development of critical thinking is encouraged by means of writing, projects, presentations, outside readings, group work, class discussion, and research.

The basic content includes units on fiction, drama, poetry and non-fiction with focus on how the conventions of the genres influence the meanings of the works. Students are encouraged to tackle difficult materials and use analytical skills to comprehend them. Grammar study is focused on correcting common sentence problems found in student written work and tested on the SAT. Difficult context vocabulary is carefully analyzed, and literary techniques are considered as they relate to the materials studied. A standardized 100-word vocabulary list is studied. SAT test-taking strategies are also introduced and practiced.

Grading is based on class participation, homework, quizzes, and tests, as well as appropriate writing assignments.

Texts: *Lord of the Flies*
A Shakespeare play
Selected Poetry
Short stories
A novel
Supplementary paperbacks

AP ENGLISH 12- LITERATURE

GRADE	CREDITS
12	4

Prerequisite: At least a "B-" average in Honors English 11 and/or departmental approval. The summer reading assignment includes five major works, extensive note taking and an essay.

AP English 12 is designed for the student who has consistently demonstrated exceptional reading, writing, and analytical skills and has taken challenging courses in English all through high school. It is a full year, intensive course that develops student skill in the critical reading and careful interpretation of difficult literary masterworks. Students also do thorough critical writing about such literature. The course is geared towards students who are willing and able to perform college level work while in high school.

The short-term goal of AP English is high achievement on the AP English Examination administered in May by the Educational Testing Service of the College Board. It is expected that students will take this test at their own expense. The long-term goal is to provide students with the tools that they need to take charge of their own learning and to progress at a rate commensurate with their ability. They are encouraged to cultivate strong reading and thinking skills that characterize life-long learning and enjoyment and to refine and perfect the reading and writing skills necessary for success in college and in the professional world.

Close reading of prose and poetry is stressed as well as thematic analysis of works in all literary genres. Background study of literary time periods, trends, authors, and movements is a must. Impromptu and planned essays are constantly generated from reading and discussions. Assignments cover a variety of aims (expressive, explicative, and literary) and modes (narrative, analytical and persuasive).

Students are graded on the basis of class participation, homework, quizzes, and tests, as well as appropriate writing assignments and oral projects.

Textbooks:

A variety of major plays including or equivalent to:

A Doll's House
Antigone
A Streetcar Named Desire
Oedipus Rex
King Lear
Death of a Salesman.

A variety of novels including or equivalent to:

The Sun Also Rises
Crime and Punishment
The Sound and the Fury
Invisible Man
Sun Also Rises
As I Lay Dying
Beloved, and Crime and Punishment.

Various poems and short stories

ENGLISH 12H

GRADE	CREDITS
12	4

Prerequisite: At least a "B-" average in Honors English 11 or better in Interpreting English 11.

Honors English 12 is designed for the student who has consistently demonstrated exceptional reading, writing, and analytical skills. The curriculum is organized around the theme of Character and Culture. Four other themes—transformation, integrity, prejudice and bias, and oppression and courage--provide a focus for reading and writing units. Students are expected to contribute significantly and regularly to class discussion. All Senior English classes are required to write an MLA formatted research paper using primary and secondary sources and will be assessed by each student's English teacher. As part of the research process, seniors will also be required to create a project based on their research. The school's Career Center will be overseeing the project/presentation, which will be presented to a panel of teachers and community members as part of the assessment.

Honors English 12 covers more material more quickly than English 12. The literature portion of the course includes the study of challenging, mostly international fiction and non-fiction through which students are challenged to explore and analyze the diverse cultures. Critical reading skills are developed through nightly readings and occasional long-term reading assignments.

Development of original, incisive thinking is encouraged by means of writing, projects, oral presentations, outside readings, group work, class discussion, and research. In addition, students can expect intensive seminars on complex topics. Writing in Honors English 12 includes writing essays of different types, ranging from writing on literature to a senior research paper that employs research and documentation methods learned in class.

Grammar study is done as necessary based on common problems found in student written work. A standardized 100-word vocabulary list is studied.

Grading is based on class participation, projects - written and oral, homework, quizzes, tests and writing.

Texts typically include:

The Things They Carried
Night
Angela's Ashes
Kite Runner
Doll's House and Dante's Inferno
Selected non-fiction
Various stories, poems, and novels at teachers' discretion
Various composition texts

ENGLISH 12

GRADE	CREDITS
12	4

English 12 is geared towards the college-bound student. The major component of this course is an exposition section that includes the study of the process of writing, the types of writing, and major work on the development of writing style. Students complete papers of various types and lengths leading to a self-evaluation. They also study research methods and compose a documented senior paper. All Senior English classes are required to write an MLA formatted research paper using primary and secondary sources and will be assessed by each student's English teacher. As part of the research process, seniors will also be required to create a project based on their research. The school's Career Center will be overseeing the project/presentation, which will be presented to a panel of teachers and community members as part of the assessment.

A literature portion of the course includes the study of important, culturally diverse works. Students are challenged to explore and analyze diverse cultures. They employ the various forms of writing learned in the expository unit to develop essays that expound on the themes discussed in the literature. Through this interpretation of the assigned literature, students develop reading, thinking, writing and oral communications skills. Grammar study is done as necessary based on common problems found in student written work. A standardized 100-word vocabulary list is studied.

Grading is based on class participation, projects - written and oral, homework, quizzes, tests and writing.

Textbooks:

Excerpts are used from the following:

The Things They Carried
Night
Angela's Ashes
Kite Runner

Various stories, poems, and novels at teachers' discretion
Various composition texts

CREATIVE WRITING: POETRY, FICTION & NON-FICTION

GRADE	CREDITS
10, 11, 12	4

This course is designed to encourage and enhance a talent for writing demonstrated by the student in earlier classes. In Creative Writing the student will write in a variety of genres including poetry and fiction. It is the aim of the course to develop both facility and flexibility in the use of language. Student must share their works with their peers.

Students are graded on the basis of class work, class participation, homework, quizzes and tests as well as writing assignments.

PUBLIC SPEAKING

GRADE	CREDITS
10, 11, 12	4

The public speaking class addresses the rapidly increasing need in our society to be able to speak fluently and competently in a wide range of social, academic, and professional settings.

In addition to formal public speaking assignments, the course will include units in group discussion, debate, seminars, interviewing, drama, and readings. Topics such as stage-fright, diction, body language, audience, group dynamics, and voice control will be considered in detail.

Students will be graded on the basis of the preparation, effort, and progress made in their oral presentations. Because of the nature of the course, the final examination will be oral rather than written. Teacher-generated handouts are used in lieu of a formal text.

JOURNALISM

GRADE	CREDITS
10, 11, 12	2

This course focuses on news literacy and producing the Spartan Spectator, the school newspaper of East Longmeadow High School. Students will leave class with the reading, writing, and thinking skills necessary for consuming information in the 21st century, a familiarity with the ethics, processes, and production of news, and improved writing skills.

Texts: Reading and analysis of articles
Test, quizzes, in-class presentations
Reading and analysis of articles

SPORTS LITERATURE

GRADE	CREDITS
11, 12	4

This elective course explores the impact that sport has had on American culture. Sports, as experienced through the written word, serves as a chronicle of our political history, as a mirror of important social issues, and a lens through which some of our most coveted values are reinforced. The semester-long curriculum includes fiction and non-fiction reading, analytical writing, research, and formal presentations.

Students will be assessed through quizzes, tests, formal writing assignments, class discussion, and presentations.

Texts:

At least one whole-class text (non-fiction or non-fiction)
Independent text selections (both fiction and non-fiction)
Poetry
Research material

SOCIAL ISSUES IN WOMEN'S LITERATURE COURSE

GRADE	CREDITS
11, 12	4

Social Issues in Women's Literature is an elective designed to give students an introductory background in Literature written exclusively by women. It seeks to provide an understanding of various historical and social issues from an analytical perspective through a Feminist lens.

The course will include reading and analysis of various genres of women's literature and will include a research component, written literary analysis, and formal presentations. Students will be graded on the basis of tests, quizzes, written work, presentations, as well as a research paper.

Texts: various sources in women's literature

YEARBOOK

GRADE	CREDITS
11, 12	4

The East Longmeadow High School Yearbook course is a year long course designed to create, publish and distribute the school's yearbook. The yearbook course requires students to take part in all aspects of production of the yearbook including: creating a theme, designing the cover and layout, taking photographs, and writing articles.

Students will be graded on the basis of satisfying their role within Yearbook and successfully meeting deadlines.

ENGLISH LANGUAGE LEARNERS (ELL)

English Learner (EL) Education

The East Longmeadow Public Schools ensures that English Learners (ELs) are taught to the same academic standards and curriculum as all students. EL students are provided full and equitable opportunities to master these standards, including access to academically advanced courses, the ability to earn credit for completed work, and participation in the full range of academic and extracurricular programs offered by the district.

Instruction for English Learners incorporates grade-appropriate content objectives drawn from the district curricula in English Language Arts, History and Social Science, Mathematics, and Science and Technology/Engineering. These courses are taught by qualified and licensed educators who provide language development support while ensuring full participation in grade-level academic content.

In addition to their regular English Language Arts classes, English Learners also take English Language Development (ELL) courses designed to strengthen academic language skills in reading, writing, speaking, and listening. These classes support student success across all content areas and promote English proficiency for academic achievement.

GRADE	CREDITS
9,10, 11, 12	4

ELL classes provide language instruction to non-native speakers of English. Courses are designed so that the content of the subject (ELA) is taught according to students' English proficiency level. All classes emphasize listening, speaking, reading, and writing. These courses can take the place of a class offered by English.

ELL English Literacy (ESL 001) is for newcomers to English who may have experienced gaps in their schooling and/or need foundational skills in reading and writing. Students learn reading strategies in order to advance their reading comprehension skills. Students at this level are beginning to develop academic language through listening and speaking. They learn to expand oral comprehension and write complete sentences, a standard paragraph, and short content-based essays.

ELL Entering/Emerging English (ESL 002) is designed to build upon skills learned from ESL 001 or for student who are reading and writing at grade level equivalency in their native language but are new to English. Students will use reading comprehension strategies to access

beginner-level text and develop listening skills to understand social and academic English language. Students will engage in reading, writing, and speaking about literary and informational text including tasks such as: writing paragraphs and short- essays/writing responses to present information learned.

ELL Developing English (ESL 003) is designed to build upon the skills learned in ESL 001 & 002. Students will engage in reading a range of texts, at the appropriate complexity level/language proficiency level(s). Students will use written expression to create informal and formal essays, letters and other tasks as appropriate and will support of the ESL teacher. Students will continue to expand their academic vocabulary in both verbal and written communication. Lessons will include those that help students to develop oral presentation skills and study skills that will enhance their learning in all content areas.

ELL Expanding/Bridging English (ESL 004) is designed to prepare students for the transition into mainstream ELA courses. Students focus on reading, listening comprehension, speaking and pronunciation skills and writing to build and demonstrate skills such as organizations of ideas, use of thesis statements and supporting details in written and oral presentations. Emphasis is on literary analysis and demonstration of conventions of English writing through the development of personal and analytical essays. By the end of this course English Language Learners demonstrate effective use of strong vocabulary, grammar, and communication skills for academic purposes.

FAMILY AND CONSUMER SCIENCE

PHILOSOPHY OF FAMILY AND CONSUMER SCIENCE

The philosophy of Family and Consumer Science program is to provide a curriculum that will help students improve the quality of life for individuals and families.

The Family and Consumer Science program at East Longmeadow High School provides opportunities to:

1. Develop skills which lead to effective decision making, problem-solving and management in the home, school, community and workplace.

2. Develop concepts and skills basic to home, individual, and family responsibilities.

3. Develop personal skills which will enhance employment potential.

4. Learn personal and family resource management - consumer skills and money management, nutrition, and personal environment management.

CHILD DEVELOPMENT

GRADE	CREDITS
10, 11, 12	4

The purpose of this course is to provide students with an understanding of child development from conception through preschool as well as an understanding of how childhood has evolved and changed over time. This course is beneficial for students interested in careers working with children, such as teacher, nurse, doctor, dietician, social worker, counselor, psychologist, psychiatrist, speech and language pathologist, occupational therapist, physical therapist, and for those interested in learning more about children.

As part of this course, students observe and participate with children in the Little BIG Kids Nursery School which is housed in the high school. High school students in this course will be expected to fully participate in all aspects of the preschool program: playing, reading, art, singing, dancing, outdoor play etc…

CHILD AND NURSERY MANAGEMENT

GRADE	CREDITS
11, 12	4

The purpose of this course is to provide students with the knowledge and skills to operate a nursery school and/or work in early childhood education. Students will become familiar with the developmental stages of the preschool child and how to use that knowledge to plan, conduct, and evaluate all aspects of the nursery school program. Students will explore the significance of a nursery school education in relation to the child's total development and the duties and responsibilities involved in the operation of the nursery school. This course is beneficial for students interested in careers in education and for those interested in learning more about children.

As part of this course, students will serve as teachers in the nursery school. They write lesson plans and create and implement all activities for the preschool under the direct supervision of the Child and Nursery Management teacher. This course can count toward a student's academic courseload for their senior year.

CULINARY ARTS

GRADE	CREDITS
11, 12	4

Explore how to prepare, cook, and present different foods in various ways in this lecture-lab course. In this course, students will learn about kitchen safety & sanitation, various kitchen equipment and their uses, how to read and adapt recipes, basic cookery principles, food preparation with nutritional exploration, and balanced meal planning. The student will learn the fundamentals of what should be consumed through exploring the nutritional values and health benefits of different foods through the USDA MyPlate.

Text: Guide To Good Food

Unified Culinary

Grade	Credits
11 & 12	4

Prerequisite: Recommendation of Guidance Counselor

Unified Culinary Arts provides a unique opportunity for students with and without disabilities to come together through ongoing Culinary Arts activities. Students will explore how to prepare, cook, and present different foods in various ways in this lecture-lab course. In this course, students will learn about kitchen safety & sanitation, various kitchen equipment and their uses, how to read and adapt recipes, basic cookery principles, food preparation with nutritional exploration, and balanced meal planning. The student will learn the fundamentals of what should be consumed through exploring the nutritional values and health benefits of different foods through the USDA MyPlate.

THE PHILOSOPHY OF THE HEALTH EDUCATION DEPARTMENT

The goal of health education is to promote healthy lifestyles for people in our society, and to help students acquire the knowledge, skills, and attitudes that promote healthful behaviors. To achieve this goal there should be organized and systematic learning experiences for students based on expected learning outcomes. Within a comprehensive health education program, the student should do as follows:

- accept responsibility for her/his own health.
- develop decision-making, problem-solving, and interpersonal skills necessary to meet her/his needs in a positive way.
- understand the relationship between personal health and the quality of life.
- know how to use available health resources and services
- know the relationship between health and the major body structures and functions.

A planned health education curriculum will achieve these learning outcomes.

HEALTH

GRADE	CREDITS
9, 10	4

Health education is designed to help students acquire the knowledge and skills to enable them to make responsible present and future decisions regarding their health. Students will explore the relationship between lifestyle practices, health and longevity.

By the end of this course, students should know and be able to:
- Accept responsibility for her/his own health.
- Develop decision-making, problem-solving, and interpersonal skills necessary to meet her/his needs in a positive way.
- Understand the relationship between personal health and the quality of life.
- Know how to use available health resources and services.
- Know the relationship between health and the major body structures and functions.

Topics include: Wellness, Mental Health/Stress, Nutrition, Family/Relationships, Bullying/Harassment, Reproduction, Sexually Transmitted Diseases/Infections, HIV/AIDS Abstinence, Contraception and Substance Use/Abuse.

Students are graded on the basis of student engagement, classwork, assessments, projects.

Classwork 20%
Quizzes/Tests 30%
Projects 30%
Student Engagement 20%

Basic Text: Prentice Hall Health, Pruitt, Allegrante, Prothrow-Stith

HEALTH SEMINAR

GRADE	CREDITS
11, 12	2

Prerequisite: A passing grade in Health.

Health Seminar is a course which focuses upon personal growth and emotional development. The class will discuss issues and problems encountered by today's teenagers and young adults. Inherent in the course philosophy is that problem-solving skills, self-confidence, self-awareness, and self-control coupled with accurate information will assist them in daily decision-making and self-responsibility.

Learning Outcomes
By the end of this course, students should know and be able to:
- Accept responsibility for her/his own health.
- Develop decision-making, problem-solving, and interpersonal skills necessary to meet her/his needs in a positive way.
- Understand the relationship between personal health and the quality of life.
- Know how to use available health resources and services.
- Know the relationship between health and the major body structures and functions.

Topics include: Wellness, Relationships/Communication, Reproduction, Sexually Transmitted Diseases/Infections, HIV/AIDS, Contraception, Substance Use and Abuse, CPR/First Aid and Careers in Health.
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Students will be graded on student engagement, classwork, projects, and assessments.

Classwork 20%
Quizzes 30%
Projects 30%
Student Engagement 20%

Text: Prentice Hall Health, Pruitt, Allegrante, Prothrow-Stith

CLASSICAL AND MODERN LANGUAGE

PHILOSOPHY OF THE CLASSICAL AND MODERN LANGUAGE DEPARTMENT

The Classical and Modern Language Department believes that the acquisition of a second language is an essential step in becoming an educated and articulate member of the world community.

Classical and Modern language study fosters the development of listening, speaking, reading, and writing skills in the target language, greater understanding of one's own language and culture, and an awareness and appreciation of other cultures and peoples.

To ensure that all students are able to acquire skills in the target language, we follow proficiency-based methods, meaning that students practice actively *using* the language instead of just knowing *about* the language.

Homework: Students in Language classes should expect homework assignments that reinforce their target language proficiency. To that end, students will sometimes practice further at home, including completion of projects, and/or will complete assignments that were not finished during class time. Homework assignments may also prepare students for upcoming lessons.

Grading: Student grades will be based on their mastery of the language skills taught in the courses.

In Latin classes, assignments will be categorized based on skill: reading and listening; writing and speaking; or culture.

In Spanish classes, assignments will be categorized based on mode of communication: interpretive (listening and reading), presentational (rehearsed speaking or writing to an audience), and interpersonal (spontaneous speaking or writing back-and-forth with another person). In the chart below, you will find the proficiency target for each course and how they translate into grades on the department rubric (N= Novice Low, Middle, and High, I=Intermediate Low, Middle and High, and A= Advanced Low, Middle, and High).

	Spanish 2H		**Spanish 3H**		**Spanish 4H**		**AP Spanish**	
	Terms 1+2	Terms 3+4	Terms 1+2	Terms 3+4	Terms 1+2	Terms 3+4	Terms 1+2	Terms 3+4
A	IL	IM	IM	IH	IH	AL	AL	AL
B	NH	IL	IL	IM	IM	IH	IH	IH
C	NM	NH	NH	IL	IL	IM	IM	IM

	Spanish 1		**Spanish 2**		**Spanish 3**		**Spanish 4**	
	Terms 1+2	Terms 3+4	Terms 1+2	Terms 3+4	Terms 1+2	Terms 3+4	Terms 1+2	Terms 3+4
A	NH	IL	IL	IM	IM	IM	IM	IH
B	NM	NH	NH	IL	IL	IL	IL	IM
C	NL	NM	NM	NH	NH	NH	NH	IL

American Sign Language 1

Grade	Credits
9, 10, 11, & 12	4

This is the first course of the American Sign Language program. This is an introductory course for developing conversational skills using the manual alphabet and American Sign Language. It is designed to assist in communicating with and in understanding the Deaf Community.

This course is recognized as a foreign language and is a part of our Classical and Modern Language Department.

Students are graded based on assessments of the three modes of communication (interpretive, presentational, and interpersonal).

American Sign Language 2

Grade	Credits
9, 10, 11, & 12	4

This course is a continuation of the study of American Sign Language (ASL) vocabulary and grammar. Increased development of inflectional and non-manual behavior patterns are presented together with the incorporation of selected aspects of Deaf culture and community within receptive and expressive conversations. Topics are presented in readings, videos, and discussions in ASL. Nonverbal communication is emphasized.

This course is recognized as a foreign language and is a part of our Classical and Modern Language Department. Completion of this course with American Sign Language 1 fulfills the Classical and Modern Language graduation requirement.

Students are graded based on assessments of the three modes of communication (interpretive, presentational, and interpersonal).

SPANISH 1

GRADE	CREDITS
9, 10, 11, 12	4

This is the first course of the Spanish program. The course is designed to introduce students to a variety of vocabulary themes and grammatical concepts to facilitate basic communication. The development of four skills (listening, speaking, reading, and writing) is emphasized. The cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States are studied. The class is conducted partially in Spanish.

Students are graded based on assessments of the three modes of communication (interpretive, presentational, and interpersonal).

Text and resources: *Descubre 1* and Supersite: www.vhlcentral.com and Adios Textbook.

SPANISH 2 HONORS

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: B- or better in Spanish 1.

This accelerated course is designed to begin to prepare students for an optional Advanced Placement (AP) Spanish Language Exam. More content is covered than in the regular Spanish 2 course with the goal of enhancing the development and proficiency of four skills: listening, speaking, reading, and writing. Students learn advanced grammatical structures and vocabulary. Students also continue to study the cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States. The class is primarily conducted in Spanish.

Students are graded based on assessments of the three modes of communication (interpretive, presentational, and interpersonal).

Text and resources: *Descubre 2* and Supersite: www.vhlcentral.com and Adios Textbook.

SPANISH 2

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: C- grade or better in Spanish 1.

The course is designed as a progressive continuation of the content and skills learned in Spanish 1. The development and proficiency of four skills (listening, speaking, reading, and writing) is emphasized. The cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States are studied. The class is conducted partially in Spanish.

Students are graded based on assessments of the three modes of communication (interpretive, presentational, and interpersonal).

Text and resources: *Descubre 2* and Supersite: www.vhlcentral.com and Adios Textbook.

SPANISH 3 HONORS

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: C- or better in Spanish 2 Honors or B- or better in Spanish 2.
It is highly recommended that a student take Spanish 2 Honors in preparation for this course.

This accelerated course is designed to continue to prepare students for an optional Advanced Placement (AP) Spanish Language Exam. More content is covered than in the regular Spanish 3 course with the goal of enhancing the development and proficiency of four skills: listening, speaking, reading, and writing. Students continue to learn advanced grammatical structures and vocabulary. Students also continue to learn about the cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States. The class is primarily conducted in Spanish.

Students are graded based on assessments of the three modes of communication (interpretive, presentational, and interpersonal).

Text and resources: *Descubre 3* and Supersite: www.vhlcentral.com and Adios Textbook.

SPANISH 3

GRADE	CREDITS
10, 11, 12	4

Prerequisite: C- or better in Spanish 2.

The course is designed as a progressive continuation of the content and skills learned in Spanish 2. The development and proficiency of four skills (listening, speaking, reading, and writing) are emphasized. The cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States are studied. The class is conducted to a great extent in Spanish.

Students are graded based on assessments of the three modes of communication (interpretive, presentational, and interpersonal).

Text and resources: *Descubre 2* and Supersite: www.vhlcentral.com and Adios Textbook.

SPANISH 4 HONORS

GRADE	CREDITS
10, 11, 12	4

Prerequisite: C- or better in Spanish 3 Honors or B- or better in Spanish 3.
It is highly recommended that a student take Spanish 2 Honors and Spanish 3 Honors in preparation for this course.

This accelerated course is designed to continue to prepare students for an optional Advanced Placement (AP) Spanish Language Exam. This course is proficiency-based with emphasis on all communicative skills: listening, speaking, reading, and writing. Command of the Spanish language is promoted through the study of geography, civilization, culture, arts, film, music and literature of Spanish-speaking countries. Advanced grammatical structures, vocabulary, idiomatic expressions and colloquialisms are reinforced as students use the target language for active communication. The class is solely conducted in Spanish.

Students are graded based on assessments of the three modes of communication (interpretive, presentational, and interpersonal).

Text and resources: *Imagina*, *Revista: Comunicaión sin barreras, Encuentros Maravillosos: Gramática a través de la literatura,* and Supersite: www.vhlcentral.com and Adios Textbook.

SPANISH 4

GRADE	CREDITS
11, 12	4

Prerequisite: Spanish 3 (grade of 70/C- or better)

The course is designed as a progressive continuation of the content and skills learned in Spanish 3. The development and proficiency of four skills (listening, speaking, reading, and writing) are emphasized. The cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States are studied. The class is conducted to a great extent in Spanish.

Students are graded based on assessments of the three modes of communication (interpretive, presentational, and interpersonal).

TEXT: *Descubre 3* and Supersite: www.vhlcentral.com and Adios Textbook.

AP SPANISH

GRADE	CREDITS
11, 12	4

Prerequisite: C- or better in Spanish 4 Honors.

This course is designed to meet the demands and expectations of the College Board Advanced Placement (AP) Spanish Language Exam. The primary course objective is to refine students' communicative skills in Spanish. Students express thoughts with accuracy and fluency while speaking and writing. Listening and reading comprehension skills are mastered. The class is solely conducted in Spanish. A specific format for class activities and assessments is followed to prepare students for the exam, which is administered in May. It is hoped that all students take the exam.

Students are graded based on assessments of the three modes of communication (interpretive, presentational, and interpersonal).

Text and resources: *Triángulo Aprobado*

LATIN 1

GRADE	CREDITS
9, 10, 11, 12	4

Latin 1 is the introductory course in the study of Latin. The course is designed to educate students in basic Latin grammar and vocabulary. In addition, students will gain an awareness of Latin's relationship to English and will explore elements of Roman culture and history, as well as mythology.

The textbook, the *Cambridge Latin Course*, is designed to teach students to read Latin fluently. It starts with simple stories that build in complexity as students' skills increase, with the goal of reading unadapted Latin literature in the higher-level courses. Students follow a high-interest storyline rooted in the culture of the Roman world in the 1st century CE that is continued in Latin 2 and Latin 3 Honors.

Grading is primarily based on assessment of reading/listening skills, as well as on writing/speaking skills and application of knowledge of Roman culture.

Texts: *Cambridge Latin Course*, Units 1 and 2

LATIN 2 HONORS

GRADE	CREDITS
10, 11, 12	4

Prerequisite: B- or better in Latin 1

This accelerated course continues the study of Latin begun in Latin 1. More content is covered at a faster pace than in the standard level course, and students are expected to achieve a higher level of proficiency in the language.

By continuing to follow the storyline of the *Cambridge Latin Course,* students further develop their skills in reading Latin, including more complex study of grammar and vocabulary, as well as gaining further knowledge about Roman culture as embedded in the storyline. Connections between Latin and English continue to be emphasized. Students also learn about the mythology and history of Rome from its foundations through the early 1st c. BCE through supplementary readings.

Grading is primarily based on assessment of reading/listening skills, as well as on writing/speaking skills and application of knowledge of Roman culture.

Texts: *Cambridge Latin Course*, Units 2 and 3
Eleanor Arnold, *Cloelia: puella Rōmāna*
other supplemental reading as determined by teacher/student interest

LATIN 2

GRADE	CREDITS
10, 11, 12	4

Prerequisite: C- or better in Latin 1

Latin 2 continues the study of Latin begun in Latin 1. By continuing to follow the storyline of the *Cambridge Latin Course,* students further develop their skills in reading Latin, including more complex study of grammar and vocabulary, as well as gaining further knowledge about Roman culture as embedded in the storyline. Connections between Latin and English continue to be emphasized. Students also learn about the mythology and history of Rome from its foundations through the early 1st c. BCE through supplementary readings.

Grading is primarily based on assessment of reading/listening skills, as well as on writing/speaking skills and application of knowledge of Roman culture.

Texts: *Cambridge Latin Course*, Units 2 and 3

LATIN 3H

GRADE	CREDITS
11, 12	4

Prerequisite: C- or better in Latin 2 Honors or a B- or better in Latin 2. It is highly recommended that a student take Latin 2 Honors in preparation for this course.

Latin 3 Honors continues the student's study of the Latin language and Roman culture. The storyline begun in Latin 1 is completed and authentic Latin literature is introduced, with a focus on the history of the 1st c. BCE. Grammar and vocabulary and connections with English continue to be developed. This course moves at an accelerated pace compared to Latin 3 and expects the student to display greater accuracy in the use of Latin grammar and vocabulary.

Grading is primarily based on assessment of reading/listening skills, as well as on writing/speaking skills and application of knowledge of Roman culture.

Texts: *Cambridge Latin Course*, Unit 3
Sallust, *The Conspiracy of Catiline*
Suetonius, *Life of Julius Caesar*
other readings as determined by student/teacher interest

LATIN 3

GRADE	CREDITS
11, 12	4

Prerequisite: C- or better in Latin 2

Latin 3 continues the student's study of the Latin language and Roman culture. The storyline begun in Latin 1 is completed. Students also learn about the mythology and history of Rome from its foundations through the early 1st c. BCE through supplementary readings. Grammar and vocabulary and connections with English continue to be developed.

Grading is primarily based on assessment of reading/listening skills, as well as on writing/speaking skills and application of knowledge of Roman culture.

Texts: *Cambridge Latin Course*, Unit 3
Eleanor Arnold, *Cloelia: puella Rōmāna*
other supplemental reading as determined by teacher/student interest

LATIN 4H

GRADE	CREDITS
12	4

Prerequisite: B- or better in Latin 3 or C- or better in Latin 3 Honors

Students in Latin 4 Honors study Latin literature with a thematic focus on mythology and folklore. Students first read Roman folktales such as "The Widow of Ephesus" and selected *Fables* of Phaedrus and Apuleius' *Cupid and Psyche*, while analyzing their cultural context, literary value, and connections to folklore from other cultures. Students then study Greek and Roman literature related to the Trojan War, primarily Homer's *Iliad* (in English) and Vergil's *Aeneid*, Book 2. Finally, students analyze ways in which authors portray transformations and metamorphoses through readings from Ovid and other authors.

Grading is primarily based on literary analysis-focused in-class quizzes and tests and creative and evaluative projects. Class preparation participation is essential for building the skills of the course.

Primary texts: Petronius, "The Widow of Ephesus"
Phaedrus, *Fables*
Apuleius, *Cupid and Psyche* (ed. Balme and Morwood)
Vergil, *Aeneid* (ed. Boyd/Pharr or others)
Ovid, *Metamorphoses* (various stories, various edd.)
other readings as determined by teacher/student interest

ANCIENT GREEK HONORS

GRADE	CREDITS
11, 12	2

Pre-requisite: Grade of B- or better in Latin 2 / 2 Honors, Spanish 3 / 3 Honors, or French 2

It is highly recommended that students take this course in conjunction with their chosen foreign language.

This accelerated course is an introduction to the language of the ancient Greeks. Students will learn to read simple Attic Greek as it was written by authors such as Plato and Sophocles. Students will also study the civilization of the Greeks and its influence on our own culture by reading Greek literature in translation. Because this is an honors course, students will be expected to work at a quick pace with thorough understanding of all course material; the course should be approximately the equivalent of one semester of college Greek. No prior study of Classics is required, but students should have successfully completed at least two years of another language other than English.

Students will be expected to read and write Greek words, sentences, and short stories. In this course, we will study basic Attic Greek vocabulary, all forms of declensions 1-3 for nouns, and several tenses for verbs. Students will also recognize the many English words that are derived from Greek roots, as well as the cultural debt we owe Greek civilization, including literature itself, mythology, philosophy, history, politics, mathematics and science, and art and architecture.

Grading is primarily based on assessment of reading/listening skills, as well as on writing/speaking skills and application of knowledge of Greek culture.

TEXT: *Athenaze* Book 1: An Introduction to Ancient Greek, 3d ed. rev., Maurice Balme, Gilbert Lawall, and James Morwood

WORLD MYTHOLOGY AND FOLKTALES

GRADE	CREDITS
11, 12	2

In this course, students will explore the traditional stories of various contemporary and historical world cultures from a comparative, global perspective that values the shared and distinctive elements of their rich heritage. Students will analyze what traditional stories tell about (content) and why (context), as well as how these stories can be shared in various ways (medium). Although exact stories and units chosen may vary, students can expect to learn about topics such as creation myths, stories of cultural heroes, quest narratives, or trickster tales presented through authentic texts (written or oral), contemporary retellings (texts and videos), and/or visual or dramatic representations.

Students will have various opportunities to demonstrate their engagement with and understanding of course material, including through brief written and/or oral analytical responses, as well as creative retellings of certain stories. Students will also create a final project in a format of their choice to cap off their learning. Grading will be based on those demonstrations of the student's learning.

MATHEMATICS

PHILOSOPHY OF THE MATHEMATICS DEPARTMENT

1. The study of mathematics should contribute to a better understanding and appreciation of a contemporary society.

2. In order to fulfill the needs of the individual and of society one should attain the highest degree of mathematical competence.

3. Systematic provisions will be made for adapting curriculum content and instructional procedures to differences in the interests, abilities and needs of the pupils as well as differences in the rate at which they learn.

4. In order to make mathematics more meaningful, emphasis will be placed on its logic, aesthetics, systems and basic concepts.

5. Mathematics will be integrated into other fields of study as much as possible.

6. Mathematics should enhance the student's ability to function and adapt in an ever-changing technological society.

HOMEWORK EXPECTATIONS

In every math class, students should expect homework assignments every day the course meets. These assignments are designed to reinforce learning from the day's lesson and/or review important mathematical concepts. Typical assignments could include finishing/continuing classwork, extra practice problems, and projects.
AP courses may require summer assignments and practice AP exam questions in addition to the daily homework assignments.

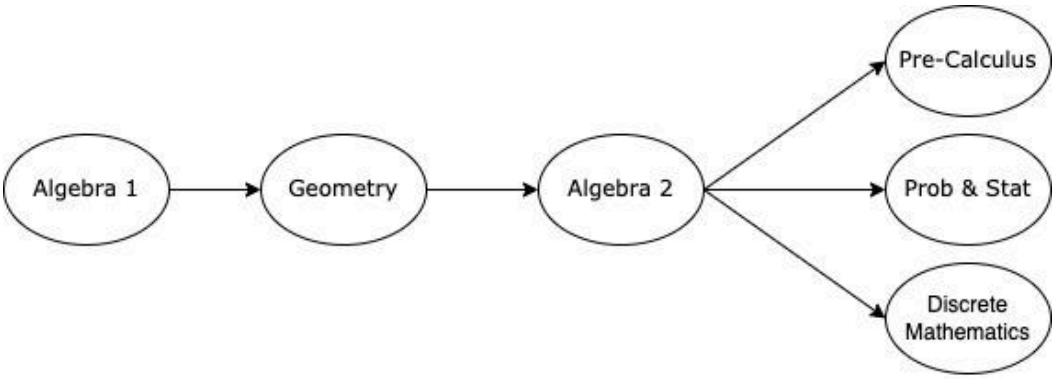
CALCULATOR POLICY

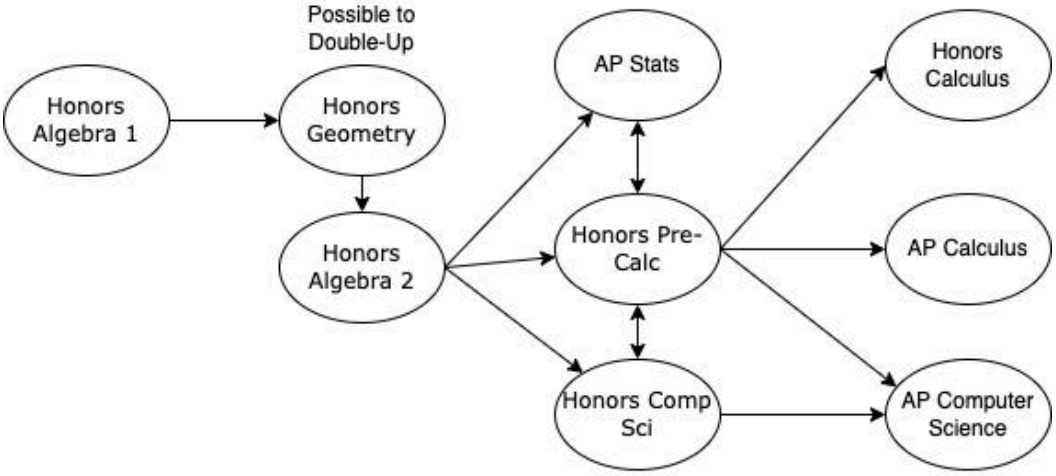
All math department courses require the use of either the scientific or graphing calculator. A scientific calculator (with basic 3 trigonometric functions) is sufficient for courses except any level of Calculus and Statistics, where a graphing calculator is required. Graphing calculators are strongly encouraged over scientific calculators in Algebra 2 and PreCalculus.

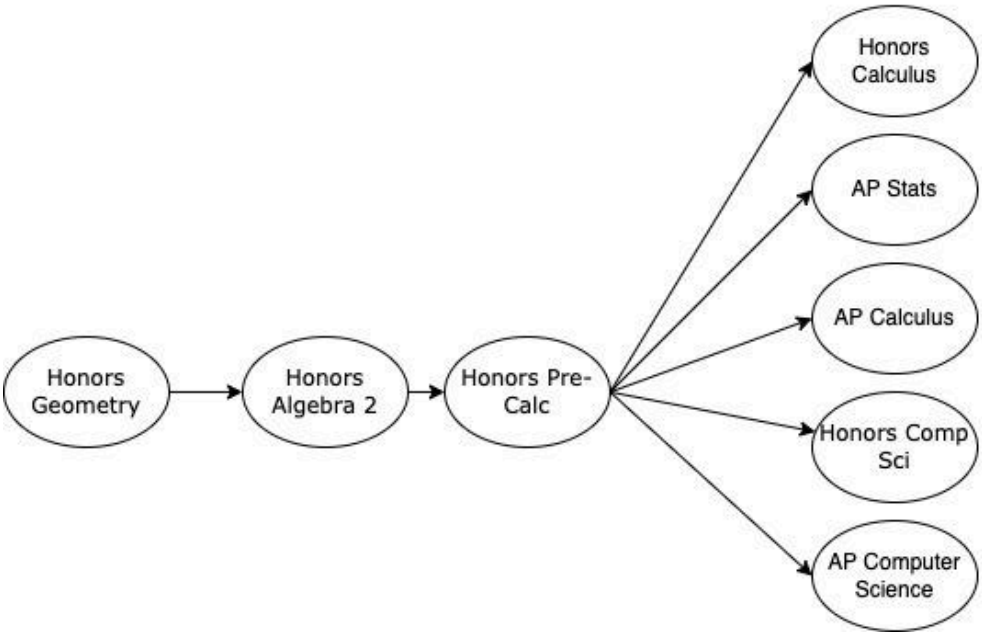
Calculators are not provided for student use. Students who are unable to secure their own calculator during the first 5 days of a math course due to financial need will seek assistance through the classroom teacher.

No cell phone calculators are permitted during any type of math department assessment. During regular instruction, cell phone calculators may be allowed for class activities at the sole discretion of math teachers as per ELHS policy.

MATH DEPARTMENT PATHWAYS FOR COURSES







HONORS ALGEBRA 1

GRADE	CREDITS
9	4

Placement: Based on grade in previous math course, teacher recommendation, and assessment results.

This course is designed for students who have demonstrated strong ability and high achievement in Mathematics thus far. It is offered to students who will ultimately take Calculus or AP Calculus. Algebraic skills are developed to a higher degree of difficulty. The material is presented at a faster pace and in a more challenging manner than in Algebra 1.

Topics covered include: number systems; properties; algebraic equations; the coordinate plane; graphs of equations; problem solving by use of algebraic principles; exponents; factoring; systems of equations; operations with polynomials; quadratic equations; radicals: probability; and functions.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Reveal Algebra 1, McGraw Hill

ALGEBRA 1

GRADE	CREDITS
9, 10, 11, 12	4

This course is designed for students who have successfully completed the mathematics program in grades K-8. It is an introduction to abstract mathematical ideas and it is considered to be the first step in a college preparatory math sequence.

Topics covered include: number systems; properties; algebraic equations; the coordinate plane; graphs of equations; problem solving by use of algebraic principles; exponents; factoring; systems of equations; operations with polynomials; quadratic equations; radicals; probability; and functions.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Reveal Algebra 1, McGraw Hill

HONORS GEOMETRY

GRADE	CREDITS
9, 10	4

Prerequisite: "B" or better in Algebra 1 and an 80 or better on the Algebra 1 final exam or B- or better in Honors Algebra 1

This course is designed for students who have demonstrated strong ability and high achievement in Mathematics thus far. It is offered to students who will ultimately take Calculus or AP Calculus. Basic geometric concepts are explored in greater depth and in a more challenging manner.

This course deals with parallel and perpendicular lines, planes, angles, triangles, polygons and circles. Also, the Pythagorean Theorem, linear systems, ratio, proportion, congruency, similarity, areas, surface areas, volumes, and Coordinate Geometry are taught. Special emphasis is given to the formal geometric proof and logical reasoning. Students are required to analyze given conditions, organize data, and interpret results. Activities are promoted to help students develop problem-solving skills in mathematical situations.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Reveal Geometry, McGraw Hill

GEOMETRY

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: Passing grade in Algebra 1, and, for incoming freshmen, a passing grade on the Algebra 1 final exam.

This course explores the basic structure of geometry. It is offered as the second course in a regular college preparatory math sequence.

This course covers topics including points, lines, planes, angles, parallel lines and planes. Definitions, postulates, and theorems are studied throughout the course. Also included are concepts dealing with congruency and similarity of polygons along with an extensive study of the right triangle and circles. Areas of plane figures, constructions, volumes and surface areas of solids, and coordinate geometry are studied. Logical reasoning is introduced.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Reveal Geometry, McGraw Hill

HONORS ALGEBRA 2

GRADE	CREDITS
10, 11, 12	4

Prerequisite: "B" or better in Geometry and in Algebra 1 and an 80 or better on the Geometry final exam or "B-" or better in Honors Geometry and in Honors Algebra 1.

This course is designed for students who have demonstrated high potential and ability to handle the abstract concepts of higher mathematics. This challenging course is offered to ensure those students an opportunity to be fully prepared to proceed to PreCalculus and Calculus.

Topics covered are as follows: real numbers; equations; inequalities; graphs of functions; polynomials; logarithms; matrices; sequences and series; factoring; rational expressions; complex numbers; functions; and conic sections. Problem solving techniques are developed throughout the course. Constant use of a scientific calculator is made. Additional topics include: probability.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Reveal Algebra 2, McGraw Hill

ALGEBRA 2

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Passing grade in Geometry

This course logically follows Algebra 1 and Geometry. It is the third course in a college preparatory Math sequence. Successful completion of this course will fulfill Math requirements for many colleges. It is designed for students with good math ability who have performed well in their math courses thus far, and who have demonstrated the potential to handle abstract mathematical concepts.

Topics covered are as follows: real numbers; equations; inequalities; graphs of functions; polynomials; factoring; rational expressions; logarithms; matrices; sequences and series; complex numbers; functions; logarithms; conic sections including circles, parabolas, ellipses and hyperbolas. Problem solving techniques are developed throughout the course. Constant use of a scientific calculator is made. Optional topics may include: matrices and probability.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Reveal Algebra 2, McGraw Hill

HONORS PRECALCULUS

GRADE	CREDITS
10, 11, 12	4

Prerequisite: "A-" or better Algebra 2 and an 80 or better on the Algebra 2 final exam or "B-" or better in Honors Algebra 2.

This course is designed to prepare students for calculus. It is suggested for students who performed well in Geometry and Algebra 2 and who hope to enroll in college upon their graduation.

Topics included are: A review of algebraic concepts; functions and their graphs; polynomial and rational functions; exponential and logarithmic functions; conic sections; polar coordinates; sequences, series; and matrices. A large segment of this course is devoted to the study of trigonometry. Additional topics include: polar coordinates and matrices.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: PreCalculus, With Limits, Roland E. Larson, Robert P. Hostetler

PRECALCULUS

GRADE	CREDITS
10, 11, 12	4

Prerequisite: "C-" or better in Algebra 2.

This course prepares students for higher-level math courses. It is suggested for those students who have performed well in geometry and algebra and hope to enroll in college.

Topics included are: A review of algebraic concepts; functions and their graphs; polynomial and rational functions; sequences and series; exponential and logarithmic functions. A large segment of this course is devoted to the study of trigonometry. Additional topics include conic sections; polar coordinates; matrices, and determinants.

Students will be evaluated on the basis of tests, class participation, and assignments..

Text: PreCalculus, With Limits, Roland E. Larson, Robert P. Hostetler

AP CALCULUS AB

GRADE	CREDITS
11, 12	6

Prerequisite: "B-" or better in PreCalculus or Honors PreCalculus.
Departmental approval and/or some prerequisite summer activities may be required.

This course is the most advanced math course offered at the high school. It is designed for students who have clearly shown a keen aptitude and ability to handle algebraic, geometric and trigonometric concepts. Students who enroll in this course will take the advanced placement test in late Spring.

Topics covered are as follows: functions; limits; differentiation; continuity; curve sketching; related rates; maxima and minima; velocity and rates; integration; areas under and between curves; volumes; average value; natural logarithms; exponential functions; and slope fields.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Calculus: A Brief Edition, 6th Edition, Howard Anton
(A graphing calculator is required)

HONORS CALCULUS

GRADE	CREDITS
11, 12	4

Prerequisite: "B-" or better in PreCalculus or "C-" or better in Honors PreCalculus.

This course is offered as an alternative to Advanced Placement Calculus.
Although the topics covered are the same as in AP Calculus, the depth of coverage is less extensive. It is designed for students who have shown an aptitude and ability to handle algebraic, geometric, and trigonometric concepts.

Topics covered include: functions, limits, differentiation, continuity, curve sketching, related rates, maxima and minima, velocity and rates, integration, area under and between curves, volumes, average values, natural logarithms, exponential functions, and integration by parts.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Calculus: A Brief Edition, 6th Edition, Howard Anton
(A graphing calculator is required)
Handouts

AP STATISTICS

GRADE	CREDITS
11, 12	4

Prerequisite: B- or better in Honors Algebra 2 or A- or better in Algebra 2 or department approval.

The topics for AP Statistics are divided into four major themes: exploratory analysis (20–30 percent of the exam), planning and conducting a study (10–15 percent of the exam), probability (20–30 percent of the exam), and statistical inference (30–40 percent of the exam).

I. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. In examining distributions of data, students should be able to detect important characteristics, such as shape, location, variability and unusual values. From careful observations of patterns in data, students can generate conjectures about relationships among variables. The notion of how one variable may be associated with another permeates almost all of statistics, from simple comparisons of proportions through linear regression. The difference between association and causation must accompany this conceptual development throughout.

II. Data must be collected according to a well-developed plan if valid information is to be obtained. If data are to be collected to provide an answer to a question of interest, a careful plan must be developed. Both the type of analysis that is appropriate and the nature of conclusions that can be drawn from that analysis depend in a critical way on how the data was collected. Collecting data in a reasonable way, through either sampling or experimentation, is an essential step in the data analysis process.

III. Probability is the tool used for anticipating what the distribution of data should look like under a given model. Random phenomena are not haphazard: they display an order that emerges only in the long run and is described by a distribution. The mathematical description of variation is central to statistics. The probability required for statistical inference is not primarily axiomatic or combinatorial but is oriented toward using probability distributions to describe data.

IV. Statistical inference guides the selection of appropriate models. Models and data interact in statistical work: models are used to draw conclusions from data, while the data are allowed to criticize and even falsify the model through inferential and diagnostic methods. Inference from data can be thought of as the process of selecting a reasonable model, including a statement in probability language, of how confident one can be about the selection.

Text: The Practice of Statistics, 6e

PROBABILITY AND STATISTICS

GRADE	CREDITS
11, 12	4

Prerequisite: "C-" or better in any level of Algebra 2.

This course will serve as a general-purpose introduction to the topics of probability and statistics.Statistical information has become commonplace. Virtually everyone uses or consumes some statistical information every day.

Topics covered will include: Graphical representation of statistical data, frequency distributions, measures of central tendency and variability, elements of probability and probability distribution, sampling methods, estimation of parameters, hypothesis testing, correlation, regression analysis, *t*-test and chi-square.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Statistics and Probability with Applications, 3e
(A graphing calculator is required.)

AP COMPUTER SCIENCE A

GRADE	CREDITS
11, 12	4

Prerequisite: "B-" or better in Honors Computer Science or permission of the instructor; and completed Pre-Calculus or taking Pre-Calculus concurrently.

This course will teach the design and implementation of computer programs to solve problems that are fundamental to the study of computer science.

A large part of the APCS course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs are used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. Topics covered include but are not limited to: computer hardware, classes, inheritance, programming control structures, looping techniques, searching and sorting algorithms, general Object Oriented Program design, and class design.

Students will learn to program using the Java programming language.

Students will be evaluated on the basis of tests, class participation, and assignments.

HONORS COMPUTER SCIENCE

GRADE	CREDITS
10, 11, 12	4

Prerequisite: "B-" or better in Algebra 1.

The course will focus on an overview of the field of computer science. Students will study the history of computer science and gain a basic knowledge of the following topics: computer architecture, high-level language programming, software engineering, computer graphics, and robotics.

Current topics in computer science will also be discussed whenever applicable. The course will require hands-on computer time.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Computer Science: An Overview, Brookshear

DISCRETE MATHEMATICS

GRADE	CREDITS
11, 12	4

Prerequisite: A passing grade in Algebra II.

This course is designed to stress the connections between contemporary mathematics and modern society. Applications to be studied include: business and civic management, statistics, elections, fairness and game theory, identification of numbers and information science, the mathematics of money and banking. Discrete Mathematics integrates the six main Common Core high school math standards, Number and Quantity, Algebra, Geometry, Functions, Modeling, and Probability and Statistics. Students will be assessed with quizzes, tests, homework, and project work.

Text: For all Practical Purposes, COMAP.

SAT Preparation: Mastering the Exam for College Success

Grade	Credits
11, 12	2

SAT Preparation: Mastering the Exam for College Success, a comprehensive high school course designed to equip students with the essential skills and strategies needed to be successful on the Scholastic Assessment Test (SAT). This course aims to demystify the SAT, providing students with a thorough understanding of the exam structure, content, and scoring criteria. By the end of this course, students will be well-prepared to tackle the SAT with confidence and achieve their highest possible scores.

Specific topics with which students engage include the following:

Mathematics Proficiency:

- *Review and reinforce fundamental math concepts.*
- *Explore problem-solving strategies for both calculator and no-calculator sections.*
- *Develop mathematical reasoning skills essential for success in the SAT.*

Test-Taking Strategies:

- *Acquire time-management skills crucial for completing each section within the allocated time.*
- *Learn effective guessing strategies to maximize points on multiple-choice questions.*
- *Practice with official SAT materials to familiarize yourself with the exam format.*

Practice Exams and Analysis:

- *Take full-length practice exams to simulate real testing conditions.*
- *Analyze performance to identify strengths and areas for improvement.*
- *Receive personalized feedback and guidance to refine test-taking strategies.*

The goal for the course is for students to not only achieve high scores on the SAT but also about developing essential skills that will contribute to success in college and beyond.

PHYSICAL EDUCATION

PHILOSOPHY OF THE PHYSICAL EDUCATION DEPARTMENT

Physical Education is an integral part of the total education process. Our concern is with all aspects of the individual's development. Our purpose is to provide physical education that encompasses the total body-wellness concept (motor, cognitive, affective).

MOTOR:
Physical education promotes physical wellness by encouraging a comprehension of the scientific principles of fitness and movement. Furthermore, the enjoyment of lifetime sports is achieved by providing our students with a wide variety of skill activities that develop coordination, strength, flexibility and endurance in the setting of individual group games.

COGNITIVE:
Physical Education can be a useful tool in the constructive management of leisure time. To that end, we coordinate the nurturing and understanding of the benefits of physical exercise and the relationship this holds to the students overall academic achievement with class activities. We shall also promote a comprehension and appreciation of sport.

AFFECTIVE:
We understand the many social pressures that young people must cope with and therefore, teach the concept of positive, social interaction in our classrooms. In addition, we feel that the experience of challenge, which is a normal facet of human life, is exemplified in Physical Education. It is through active and varied participation that we hope our students are able to learn to enjoy healthful, recreational living.

PHYSICAL EDUCATION

GRADE	CREDITS
9	4

9th grade physical education is a required subject, and students must pass one year of this course. The course at this level is planned to develop core skills in major areas of sport activities as well as introduction, in the classroom, into planning for lifetime activities.

The following Massachusetts Health Framework categories focused on will be: motor skills, fitness, and personal/social behaviors. Within the categories students students may experience the following activities:

Badminton (motor skills)
Swimming (fitness)
Yoga (personal/social behaviors)

Students are evaluated using a daily participation rubric. To create the safest learning environment, we separate out certain activities by grade level.

GRADE	CREDITS
10	4

Prerequisite: Completion of 9th grade Physical Education class (4 total P.E. credits).

10th grade physical education is a required subject, and students must pass one year of this course. The course at this level is planned to develop core skills in major areas of sport activities as well as introduction, in the classroom, into planning for lifetime activities.

The following Massachusetts Health Framework categories focused on will be: motor skills, fitness, and personal/social behaviors. Within the categories students students may experience the following activities:

Badminton (motor skills)
Swimming (fitness)
Yoga (personal/social behaviors)

Students are evaluated using a daily participation rubric. To create the safest learning environment, we separate out certain activities by grade level.

PHYSICAL EDUCATION

GRADE	CREDITS
11, 12	2

Prerequisite: Completion of 9th and 10th grade Physical Education classes (8 total P.E. credits).

11th and 12th grade physical education is a required subject, and students must pass one semester of this course each year. The course at this level is planned to develop core skills in major areas of sport activities as well as introduction, in the classroom, into planning for lifetime activities.

The following Massachusetts Health Framework categories focused on will be: motor skills, fitness, and personal/social behaviors. Within the categories students students may experience the following activities:

Badminton (motor skills)
Swimming (fitness)
Yoga (personal/social behaviors)

Students are evaluated using a daily participation rubric. To create the safest learning environment, we separate out certain activities by grade level.

UNIFIED PE

GRADE	CREDITS
11, 12	4/2

Prerequisite: Completion of Physical Education 9 and 10.

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. Unified Physical Education courses can be a gateway for further participation in Special Olympics programs and events.

SCIENCE

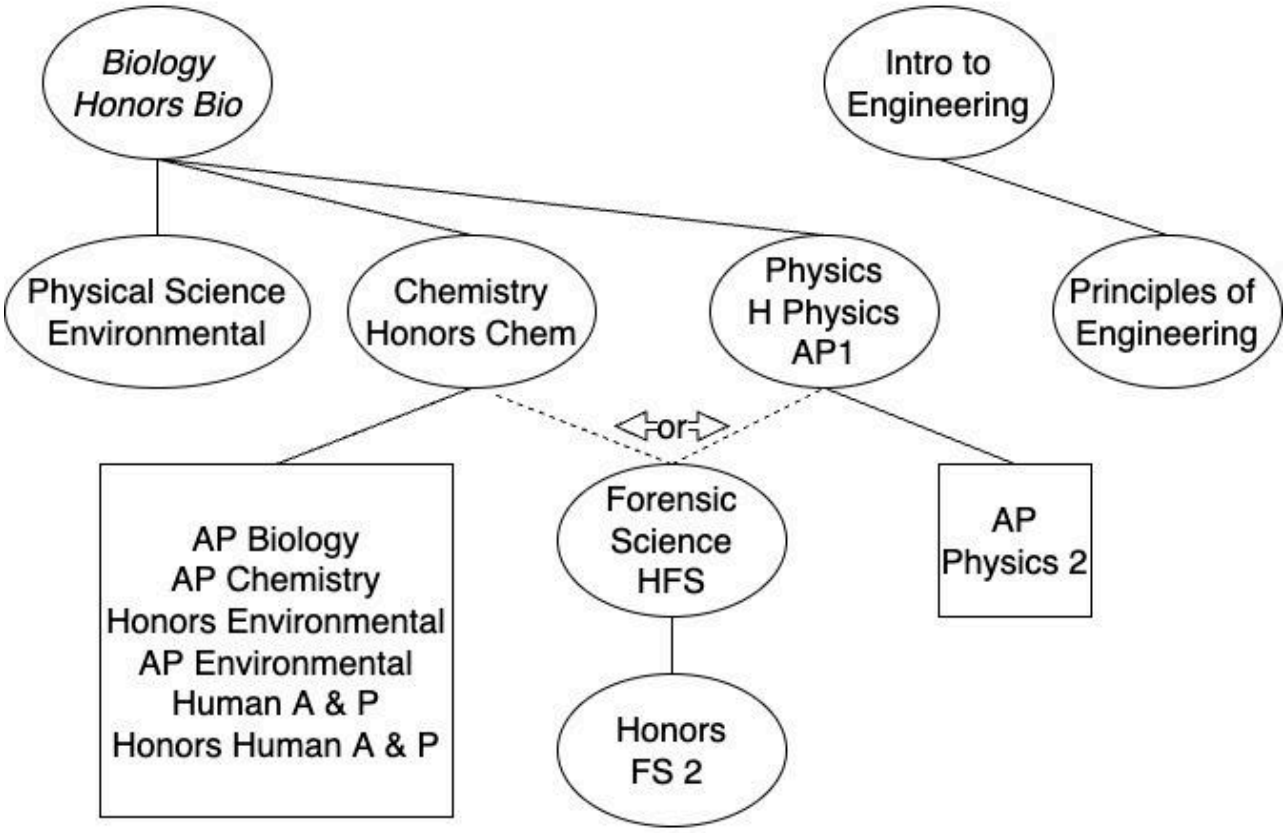
PHILOSOPHY OF THE SCIENCE DEPARTMENT

The principal goal of the East Longmeadow High School Science Department is to help students acquire the ability to solve problems using critical thinking, scientific methods and 21st century skills. The development of these skills, combined with an attitude of sustained intellectual curiosity is essential to understanding our universe and the natural processes and forces that shape and govern it. Students enrolled in science courses will study scientific concepts, principles, terminology and procedures in the classroom and will also have the opportunity to apply that knowledge while conducting scientific experiments in a laboratory setting. This will enable students to manipulate scientific equipment and materials in a responsible and efficient manner. Students will learn to collect, organize and report scientific data and formulate conclusions. It is vital that students be technologically literate and understand the historical, sociological and economic implications of developments in science in order to make informed decisions as scientific issues impact society and their everyday lives.

All lab-based science classes are aligned with the MA NGSS standards and utilize the CER engineering rubric. A student should expect to complete unfinished daily classwork outside of school. Some courses will have occasional additional homework that would take a typical student 10-15 minutes to complete. Grades are updated weekly in plus portals and most classes utilize the Google Classroom to organize assignments. Honors level courses are conducted with more depth and rigor in each subject. AP courses have specific expectations.

Science Department Pathways Courses

Course Prerequitsites



A biology course is required for all 9th grade students

ADVANCED PLACEMENT BIOLOGY

GRADE	CREDITS
11, 12	8

Prerequisite: Successful completion with a B or better in Honors Biology, Honors Chemistry and Algebra II or concurrently be enrolled in Algebra II. Departmental approval is strongly required for Biology and Chemistry students.
Completion of a summer assignment prior to enrollment.

AP Biology is a full year double block introductory college-level biology course for biology majors. The course is designed to be the equivalent of a two-semester college course usually taken by biology majors during their first year. The curriculum is mandated by the AP Examination, underwritten by the College Board. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This content is grounded in big ideas, which are crosscutting concepts that build conceptual understanding and spiral throughout the course.
This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Evaluation methods include formative and summative assessments, supplemental reading assignments, essays, projects, presentation and laboratory reports. The course framework encourages student development of inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and justifying arguments using evidence. The result will be readiness for the study of advanced topics in subsequent college courses—a goal of every AP course. It is expected that students will take the AP Biology exam in May.

Text: Biology in Focus (Urry et al)

HONORS BIOLOGY

GRADE	CREDITS
9	4

Prerequisite: A grade of "B+" or better in Grade 8 Science.

This course is designed for students who have both a strong interest and have demonstrated aptitude in science. This fast-paced course is intended for students who plan to take AP science courses. Concepts in Biology and related areas of science will be explored in greater depth and in a more challenging manner. The course is intended to provide motivated students with a sophisticated knowledge of biology and to sharpen their independent learning and higher-order thinking skills.

The high school biology standards are built from middle school and allow students to explain additional and more complex phenomena related to genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment. The NGSS expects students to apply a variety of science and engineering practices to four core ideas of biology: Cell Biology, Ecology, Genetics, and Evolution. Students will be expected to use multiple types of models, including mathematical models, to make predictions and develop explanations, analyze and identify flaws in the model, and communicate ideas that accurately represent or simulate the biological system. Students will be asked to construct and revise explanations and claims based on valid and reliable evidence and apply scientific reasoning to evaluate complex real-world problems such as the effects of human activity on biodiversity and ecosystem health.

Students will be evaluated on the basis of quizzes, tests, laboratory reports, written homework assignments, oral presentations, projects, and lab-based assessments. It is expected that each student is an active participant in all aspects of the class.

The course will focus on answering four big questions:

1. "How do organisms obtain and use the energy they need to live and grow?"
2. "How and why do organisms interact with their environment, and what are the effects of these interactions?"
3. "How are characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?"
4. "What evidence shows that different species are related?"

Basic Text: <u>What is Life?</u> Phelan.

BIOLOGY

GRADE	CREDITS
9	4

The high school biology standards are built from middle school and allow students to explain additional and more complex phenomena related to genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment. The NGSS expects students to apply a variety of science and engineering practices to four core ideas of biology: Cell Biology, Ecology, Genetics and Evolution. Students will be expected to use multiple types of models, including mathematical models, to make predictions and develop explanations, analyze and identify flaws in the model, and communicate ideas that accurately represent or simulate the biological system. Students will be asked to construct and revise explanations and claims based on valid and reliable evidence and apply scientific reasoning to evaluate complex real-world problems such as the effects of human activity on biodiversity and ecosystem health. Students will be evaluated on a variety of assessments including quizzes, tests, laboratory reports, homework, projects and class participation.

The course will focus on answering four big questions:

1. “How do organisms live and grow?”
2. “How and why do organisms interact with their environment, and what are the effects of these interactions?”
3. “How are characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?”
4. “What evidence shows that different species are related?”

Text: Biology (Miller + Levine)

HONORS HUMAN ANATOMY AND PHYSIOLOGY

GRADE	CREDITS
10, 11, 12	4

Prerequisite: A grade of "B-" or better in Honors Biology. 10th grade students may take this course with teacher approval.

This honors-level course will allow students the opportunity to study, using college-level curriculum materials, the structure, function, and processes of the human organism. Students contemplating further study in nursing, medicine, medical technology, biotechnology, and other science careers should find Human Anatomy and Physiology extremely valuable in preparing for college. Even though this course is designed with scientific and biomedical careers in mind, other students wishing to learn about anatomy and physiology in an appropriately challenging classroom environment will find this exciting course both interesting and useful.

Human Anatomy and Physiology begins with an introduction to the organization of the human body followed by a fast-paced review of cell structure and function and an introduction to tissues. Each organ system is then thoroughly investigated and studied. This material is covered by means of classroom lectures and discussions as well as frequent laboratory exercises including some dissections. Daily reading assignments also help the student to become familiar with the material to be covered in class the next day.

Basic Text: Human Anatomy and Physiology. Hole

HUMAN ANATOMY AND PHYSIOLOGY

GRADE	CREDITS
10,11, 12	4

Prerequisite: A "C-" or better in Biology. 10th grade students may take this course with teacher approval.

This course will allow students the opportunity to study the structure, function, and processes of the human organism. Students contemplating further study in nursing, medicine, medical technology, biotechnology, and other science careers should find Human Anatomy and Physiology extremely valuable in preparing for college. Even though this course is designed with scientific and biomedical careers in mind, other students wishing to learn about anatomy and physiology in an appropriately challenging classroom environment will find this exciting course both interesting and useful.
Student evaluations will be based upon examinations, frequent quizzes, class work, homework and lab reports and presentation..

Text: Structure and Function of the Body, (13^{th} Ed.) Thibodeau & Patton

ADVANCED PLACEMENT CHEMISTRY

GRADE	CREDITS
11, 12	8

Prerequisite: A grade of a B or better in Honors Chemistry and a grade of a B- or better in Algebra II or concurrently be enrolled in Algebra II. Departmental approval is strongly recommended and some prerequisite summer activities may be required.

This full-year, double block course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For most students, the course enables them to undertake, as a freshman, second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. The six big ideas are as follows: 1) The chemical elements are fundamental building materials of matter, and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions. 2) Chemical and physical properties of materials can be explained by the structure and arrangements of atoms, ions, or molecules and the forces between them. 3) Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons. 4) Rates of chemical reactions are determined by details of the molecular collisions. 5) The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter. 6) Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition, sensitive to initial conditions and external perturbations.

Students will be graded primarily on the basis of performance on tests and laboratory work.

BasicText: Chemistry and Chemical Reactivity; 6th edition. Kotz, Triechel, and Weaver

HONORS CHEMISTRY

GRADE	CREDITS
10, 11, 12	4

Prerequisite: A "B" or better in Honors Biology and Algebra 1. Concurrent enrollment in Algebra 2 is highly recommended.

Honors Chemistry is a science course intended for college-bound 10th and 11th grade students. Chemistry is the study of the properties of matter, the small particles of which matter is composed, and the energy changes associated with these interactions. Chemical principles include fundamental concepts about atoms and molecules, elements and compounds, the periodic table, bonding, chemical reactions and equations, stoichiometry, states of matter, solutions, acids and bases, pH, energy transfer, and reaction rates. The Honors Chemistry course relates concepts to everyday life as best as possible so students will better understand the material, and it includes lab experimentation to help illustrate challenging concepts.

Honors Chemistry students will learn problem-solving skills, study skills, and lab skills that will better prepare them to succeed in college science courses. Honors Chemistry prepares students to later take Physics, A.P. Physics 1, A.P. Chemistry, A.P. Biology, Anatomy and Physiology, or Environmental Science. It will especially help students who are considering a science, technology, engineering, mathematics, or related career.

Tests, quizzes, lab reports, and student classroom participation are used to evaluate student performance.

Basic Texts: Chemistry, 8th edition: Raymond Chang

CHEMISTRY

GRADE	CREDITS
10, 11, 12	4

Prerequisite: A grade of "C-" or better in Algebra 1 and successful completion of Biology.

This is a traditional survey course in chemistry that integrates both the mathematical and reasoning skills needed to understand the behavior of matter at the atomic level. Laboratory experimentation and the development of safe lab techniques and procedures are an essential part of this course.

Topics covered in this course include the classification of matter, chemical reactions and changes in chemical properties and energy, atomic structure, the organization of the periodic table and periodic trends, chemical formulas, nomenclature, chemical equations, stoichiometry, chemical bonding, molecules, chemical compounds, kinetic theory and the gas laws.

Tests, quizzes, lab reports, homework and classroom participation are used to evaluate student performance.

Basic Text: Chemistry: Matter and Change. Glencoe

ADVANCED PLACEMENT PHYSICS 1

GRADE	CREDITS
10, 11, 12	6

Prerequisite: A "B-" in Algebra 1.
Students taking AP Physics 1: Algebra-Based are expected to have strong mathematical ability as evidenced in their performance in previous mathematics classes.

AP Physics 1: Algebra-Based is the equivalent of a first-semester college course in algebra-based physics, but is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs.

The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound; and electric circuits.

Basic Text: Physics, Wilson and Buffa

ADVANCED PLACEMENT PHYSICS 2

GRADE	CREDITS
11, 12	4

Prerequisite: Grade of B- or better in Physics, Honors Physics, or AP Physics 1: Algebra-Based. In addition, students taking AP Physics 2: Algebra-Based are expected to have strong mathematical ability as evidenced in their performance in previous mathematics classes.

AP Physics 2: Algebra-Based is the equivalent of a second-semester college course in algebra-based physics, but is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs.

The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

AP PHYSICS C: MECHANICS

GRADE	CREDITS
11, 12	4

Prerequisite: B- or better in either Honors Physics or AP Physics 1.

AP Physics C: Mechanics is a calculus-based introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations.
Students build their understanding of physical models as they explore and solve problems in these topics:

- Kinematics
- Forces and Translational Dynamics
- Work, Energy, and Power
- Linear Momentum
- Torque and Rotational Dynamics
- Energy and Momentum of Rotating Systems
- Oscillations

HONORS PHYSICS

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Successful completion of Algebra 1 or concurrently enrolled in Algebra 1.

This course is designed for students who have a strong interest and have demonstrated aptitude in science. This is a fast paced course intended for students who will later take AP science courses. Concepts covered in Physics are explored at a depth and level of academic challenge commensurate with an honors level course.

Topics covered include forces and motion, mass and inertia, Newton's laws of motion, Newton's law of universal gravitation, waves, heat and heat transfer and electromagnetic radiation.

Tests, quizzes, lab reports, and student classroom participation are used to evaluate student performance.

Text: Holt Physics: Serway and Faughn

PHYSICS

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Successful completion of Algebra 1 or concurrently enrolled in Algebra 1.

Physics is the study of the way the universe works at a fundamental level. A working knowledge of physics is especially useful to students planning to major in science or technical subjects in a four-year college or university after high school. This is because a course in physics is almost always required of these majors. One objective of Physics, therefore, is to provide an understanding of those aspects of physics that will be most useful to students interested in scientific, engineering, or health-related careers. These include: the way things move, Newton's Laws, the forces of nature and concepts of energy.

A secondary objective is to enable each student, including those students who may be undecided about a career, to gain an understanding of the basic rules of nature described by physics. The physical world makes a lot more sense once one knows these basic rules.

The student who takes Physics should have already taken Geometry and should be enrolled in at least Algebra II. Mathematical problem solving will be an important part of this course because math is one of the languages of physics and also because the ability to analyze and solve problems is a requirement for many of today's increasingly technical careers.

Class time will be divided among the following activities: lectures, discussions, and laboratory experiments. Numerous examples from every-day life are used to illustrate the principles of physics.

The main determinant of the grade is the student's test and quiz average. A test or quiz is given almost every week. In addition, laboratory work (including lab reports), effort, and class participation have an effect on the student's grade.

Basic Text: Physics: Principles and Problems. Murphy, Hollon, Zitzewitz and Smoot

Robotics and Automation

Grade	Credits
11 & 12	2

DESCRIPTION: The objective of this course is to provide students with a basic knowledge of electronics, circuits, programming, automation, and robotics. The emphasis will be on hands-on learning, with more than 50% of class time devoted to building projects. The course is aimed at students of all levels. Basic theory will be covered, however, the math will be accessible to all Students.

COURSE CONTENT: The first term of the course will cover the basic concepts and theories with an emphasis on hands-on learning. Topics will include fundamentals of electronics, simple circuits, coding, sensors, motors, and peripherals. The second term of the class will consist of students working in teams to develop projects of their own design and working to realize these projects. Projects will focus on automation and robotics. Materials used in the course will include Arduino kits, Raspberry Pi, VEX robotics kits, and Parallax Robotics kits.

EVALUATION: Students will be evaluated mainly on their performance and effort in class projects.

AP ENVIRONMENTAL SCIENCE

Grade	Credits
11 & 12	6

Prerequisite: "C" or greater in Biology Honors and Chemistry Honors or "B+" in standard Biology and Chemistry.

The AP Environmental Science course is designed to be the equivalent of a one semester, introductory college course in environmental science. In both breadth and level of detail, the content of the course reflects what is found in many introductory college courses in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine various solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs or themes that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course: science is a process, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans alter natural systems, environmental problems have a cultural and social context, human survival depends on developing practices that will achieve sustainable systems. This course will include readings, lectures, documentaries, field work, laboratories, projects, and tests. Science courses are graded through the point based system.

- Textbook
    - Environmental Science for the AP Course 4th edition by Friedland and Relyea

HONORS ENVIRONMENTAL SCIENCE

GRADE	CREDITS
11, 12	4

Prerequisite: Successful completion with a B or better in Honors Biology and Honors Chemistry.

This course is a hands-on integrated science course in which students will further explore relevant areas of biology, chemistry, and physical science.
The curriculum will include the biosphere, ecological interactions, energy, land and water resources, and human impact on the environment.

Students will be evaluated on the basis of quizzes, tests, lab reports, field journals, written homework, oral presentations and long-term projects. Students should be able to work independently.

Text: Environmental Science: The Way The World Works, Nebel and Wright

ENVIRONMENTAL SCIENCE

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Successful completion of a Biology course.

This course is a hands-on integrated science course in which students will further explore living aspects of environmental science.

The curriculum will include sustainability, biodiversity, plant biology, agriculture, forestry, ecology, rehabilitation, conservation, global warming and next steps.

Students will be evaluated on the basis of projects, exams, oral presentations and long-term projects.

Text: Environmental Science: The Way The World Works, Nebel and Wright

Epidemiology

Grade	Credits
11 & 12	2

Prerequisite: Passed Biology and 2 History courses.

Epidemiology is the study of diseases. In this course, we will be looking at the different categories of diseases, forms of transmission/risk factors, history of major turning points in healthcare, and physiological effects diseases can have on one's body. This course will focus on how diseases, infectious and non-infectious, have changed the course of human history, and how the increase of availability of healthcare has caused a decrease in understanding and fear of diseases. This course will be graded based off of research, labs, projects, participation, case studies, and coursework. Science courses are graded off of a point based system.

HONORS FORENSIC SCIENCE

GRADE	CREDITS
12	4

Prerequisite: Successful completion with a "B" or better in Honors Biology and Honors Chemistry or Physics Course.

Honor Forensic Science is an introductory course but designed for students who have a strong interest in forensic science, have a demonstrated aptitude in science and technology, and are looking for a challenging and rigorous science course. Topics are arranged similarly to the standard level but a deeper understanding of the trainings and topics are required. Utilizing lecture and laboratory work students will learn the analysis methods, procedures, techniques, and preservation of crime scene evidence. The course covers topics in respect to biological evidence, chemical and materials evidence, and physical and technological evidence. Students will learn the history of how scientific instrumentation has changed the courtroom. An individual serial killer presentation to the class is required. Additional forensic information will be obtained from documented cases and investigations that have reached a dead end (cold case files). Students will be evaluated on the basis of quizzes, tests, laboratory reports, homework assignments, research projects, presentations, critical thinking exercises, and crime scene analysis.

Text: Forensic Science: Introduction to Scientific and Investigative Techniques, James & Nordby

FORENSIC SCIENCE

GRADE	CREDITS
11, 12	4

Prerequisite: Successful completion of a Biology or Chemistry or Physics Course.

This course is an introduction to crime scene investigation and evidence gathering. Utilizing lecture and laboratory work students will learn the analysis methods, procedures, techniques, and preservation of crime scene evidence. The course covers topics in respect to biological evidence, chemical and materials evidence, and physical and technological evidence. Students will learn the history of how scientific instrumentation has changed the courtroom. Additional forensic information will be obtained from documented cases and investigations that have reached a dead end (cold case files). An individual serial killer presentation to the class is required. Students will be evaluated on the basis of quizzes, tests, laboratory reports, homework assignments, critical thinking exercises, project presentations, and crime scene analysis.

Text: Introduction to Forensic Science and Criminalistics, McGraw Hill

HONORS FORENSIC SCIENCE 2

GRADE	CREDITS
11, 12	4

Prerequisite: Successful completion with a "B" or better in Forensic Science/Honors Forensic Science.

Honor Forensic Science 2 is a continuation of the introduction to forensic science course and is designed for students who have a strong interest in forensic science and are looking for a challenging and rigorous science course.

Topics build on what was taught in Forensic Science. Utilizing lecture, case studies, and laboratory work students will learn the analysis methods, procedures, techniques, and preservation of crime scene evidence. The course covers topics in pathology, anthropology, entomology, forensic DNA, and trace evidence.

Students will be evaluated on the basis of quizzes, tests, laboratory reports, homework assignments, research projects, presentations, critical thinking exercises, and crime scene analysis.

Text: Forensic Science: Introduction to Scientific and Investigative Techniques, James & Nordby

PHYSICAL SCIENCE

Grade	Credits
10,11,12	4

Prerequisite: Successful completion of a biology course

Physical Science is a standard level course designed to develop a student's understanding of the core ideas in chemistry and physics. Students will be given the concepts and skills to explain more in-depth phenomena central not only to the physical sciences, but to life, Earth, and space sciences as well. Scientific and engineering practices will be used, including developing and using models, planning and conducting investigations, analyzing and interpreting data and constructing explanations, to demonstrate understanding of the fundamental concepts. The concepts include structure and properties of matter, chemical reactions, forces and interactions, energy, waves, and electromagnetic radiation. Students will be evaluated on the basis of quizzes, tests, laboratory reports, written classwork/homework assignments, oral presentations, projects, and lab-based assessments. It is expected that each student is an active participant in all aspects of the class.

PRINCIPLES OF ENGINEERING

GRADE	CREDITS
10, 11, 12	4

PREREQUISITE: Students will have taken Introduction to Engineering or have taken a physics class (any level) or permission of the instructor.

This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Course Content:
Unit 1 Energy and Power The goal of Unit 1 is to introduce students to mechanisms, energy sources, and alternative energy applications. Students will gain an understanding of mechanisms through the application of theory-based calculations accompanied by lab experimentation.

Unit 2 Materials and Structures The goal of Unit 2 is for students to have a more concrete understanding of engineering through materials properties and statics. Students begin by learning about beam deflection and then forces on truss structures. They learn to identify forces acting on those structures and then gain the ability to calculate internal and external forces acting on those structures.

Unit 3 Control Systems The goal of Unit 3 is for students to recognize the abundance of an infinite variety of computer use in our daily lives. Students learn to control mechanical systems by recognizing computer outputs and gaining an understanding of how to write code to control them. They additionally experiment with various input devices and learn how they can adapt computer code to control computer outputs.

Unit 4 Statistics and Kinematics In Unit 4 students are engaged in learning to use statistics to evaluate an experiment. Later they begin a study of dynamics, specifically kinematics, and apply statistical skills to study free-fall motion. Students use theoretical and experimental data as a basis for learning statistical analysis. By collecting, organizing, and interpreting the data, students build the skills needed to understand data results.

Evaluation of Students: Students will be evaluated through a combination of in-class assignments, projects, participation, quizzes, and tests.

TEXT (If required): Online text and materials

HISTORY AND SOCIAL SCIENCES

PHILOSOPHY OF THE HISTORY AND SOCIAL SCIENCES DEPARTMENT

The history and social science department integrates knowledge from many fields of study, improving reading comprehension and writing by increasing students' content knowledge, building students' capacities for reasoning, making logical arguments, and critical thinking. It incorporates the study of current events and media literacy and teaches students about using data analysis and digital tools as research and presentation techniques. History and social science prepares students to understand their rights and responsibilities as informed citizens and to appreciate the shared values of this country. It incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, sexual orientation, disability, and personal experience.

Students will be able to:

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.

History/SS Commonly Taught Grading Practices for World, US History and Civics

Below is a description of what each category could entail when taking these courses:

Daily Assignments 25%
-Variety of formative assessments such as activators, check-ins, guided notes, group activities, wrap ups, homework, etc.

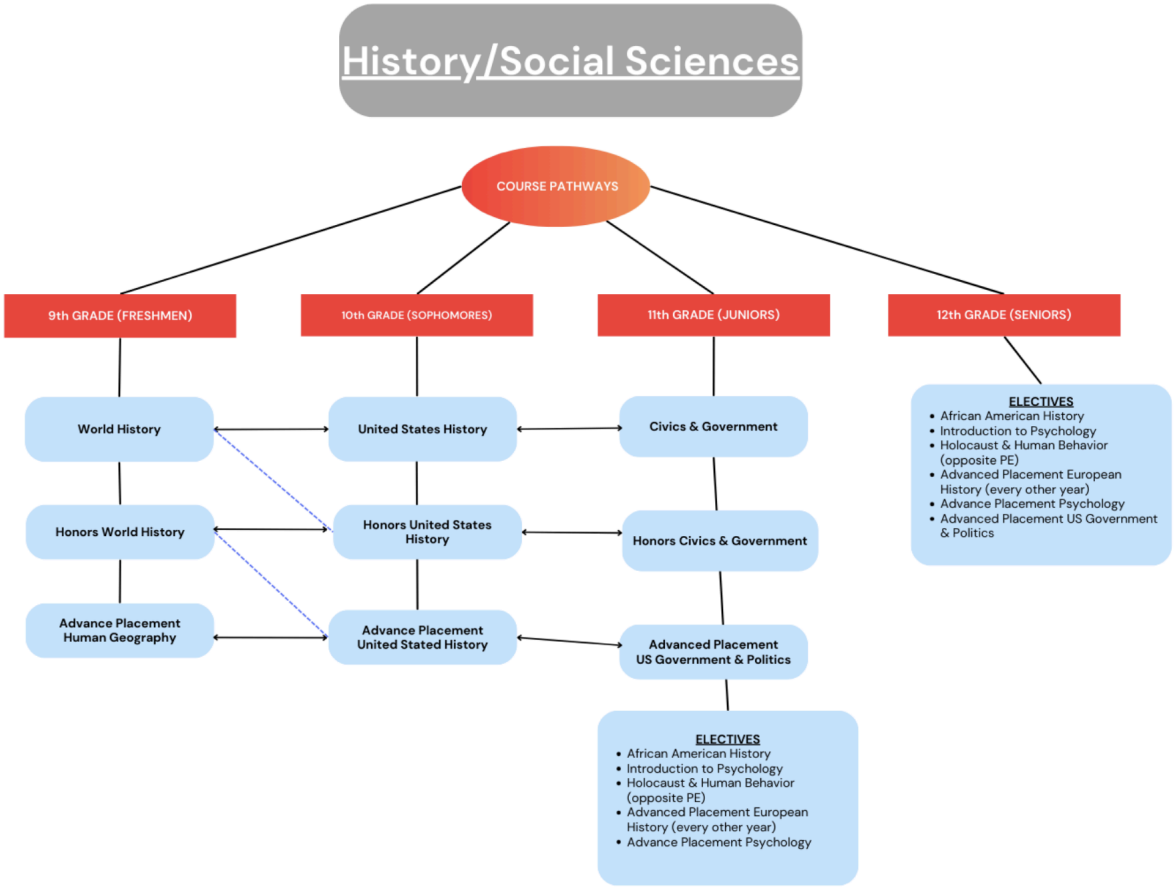
Performance Based Assessments 20%
-Variety of lower stakes assessments such as quizzes, DBQs, reflections, Edpuzzles, etc.

Summative Assessment 25%
-Variety of higher stakes assessments such as tests, larger essays, research papers, etc.

Project - 20%
-Projects may be static or have a presentation component and may last multiple days. Due dates and rubrics will be given. (**Civics Project for US I only**)

Class Citizenship 10%

History and Social Science Course Pathways:



WORLD HISTORY

GRADE CREDITS
9 4

World History is a year-long course designed to provide all students with an introduction to the major themes in the development of world history.

This course covers: the World Religions, Interactions of Kingdoms and Empires, Renaissance & Reformation, Global Exploration & Colonization, Revolutionary Thought, Industrial Revolution and ends with Imperialism & Nationalism. Topics that will be covered include: the influences of religion & culture, the economy & international relationships, as well as geography. Students will be introduced to historical thinking skills including: identifying & explaining, contextualization and selecting primary & secondary sources for developing arguments.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments.

Text: *World Connections, (2020), Bower & Larson, Teachers' Curriculum Institute, CA*

HONORS - WORLD HISTORY

GRADE CREDITS
9 4

Prerequisite: Recommendations based on middle school social studies teachers.

Honors World History is a year-long course, of considerable complexity and intensity, for ninth grade. The curriculum provides students with an analysis of the major themes in the development of world history.

Students will delve into: the World Religions, Interactions of Kingdoms and Empires, Renaissance & Reformation, Global Exploration & Colonization, Revolutionary Thought, Industrial Revolution and ends with Imperialism & Nationalism. Emphasis will be placed on international relations, geography and the cultural topics of art, literature, and music. Focus will be placed on the development of historical thinking skills including: identifying & explaining, contextualization and selecting primary & secondary sources for developing and analyzing arguments. Course content will be covered at a quicker pace, with challenging assessments when compared to its standard level counterpart.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments.

Text: *World Connections, (2020), Bower & Larson, Teachers' Curriculum Institute, CA*

CONCEPTUAL WORLD HISTORY

GRADE	CREDITS
9	4

Conceptual World History is a year-long course designed to provide all students with an introduction to the major themes in the development of world history. This format of this course will be portfolio based with quizzes and an emphasis on performance.

This course covers: the World Religions, Interactions of Kingdoms and Empires, Renaissance & Reformation, Global Exploration & Colonization, Revolutionary Thought, Industrial Revolution and ends with Imperialism & Nationalism. Topics that will be covered include: the influences of religion & culture, the economy & international relationships, as well as geography. Students will be introduced to historical thinking skills including: identifying & explaining, contextualization and selecting primary & secondary sources for developing arguments.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance assessments.

Text: *World Connections, (2020), Bower & Larson, Teachers' Curriculum Institute, CA*

ADVANCED PLACEMENT HUMAN GEOGRAPHY

GRADE	CREDITS
9	4

Prerequisite: Recommendations based on middle school social studies teacher and iReady scores.
*Some prerequisite summer assignments are required.

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically. The approach is spatial and problem-oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich the analysis of the impacts of phenomena such as globalization, colonialism, and human-environmental relationships and places, regions, cultural landscapes, and patterns of interaction.

The goal for the course is for students to become more geo-literate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. Students will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others.

Students will be assessed frequently on primary and secondary reading materials as well as the material presented in class. Research assignments may also be assigned.

In May, the Advanced Placement Examination is administered as part of the College Board's Advanced Placement Program. It is expected that all students will take the examination; however, it is not required.

Text: *Human Geography for the AP (2021), Hildebrant, Lu, Keller & Neumann; Bedford, Freeman & Worth Publishing, Boston & New York*.

UNITED STATES HISTORY

GRADE	CREDITS
10	4

United States History is a year- long course, that covers the history of the United States in 8 thematic units, beginning with Establishing & Shaping a Nation, Power & Authority, Industrialism & Shaping a Nation, Power & Authority, Industrialism & Reform, Expanding American Global Influences, Boom of the 20's to Bust the Great Depression, A World in Crisis, Post-war Era America, and Living in Modern America. The emphasis in this course is on political, economic, and cultural influences that tie the various eras of history together. There is also a focus on geographic knowledge while making use of primary sources and other historical materials. Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance-based assessments.

Text: Pursuing American Ideals, (2019), Bower & Larson, Teachers' Curriculum Institute, CA

HONORS- UNITED STATES HISTORY

GRADE	CREDITS
10	4

Prerequisite: A grade of *C*+ or higher in the honors level World History, or a grade of *B*+ or higher in the standard level

Honors United States History is a year-long, rigorous course designed for the college-bound student interested in an in-depth study of American history in 8 thematic units, beginning with Establishing & Shaping a Nation, Power & Authority, Industrialism & Reform, Expanding American Global Influences, Boom of the 20's to Bust the Great Depression, A World in Crisis, Post-war Era America, and Living in Modern America. The material to be covered will also investigate the role of the United States in global affairs. An emphasis will be put on analysis of primary sources, substantial secondary readings, and other historical materials. Course content will be covered at a quicker pace, with challenging assessments when compared to its standard level counterpart.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance-based assessments, which may include: homework, DBQ's, classwork, tests & quizzes, essays, as well as group and individual projects. Varying academic activities will also be used including substantial resources from the internet.

Text: *Pursuing American Ideals, (2019), Bower & Larson, Teachers' Curriculum Institute, CA*

ADVANCED PLACEMENT UNITED STATES HISTORY

GRADE	CREDITS
10	4

Prerequisite: Recommended grade in previous history course: A grade of *B* or higher in *Honors - World History*, or a grade of *A-* or higher in standard World History.
*Some prerequisite summer assignments are required.

Advanced Placement United States History is a full-year course. *A.P. U.S. History* is a two-semester chronology of United States History beginning with Indigenous societies and concluding with the 21st Century. The examination of U.S. History in this course will be done through an anti-bias/anti-racist lens.This course is opened to sophomores and is considered as the equivalent of a **college level** survey course in American History. Students are expected to be extremely self-motivated as the teacher's primary role is to serve as a learning facilitator. This is a rigorous course that places a strong emphasis on historical reasoning skills, performance practice standards, advanced level critical thinking, mastery of facts and themes, and literacy standards that meet the expectations of College Board.

Students will be assessed frequently on primary and secondary reading materials as well as the material presented in class. Research assignments may also be assigned.

In May we administer the Advanced Placement Examination as part of the College Board's Advanced Placement Program. It is expected that all students will take the examination; however, it is not required.

Text: *American Pageant, Bailey and Kennedy, various supplemental materials, and online sources.*

CIVICS & GOVERNMENT

GRADE	CREDITS
11	4

Prerequisite: Completion of United States History

This course will provide students with an understanding of the purpose, principles, and practices of government as established by both the U.S. & Massachusetts Constitutions. In this course students will examine the roles and responsibilities of citizens to participate in the political process, and how to exercise these rights and responsibilities in local, state, and national government. Completion of the MA Civics Project will take place throughout this course.

Students will review and further investigate the foundations, functions and structure of the United States government by examining major historical political ideas, forms of government, and the founding principles of the U.S. government. This course will cover topics including, but not limited to: the constitutional framework; federalism; the three branches of government, including the bureaucracy; basic concepts of state and local government and their relationships with the federal government; civil rights and liberties; political participation and behavior; and policy formation, with an emphasis on American political culture and the importance of civic engagement. Ending with the state-mandated civics capstone project.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments, and the state mandated civics project.

Text: Magruder's American Government (2023). *SAVVAS Learning Co., NJ.*

HONORS- CIVICS & GOVERNMENT

GRADE	CREDITS
11	4

Prerequisite: Previous passing grade of C+ or higher in Honors United States History or the grade of B+ or higher in United States History.

This course will provide students with a background about the functions and structure of the United States government and how that philosophy developed. Students will study the purpose, principles, and practices of government as established by the US Constitution. As an honors level course, there will be a greater focus on the Founding Documents of the United States and Massachusetts as well as Supreme Court case studies, and other primary sources with an emphasis on understanding their relevance and impact on policies and politics in the present.

Course Content Students will review and further investigate the foundations, functions and structure of the United States government by examining major historical political ideas, forms of government, and the founding principles of the U.S. government. This course will cover topics including, but not limited to: the constitutional framework; federalism; the three branches of government, including the bureaucracy; basic concepts of state and local government and their relationships with the federal government; civil rights and liberties; political participation and behavior; and policy formation, with an emphasis on American political culture and the importance of civic engagement. Ending with the state-mandated civics capstone project.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments, and the state mandated civics project. Students will be assessed frequently on primary and secondary reading materials as well as the material presented in class.

Text: Magruder's American Government (2023). *SAVVAS Learning Co., NJ.*

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

GRADE	CREDITS
11, 12	4

Prerequisite: Recommended grade in previous history course: A grade of *B* or higher in *Honors - US History*, or a grade of *A-* or higher in standard US History.
*Some prerequisite summer assignments are required.

A.P. U.S. Government and Politics objectives include application, analysis and comparison. This is considered as an introductory college level course and course work will reflect this. In addition, students will need to master required Foundational Documents and Supreme Court cases, as well as policy outcomes. This course is designed to teach students about how government works, allowing them to become well informed citizens, and giving them a critical perspective on politics and government.

The student will be tested frequently on independent reading assignments as well as on the material presented in class. Students will be tested through multiple choice questions as well as four essay components. In May, it is expected that students will take the Advanced Placement Examination.

Text: *American Government: Stories of a Nation*, (2018).Waples and Abernathy

AMERICAN HISTORY OF RACE & CULTURE

GRADE	CREDITS
11, 12	4

Prerequisite: Students must complete and pass U.S. History

American History of Race & Culture provides students of all backgrounds with an opportunity to analyze the role of race, ethnicity, and power dynamics in American history while also acknowledging and examining the significant contributions of BIPOC groups in transforming American society. The course will provide students with the opportunity to learn about often marginalized groups within American history through the use of primary and secondary sources in addition to guest speakers who will provide their own experiences and voices to the classroom experience.

Students will be evaluated through the successful completion of projects and written analysis on course material.

Textbook: *From Slavery to Freedom: 9th Edition by John Hope Franklin and Evelyn Brooks Higginbotham.*

ADVANCED PLACEMENT PSYCHOLOGY

GRADE	CREDITS
11, 12	4

Prerequisite: Recommended grade in all previous history courses: A grade of *B* or higher in *Honors* or a grade of *A-* or higher in standard level.
*Some prerequisite summer assignments are required.

Advanced Placement Psychology is designed for students who wish to experience a rigorous, **college-level** introductory course in psychology in preparation for the Advanced Placement exam in May. The course stresses content, critical thinking, reading and writing within the context of scientific methodology and inquiry. This course is taught at the collegiate level with the expectation that student study habits reflect this fact. Students are introduced to the major topical areas of psychology by examining core concepts and theories, and by learning the basic skills of psychological research. A thematic approach is used to provide students with the tools for mastering the broad content of an introductory course and the exam.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative assessments and performance-based assessments. There will be a heavy emphasis on reading and writing for the Advanced Placement exam. In May we administer the Advanced Placement Examination as part of the College Board's Advanced Placement Program. It is expected that all students will take the examination; however, it is not required.

Text: *Psychology for AP 4nd edition, (2024), Myers, David, BFW/Worth Publishers, NY*

PSYCHOLOGY

GRADE	CREDITS
11, 12	4

Prerequisite: Students must complete and pass U.S. History

Psychology is a social science that studies the behavior and mental process of organisms. This year-long course is designed to explore the basic principles and theories of psychology. Topics include: research methods, neuroanatomy & biology of behavior, sensation & perception, consciousness, learning & cognition, motivation & emotion, personality, intelligence, lifespan development, stress & psychological disorders. Students will gain an understanding of how the subfields of psychology are linked together and how these are supported by empirical evidence.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative assessments and performance-based assessments.

Texts: *Understanding Psychology (2003) Kasschau, R., Glencoe*

ADVANCED PLACEMENT MODERN EUROPEAN HISTORY

GRADE	CREDITS
11, 12	4

Prerequisite: Recommended grades in previous history course: A grade of *B* or higher in *Honors - U.S. History*, a grade of *A-* or higher in standard U.S. *History*.
*Some prerequisite summer assignments are required.

AP Modern European History is a rigorous full-year course of study designed to challenge qualified high school students with subject material covered in a manner normally found in a **college-level curriculum**. Students will develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change.

This course is formatted as a college-style chronological survey course covering the significant events, individuals, developments, and processes of Europe from approximately 1450 to the present with a focus on the following themes: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments, with a heavy emphasis on reading analysis & writing.

In May we administer the Advanced Placement Examination as part of the College Board's Advanced Placement Program. It is expected that all students will take the examination; however, it is not required.

Text: *Western Heritage since 1300: AP Edition 12th Edition (2020), Kagan, Ozment & Turner; SAVVAS Learning Co, Hoboken, NJ*

HOLOCAUST AND HUMAN BEHAVIOR

GRADE	CREDITS
11, 12	2

By the end of this course students will be able to understand the causes of the Holocaust in the eras of the World Wars, the stories of the people in Europe who fought to protect those being persecuted, and the legacy of the Holocaust post war and present day.

Students will be evaluated using a number of assessment methods including but not limited to: exams, essays, document based questions, projects and presentations. Students will end the course with a final research project and presentation.

Throughout the course students will develop the following skills: Support habits of self-reflection, perspective-taking, and interaction tied to cultivating empathy and growth mindsets, apply critical and ethical analysis when engaging with new ideas and information, and engage the moral and active responsibilities of citizenship in a democratic society

SPORT PSYCHOLOGY

GRADE	CREDITS
11, 12	2

Sport Psychology addresses the interactions between psychology and sport performance, including the psychological aspects of optimal athletic performance, the psychological care and well-being of athletes, coaches, and sport organizations, and the connection between physical and psychological functioning. The course will cover the following topics: Motivation, Goal Setting, Mental toughness, Stress & Anxiety in Sports, Burnout, Team Dynamics, Leadership, and Technology in Sports.

Course Objectives: Prepares students to think conceptually, solve complex problems, acquire knowledge, communicate ideas, and work individually and collaboratively. By the end of this course, students will: Recognize and explain sport psychology, equity concepts, and principles about selected physical activities. Analyze and synthesize data to devise strategies about sport psychology and equity. Evaluate sport psychology, equity, and movement strategies.

Evaluation: Students will be evaluated based on summative assessments, performance assessments, journals, projects, and class citizenship.

CONTEMPORARY ISSUES

GRADE	CREDITS
11, 12	2

Prerequisite: Participation in CTEC and passing grades in US History and Civics & Government.

Contemporary Issues is an elective course that is open to CTEC seniors. During this course, students will investigate many of the major controversial topics that have shaped society in America and the world. The course will include a review of relevant historical information associated with each topic, an analysis of the constitutionality of the topics, and an emphasis on the political, economic, and social impact on society today.

Students will have the opportunity to apply the following skills: Discuss and analyze events in the world today, examine ideology in order to understand political and social positions and their influence on reporting the news by the media, look at the elements of economics, analyze globalization, and discuss major issues facing the country and the world.

SPECIAL EDUCATION

PHILOSOPHY OF THE SPECIAL EDUCATION DEPARTMENT

Every individual has a unique combination of intellectual potential, physical attributes and constraints, behavioral and emotional patterns, and a preferred learning style. Education has evolved as an institution to help growing persons make the most of this uniqueness.

Most students' needs can be met with choices under the heading of "regular education." If differing too much from the majority of learners in one or more aspects, a student may then come under the aegis of "special education" services. Regular and special education should not be viewed as discrete, separate entities, however, but should be seen as an educational continuum.

Appropriate options should be available along this continuum so that each student at each developmental level of growth may have an appropriate education provided in the least restrictive setting. These options should include: regular classroom setting with monitoring, consulting, training, and supportive personnel (including aides where appropriate) available; team teaching with regular and special needs educators sharing teaching responsibilities in one setting; resource rooms for remediation and specialized teaching; and substantially separate programs.

OBJECTIVES OF THE SPECIAL EDUCATION DEPARTMENT

In keeping with the philosophy, we offer as objectives:

1. To provide educational support while practicing inclusive strategies within the classroom.

2. To systematize the pre-referral process throughout the school system.

3. To provide diagnostic procedures for identification and appropriate placement of students in need of special services as specified by state and federal laws.

4. To offer a range of program options in both regular and special education for students at each educational level so students may have an appropriate education in the least restrictive setting.

5. To recognize the role of developmental stages on the educational needs of students and provide appropriate program emphases to meet the needs of each stage.

6. To develop a method for evaluating the long-range effectiveness of the decisions made about program option and teaching style chosen for students.

7. To provide training opportunities for regular and special education teachers in the different learning styles and in exploring techniques which can be used to help students reach maximum learning in these differing ways.

8. To be sensitive to the effect that school-wide and system-wide policies may have on the special needs students.

9. To provide scheduled time within school buildings for regular and special education teachers to confer and plan for the students they share.

10. To offer a wide range of support services to the special needs students and the regular classroom teachers.

11. To be sensitive to each student's need for success and feelings of competency.

12. To encourage on-going communication between special educators and parents.

13. To offer informational and training opportunities for parents.

RESOURCES FOR LEARNING

GRADE	CREDITS
9,10,11,12	4

Resources for Learning is special education course that provides targeted remediation for students who have demonstrated a deficiency in foundational skills in English and/or Math. Eligibility for RFL will be determined by student assessment data and a IEP team recommendation. Students assigned to an RFL will be exposed to direct instruction in the area of the identified skill deficit(s) by a special education teacher. Students will also participate in learning activities geared to help bridge academic gaps in these areas. Various benchmark assessments will be conducted with students to help monitor their development of key skills.

WELLNESS

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: The student must have an IEP or 504. Identifying struggles in the areas; social skills, anxiety, family trauma, self injurious behaviors or a history of inpatient hospitalization.

Students in this course will learn self awareness by understanding what triggers their emotional reaction and how to appropriately respond to this by utilizing coping skills. Students will learn how to reflect upon themselves and their own decision making skills. They will also define their time management, organizational, goal setting, communication and conflict management skills. They will develop an understanding of healthy friendships/relationships. They will also learn the long term and short term consequences of bullying. Students will understand the physiological and mental impacts of tobacco, alcohol, and drug use on one's personal wellness. Students will identify and learn about risk-taking behaviors that teens might consider engaging in.

INCLUSION SERVICES

Inclusion classes are designed to provide extra support to students who have exhibited deficiencies with executive functioning and behavioral skills. This would include assistance with organizational, self-monitoring, planning, prioritization, task initiation and completion skills. Inclusion classrooms may also include small group instruction and various other types of remedial teaching practices to ensure that all students are meeting the class objectives. Inclusion classes take place in various core content classrooms to allow students with disabilities to learn alongside their peers. These classrooms include a general education teacher, a special education teacher or a paraprofessional.

PRACTICAL ENGLISH

GRADE	CREDITS
9, 10, 11, 12	4

The English program provides instruction in Literature, Composition, Communication and Language.

Specific areas of instruction in literature include: American and English authors, short stories, poems, autobiography, plays and the novel. Instruction in writing and composition uses the Writing Process Approach.

Language instruction is comprised of the parts of speech, understanding the structure of sentences, punctuation, and capitalization. Communication development involves gaining competency in the areas of listening, speaking, research, study skills, vocabulary, and use of the dictionary. Life skills include letter format, personal and business letters, forms, and reading the newspaper.

Students are graded on the basis of class attentiveness, class participation, homework, quizzes and tests.

Texts: (At teacher's discretion)

MATH SKILLS

GRADE	CREDITS
9, 10, 11, 12	4

Mathematics is designed to provide the students with competency skills in the areas of all basic math operations in order to achieve a level of application and understanding in all types of daily living situations.

Specific areas that are covered include the fundamental operations of addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and percents. Also, all arithmetic fundamentals are taught using units in daily living skills areas. These include banking, budgeting money, comparative shopping, discounts and coupons, measurement, and elapsed time.

Students are graded on the basis of class attentiveness, class participation, homework, quizzes, and tests.

Text: Practical Mathematics for Consumers: Globe Fearon - Pearson Learning Group

LIFE SKILLS

GRADE	CREDITS
9, 10, 11, 12	4

This class is designed for students to learn functional life skills by being provided with authentic and hands-on experiences. The program will focus on the skills that students need in order to transition successfully from high school into adult life. This course examines skills that are frequently demanded in natural domestic, vocational, and community environments. Students will be learning about kitchen safety, identifying and utilizing kitchen tools, and maintaining a clean environment. Students will be practicing pre-vocational skills such as dishwashing, sweeping, mopping, cleaning tables, and laundry. Students will learn the process of creating shopping lists, using shopping flyers, and following a recipe. Money, budgeting, and healthy eating habits will be focused on during this process as well.

TECHNOLOGY / ENGINEERING DEPARTMENT

PHILOSOPHY OF TECHNOLOGY/ENGINEERING DEPARTMENT

A central role of an educational institution is to offer a curriculum that provides its students basic understanding of the society in which they live. Our society today is both democratic and highly technological; to a greater extent than ever before, our lives are influenced by technology and technological systems. This demands that all citizens gain a measure of technological literacy. Technology-Engineering is the study of designed solutions to practical problems. Our courses place an emphasis on technology-engineering concepts through hands-on activities. These experiences should be a part of the education of all students at all grade levels and abilities, in order that they may understand, function in, and control their technological environment. Our course activities promote an awareness of industry and enterprise, and help learners discover their talents and abilities in the areas of technology, innovation, design, and engineering. Technology-engineering education enables the future scientist, designer, architect, and engineer to gain experience in solving technical problems. It provides technical and technological skills and knowledge basic to most occupations and professions. Our activities reinforce the core academic curriculum and help develop an interest in the materials, products, and processes of the human-made world. We strive to foster problem-solving, creative thinking, and character improvement. We encourage all students to gain an understanding of abstract ideas and concepts through concrete experiences that feature actual involvement with tools, machines, and materials.

GRAPHIC COMMUNICATIONS AND TECHNOLOGY 1

GRADE	CREDITS
9, 10, 11, 12	4

Graphic Communications is an exploratory course covering a variety topics related to the role of graphic design and technology in general to our daily lives. The course emphasizes visualization, creation and graphic expression of ideas. Activities include the design of a variety of objects, employing message analysis, the design principles and elements, layout procedures and desktop publishing techniques, and may use drawing, computer generation, screen-printing and photography.

The majority of class time is devoted to hands-on activities. Some written and research assignments are required, and students are evaluated through a combination of projects, class participation and written work.

Text: Graphic Communications, various readings and articles

GRAPHIC COMMUNICATIONS AND TECHNOLOGY 2

GRADE	CREDITS
10, 11, 12	4

Prerequisite: “C-“ or better in Graphic Communications 1 or at the discretion of the instructor.

This intermediate/advanced course builds on the skills learned in Graphic Communications taking them to a higher level. Students do further work in desktop publishing, image generation and production of computer-based and printed materials using methods such as drawing, photography and screen printing. Students will produce a variety of group and individual projects which often include desktop publishing, ‘wall squares’ and the design of tickets, forms and programs for events and the school.

The majority of class time is devoted to hands-on activities. Students are evaluated through a combination of quizzes, class participation and projects.

Test: Graphic Communications and various readings

TV, Film, & Content Creation I

GRADE	CREDITS
9, 10, 11, 12	4

Hands on learning, through a variety of content creation and broadcast journalism experiences, is the foundation of this class where students will have a voice in the direction of their curriculum. There will be an emphasis on the stages of production, camera operation, framing and composition, storyboarding, lighting, and the editing process with additional opportunities

TV, Film, & Content Creation II

GRADE	CREDITS
10, 11, 12	4

Prerequisite: TV, Film, & Content Creation I

Self-directed capstone class for students to produce next level TV, Film, & Content based on long-term planning and project management. Students are evaluated on initiative, communication, details, deadlines, and content created.

INTRODUCTION TO ENGINEERING DESIGN

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: None

Introduction to Engineering Design (IED) introduces a student to both engineering and product design. Students apply math, science, engineering concepts and basic logic to identify and design solutions to a variety of relatable challenges such as enhancements to the Jeep Gladiator or construction of a miniature Ferris wheel. Students work both individually and in collaborative teams to build and/or design solutions to these challenges. Both teacher and student rely on instructive tools (a structured online class as well as 3D modeling software) and class-provided supplies to get results expected of students considering a future in engineering or STEM. There are no textbooks.

Students will be assessed on the basis of tests, assignments, project development and execution, and teacher/peer evaluation.

PRINCIPLES OF ENGINEERING

GRADE	CREDITS
10, 11, 12	4

PREREQUISITE: Students will have taken a previous Engineering class or have taken a physics class (any level) or permission of the instructor.

This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Course Content:
Unit 1 Energy and Power The goal of Unit 1 is to introduce students to mechanisms, energy sources, and alternative energy applications. Students will gain an understanding of mechanisms through the application of theory-based calculations accompanied by lab experimentation.

Unit 2 Materials and Structures The goal of Unit 2 is for students to have a more concrete understanding of engineering through materials properties and statics. Students begin by learning about beam deflection and then forces on truss structures. They learn to identify forces acting on those structures and then gain the ability to calculate internal and external forces acting on those structures.

Unit 3 Control Systems The goal of Unit 3 is for students to recognize the abundance of an infinite variety of computer use in our daily lives. Students learn to control mechanical systems by recognizing computer outputs and gaining an understanding of how to write code to control them. They additionally experiment with various input devices and learn how they can adapt computer code to control computer outputs.

Unit 4 Statistics and Kinematics In Unit 4 students are engaged in learning to use statistics to evaluate an experiment. Later they begin a study of dynamics, specifically kinematics, and apply statistical skills to study free-fall motion. Students use theoretical and experimental data as a basis for learning statistical analysis. By collecting, organizing, and interpreting the data, students build the skills needed to understand data results.

Evaluation of Students: Students will be evaluated through a combination of in-class assignments, projects, participation, quizzes, and tests.

TEXT (If required): Online text and materials

ADDITIONAL OFFERINGS

ELHS FOUNDATIONS

Grade	Credits
9,10	4

High School Foundations is a course for freshmen and sophomores that focuses on the students' reading, writing, research, and executive functioning skills. Students will engage in group work, class discussion, and self-reflection while practicing academic skills required of them during their four years of high school. They will also work on the executive functioning skills of planning, time management, and organization. They will also complete time on IXL, our schools intervention plan to support students in building their math and english skills. Students will also complete work on their four-year plan as outlined at the beginning of the ELHS Program of Studies. At the end of the course, students will be able to improve their writing skills, research effectively, and have the foundational skills that set them up for success for the rest of their high school careers.

Curriculum:
We will utilize the SMARTS curriculum through the Research Institute for Learning and Development for the majority of the units and lessons.

We will also utilize the Google Applied Digital Skills to address the Digital Literacy and Computer Science standards.

INDEPENDENT STUDY

Grade	Credits
11 & 12	0

General Requirements:

- Students who select Independent Study blocks will be assigned to a faculty-supervised classroom. This is a non-credited course.
- Students must remain engaged in school work for the entire Independent Study period.
- Students are required to check in with their assigned teacher at the start of the block for attendance. They can request passes to the library or to other teachers for help if the schedule allows it.
- Attendance at assigned Independent Study blocks is mandatory to help students develop skills in responsible decision-making and working individually or cooperatively in a supervised setting.
- Administration reserves the right to remove students from Independent Study blocks and assign them to traditional classes if the blocks are not being utilized as outlined above.

SENIOR PRIVILEGES

NOTE: Senior privileges are opportunities for our students to engage in programming beyond the campus and traditional classrooms of ELHS. Seniors are able to take up to 8 credits from our senior privilege programs during their senior year. For scheduling purposes, Independent Study blocks count toward these 8 credits.

WORK STUDY PROGRAM

GRADE	CREDITS
12	8 or 16

A work-study allows students to integrate work-based learning experiences with their academics. Students develop work-readiness skills, workplace competencies, and gain an overview of occupational fields. Students are required to turn in weekly time sheets, attend quarterly meetings, and are also evaluated by employers using the Massachusetts Work Based Learning Plan.

Students must work a minimum of:

- 8 credits = 5 "***anytime***" hours per week
- 16 credits = 15 hours per week ***during the school day***
    - A meeting with the principal, the student, the employer, and the employer must occur before the start of the school year in order to determine approval for a 16-credit work study

INTERNSHIP PROGRAM

GRADE	CREDITS
12	4 or 8

An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills.

Internship students will maintain a portfolio of artifacts and present what they have learned, or created, at the end of the semester. An internship cannot be taken in lieu of a course that we require for graduation. Students are evaluated by their work, attendance, and production during their internship.

DUAL ENROLLMENT

GRADE	CREDITS
12	4 or 8

Overview

East Longmeadow High School values any opportunity for students to pursue areas of interest that align with their unique path. Taking college courses for credit through the Dual Enrollment/Early College program is a great way for many of our students to familiarize themselves with the college environment.

The Dual Enrollment Program offers juniors and seniors the opportunity to take approved college courses and earn both high school credits and college credits (depending upon the institution). Juniors will take this coursework during after school hours. Where seniors will be allotted time within their school day.

Students taking dual enrollment courses online will take a zero-credit independent course and receive Dual Enrollment credit upon the completion of their college course. Students taking dual enrollment courses in-person will be given an eight-credit dual enrollment block in order to attend the couse in-person.

With prior approval, students may be enrolled full-time or take individual college courses at any accredited two or four-year college or university in Massachusetts that has an early admission program.

Students who are eligible to apply for the Early College Program must:

Be a high school junior or senior.
Have met all MCAS requirements.
Must be a student in good standing for graduation.
Must meet the application guidelines and requirements of the institution of higher learning.

NOTE: Juniors can enroll in dual enrollment programming with administrator approval.

FULL-TIME EARLY COLLEGE

Overview

East Longmeadow High School finds value in any opportunity that allows students to pursue areas of interest that align with their unique path. Taking college courses for credit through the Dual Enrollment/Early College program is a great way for many of our students to challenge themselves and explore courses in the college environment.

Students interested in attending full-time early college must meet with their School Counselor and submit their request in writing to the Principal by April 30th. Students must also meet with their School Counselor before the beginning of each new semester to obtain approval for each semester's courses.

Eligibility: Students interested in full-time early college will take 75% of their coursework at the college.

Students must take their *English 12 and their *senior Math at ELHS and must be enrolled in college courses totaling at least 12 academic credits (4 college courses) Students must meet any outstanding ELHS graduation requirements through their college course selections.

Course Selection: Coursework to be taken at the institution of higher learning is determined collaboratively by students and the School Counselor. It is the responsibility of the student and parent to consult with the Counselor to ensure that courses selected will meet the requirements for high school graduation.

ELHS Credit: An East Longmeadow High School Early College Program student will earn 4.0 credits for each 3.00 credit college course.

ELHS GPA: All approved college courses that a student takes and passes at an institution of higher learning will not be averaged into the student's GPA but will count towards credits.

CHAPTER 74 VOCATIONAL PROGRAM NON-RESIDENT PROCESS

1. Eligibility

General Laws Chapter 74, section 7 guarantees a student the right to a vocational education in the subject area of his/her choice. If a student resides in a city or town which does not offer an approved Chapter 74 program in the chosen subject area (either at the comprehensive high school or at a regional vocational school to which the city or town belongs), the student may apply to another vocational school which offers the program. If the vocational school accepts the student as a non-resident, the city or town of residence is required to pay non-resident tuition to the vocational school (Chapter 74, section 7C, as amended by sec. 129 of Chapter 110 of the Acts of 1993), and must provide transportation through its school committee if the student is at the secondary level (Chapter 74, section 8A).

2. Application Process

When a student applies to a vocational school as a non-resident, the vocational school completes Part I of the Chapter 74 non-resident application form, and forwards the form to the superintendent of schools in the city or town in which the student resides. The superintendent has ten days to review the application, and may request a personal interview with the applicant. The superintendent must sign the application and indicate whether he or she is approving it or disapproving it. If the application is disapproved, the reason for disapproval must be noted.

After completing Part II of the application, the superintendent must return it to the vocational school. The application should be sent to the Department of Education only if the local superintendent has disapproved the application, and the vocational school can cite a reason under Chapter 74 or Department of Education policy that the application should be approved. In that case, the application, along with a letter explaining why it should be approved, should be sent to:

Attention: Mr. Kevin Matthews
Massachusetts Department of Education
School to Employment Services
350 Main Street
Malden, MA 02148

The student applies only one for a particular program area. Once the application has been approved, that student has approval to continue as a non-resident enrolled in the program until he or she completes it. If the student changes program areas, a new non-resident application must be completed and approved.

3. Application Deadlines

The Department of Education sets application deadlines so those superintendents will know the amount of non-resident tuition the city or town must pay, prior to final preparation of the budget for the next school year.

Since secondary non-resident applications must be presented to the superintendent of schools in the city or town of residence by April 1 of the year preceding enrollment, students should notify their guidance counselor in writing by March 27. The deadline does not apply if a secondary student who was already enrolled in a Chapter 74 program moves into a community during the school year. In that case, the new community and the old community should split the cost of tuition based on the amount of time during the school year that the student lived in each community.

Career and Technical Education Center Programs

The Career and Technical Education Center (**Career TEC**) is an extension of the seven member high schools served by the Lower Pioneer Valley Educational Collaborative. Transportation to and from the Career TEC is provided by the Lower Pioneer Valley Educational Collaborative. Enrolling at Career TEC is a part of the process of course selection in the home high school.

Career TEC programs are recognized career pathways as defined by the Carl D. Perkins Vocational and Applied Technology Act of 1990 and 1998 and as such these students are eligible to register for Tech Explorations.

Tech Explorations is a sequence of study beginning in the junior year of high school and continuing at least two years of post secondary education. The program parallels the college prep course of general education by preparing students for high-skill occupations. Tech Explorations students should be well prepared to continue their education at a two-year college, then transfer to a four-year college, university or enter full-time employment in their chosen field.

Tech Explorations advantages include the opportunity for students to begin earning college credit while still in high school by taking courses in a career pathway that is articulated with area community colleges. Interested students should register for Tech exploration with their guidance counselor during the spring of their eighth grade year.

THE ADVANCED MANUFACTURING TECHNOLOGY

The Advanced Manufacturing Technology program is a comprehensive competency-based Chapter 74 approved program and is aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Manufacturing, Engineering, and Technology Cluster. Advanced Manufacturing Technology provides students the opportunity to learn the skills demanded of the 21st-century machinist. Skilled machinists are in great demand everywhere but especially here in Western Mass. Machinists design and manufacture precision parts, from simple pieces such as nuts and bolts to complex, high-tech components for the medical and aerospace industries. Jobs in the industry range from operating, maintaining and repairing to designing and creating programs for computer-numerical-control machines. Advanced Manufacturing Technology extends into tool and die work, maintenance machining, and research, and part prototyping.
Students in the Advanced Manufacturing Technology program follow a course of study that starts with the basics of manual machining and progresses to advanced multi-axis CNC programming, setup, and operation. Qualified and skilled machinists are in high demand and students completing our program are ready to enter the workforce or further their education in college.
The Advanced Manufacturing Technology program features a state-of-the-art facility. That facility includes the latest in technology including Computer Numeric Control (CNC) milling machines and lathes, as well as a computer lab running MasterCam and Solid Works for CAD/CAM instruction. The Advanced Manufacturing Technology program offers students the opportunity to experience the latest technology in the machine tool industry. Advanced Manufacturing Technology students receive training through hands-on experience that replicates operations used in industry. Metal parts are produced using lathes, mills, surface grinders, and CNC machines. Students are introduced to the principle of machining using a conversational control ProtoTrak Knee Mill. Students will create programs using Cartesian coordinate systems of measurement. Students will utilize Solid Works and MasterCam software to design and program their own parts. Speed and Feed formulas will be used to create optimal tool path geometry and tool life.

AUTOMOTIVE TECHNOLOGY

The Automotive Technology program is certified by the National Automotive Technicians Education Foundation (**NATEF**) in the following areas: Brakes, Electrical/Electronic Systems, Engine Performance and Suspension and Steering. Students are assessed on competencies aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks - Transportation Cluster – Automotive Technology and the National Institute for Automotive Service Excellence (**ASE**). The NATEF curriculum prepares students to meet national automotive industry standards and requires students to become proficient in a multitude of automotive procedures and diagnostic techniques. Students completing the Automotive Technology program will be able to demonstrate an understanding of careers within the automotive field, shop safety, automotive systems, related math applications for automotive technicians, automotive measurements, diagnostic and testing procedures, troubleshooting and problem solving. Students' assignments and projects will be in various forms of communication including written and oral presentations. Assignments and projects will require students to draw upon their academic skills in language arts, science, mathematics and computer applications. It is recommended that students wanting to enter this program have a strong foundation in these academic skills.

Students are prepared for employment within the automotive workforce, requiring good attendance, an exemplary work ethic, professional appearance and outstanding interpersonal and communication skills. Students are prepared for "All Aspects of the Industry" through various experiences in class, shop, and the community. These experiences consist of class discussions, independent projects, the Skills USA Professional Development Program, job shadowing, student exposure in various local shops, and field trips. Equal emphasis is placed on related automotive theory class and in shop hands-on time. The shop is designed to emulate a typical automotive shop in customer contact and repair techniques and procedures.

The Automotive Technology course also participates in the **AYES (Automotive Youth Educational Systems)** program. This program allows students to job-shadow in local area dealerships and gives the highest achieving eleventh grade students the opportunity of becoming interns in a specific dealership, during the summer before their senior year. This internship may carry over into their senior year as a Cooperative Education work experience opportunity, allowing the **AYES** student interns to continue receiving the most advanced and recent developments and procedures in the automotive industry. The **AYES** program provides a tremendous benefit to the school and students through the donation of curriculum, equipment, vehicles, and provides a close working relationship with area dealerships that includes career opportunities for the students.

The program is an approved Chapter 74 competency-based program designed to introduce students to the many facets of Building/Property Maintenance & Management. Students are introduced to a cross-section of hands-on training: interior/exterior painting, carpentry, floor care, landscaping, seasonal grounds, lawn care, basic plumbing repairs such as faucets and toilets, and general maintenance with an emphasis on safe work practices, employability skills, and safety. Safety within the curriculum includes the use of appropriate hand and power tools in conjunction with industry standards. Students learn preventative maintenance and repair techniques of small engines and power

tools. The curriculum aligns with the Massachusetts Department of Education Vocational Technical Education Frameworks – Construction Cluster – Building/Property Maintenance & Management.

Students work both independently and in team-related projects using maintenance and repair manuals and other appropriate resources for research in problem-solving. Students will gain knowledge through field studies and off-site work experiences that align with the curriculum.

This program prepares individuals to apply technical knowledge and skills to keep a building functioning and to service a variety of structures including commercial and industrial buildings and mobile homes. Includes instruction in basic maintenance and repair skills required to service and troubleshoot building systems, such as air conditioning, heating, plumbing, electrical, major appliances, and other mechanical systems.

CARPENTRY

The Carpentry program is a Chapter 74 approved course of study offering a comprehensive competency based curriculum aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Construction Cluster – Carpentry. First year students focus in the classroom and shop on developing basic carpentry-related skills. Students begin by mastering basic carpentry competencies, such as ruler reading, workplace safety, and operation of both hand and power tools. Building site preparation follows, including transit set up, calculating grade elevations, properly situating the building and the construction of batter boards.

Students will advance through the curriculum learning modular layout techniques for residential concrete installation and wood framing. Hands-on practice is combined with related written and computational skills development such as, but not limited to, cost estimating, blue print reading and materials take-off calculation. Students combine this curriculum with manipulative skills development associated with shop tools through a series of on-campus projects such as personal toolboxes, sawhorses, etc.

Upon successful completion of the first year curriculum students have the opportunity to study one of the following:

Off-campus projects: These projects range from partial or whole buildings to small renovations such as porches. This exposes students to all aspects of the building industry including compliance with building codes, city ordinances, OSHA regulations, scheduling with other sub-contractors and meeting deadlines, and contact with building inspectors.

Architectural Woodworking: Students will follow a course of study that incorporates the standards of the Architectural Woodworkers Institute (A.W.I.) as it relates to the commercial side of interior finish work. Related theory and hands-on training will expose students in areas of wood types, laminating, veneers, casework (cabinets), stair parts, moldings and many other areas of millwork.

The Carpentry Program has an articulation agreement with Holyoke Community College. Through this articulation agreement, registered Tech Explorations students have the opportunity to earn college credit in Introduction to Building Materials (TCH 120) - 3 credits.

There are many post-secondary options available for students successfully completing the Carpentry program. Below is brief representation of post-secondary options:

COSMETOLOGY

The Cosmetology program is a comprehensive competency based three year program designed to develop skills used by cosmetologists. Students who wish to enter the program must do so by the start of their sophomore year. The Cosmetology program is certified by the Commonwealth of Massachusetts Board of Registration of Cosmetologists. Upon successful competition of the course, which includes the requirement of 1000 instructional hours, students are prepared to take the Board of Registration of Cosmetologists license exam using the curriculum standards set by the Board. All of the professionals in the field of Cosmetology work closely with the public and are regulated by the Commonwealth of Massachusetts Division of Professional Licensure Board of Registration of Cosmetologists. This Board also sets the curricula requirements, which are aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Business and Consumer Services Cluster – Cosmetology, and regulates the schools which train candidates in these occupations. The Board protects the health and safety of the public by maintaining high standards for the industry.

Students in the Cosmetology program are introduced to career opportunities in the field of cosmetology which includes hair stylist, manicurist, skin care specialist, cosmetic chemist, and make-up artist. The curriculum, following the guidelines set by the Board of Registration of Cosmetologists, emphasizes toxic use. Under the supervision of licensed instructors in a state of the art equipped classroom/shop, students will learn techniques and skills necessary for success in the beauty industry along with the sciences of the profession including anatomy, physiology, and chemistry. The level one student is exposed to the basic fundamentals of hairdressing. After 250 hours, level two students are able to perform hands-on non-chemical services on clients. Chemicals are introduced to level three students after completing 400 hours. Qualified level four students who have mastered skills in all phases of cosmetology will have the opportunity to extend their learning experience into the world of work in an area salon as part of the Co-operated Education Program.

CULINARY ARTS

The Culinary Arts program is a competency based Chapter 74 approved program aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Hospitality and Tourism Cluster – Culinary Arts that prepares students for careers in hotels, restaurants, resorts, institutions, and corporations. The program builds on a foundation of basic knowledge, skills, attitudes, behaviors, and work habits needed to be successful in this demanding industry. Students operate a fully equipped commercial kitchen and dining room encompassing restaurant, banquet, and buffet services through the two student run restaurants: the morning Java Café, serving breakfast, and the Brush Hill Bistro, serving lunch, which are open to the general public two days a week.

Students in the program receive instruction in the form of demonstration, lecture/interactive discussions, and hands-on experience. Students are assessed on industry standard competencies developed by the American Culinary Federation, the Federation of Dining Room Professionals, and

the American Hotel & Lodging Association. While meeting these standards and accepting responsibility for time management, food quality, and customer service, students develop skills in baking, culinary techniques, menu planning, and food costs and hospitality management. Training in proper use and maintenance of equipment, culinary tools, sanitation, and proper storage and handling of food are all part of the curriculum. Students are prepared for the ServSafe® Certification through the National Restaurant Association's Educational Foundation training program.

The Culinary Arts program has articulation agreements with Holyoke Community College, University of Massachusetts Isenburg School of Management Hospitality and Tourism Management Program, and the International College of Hospitality Management.

Through the articulation agreement with Holyoke Community College students have the opportunity to earn college credits in Culinary Foundations I (CUL100), Baking Theory and Practice (CUL110), Safety and Sanitation (HFM 111) - provided the student has received the ServSafe® Certification, Principals of Food Production (HFM130), and Cooperative Education in Hospitality Management (HFM280) - provided the student has completed 225 hours of practical experience in a supervised setting concurrent with a weekly seminar.

Through the articulation agreement with the International College of Culinary Arts students have the opportunity to receive college credits in Principles of Modern Culinary Arts (FPR 110), Culinary Arts Practical Kitchen Application (FPT 111), Culinary Management (FPR 112), Introduction to the Hospitality Industry (HOS 116), and students who submit a National Restaurant Association Sanitation Certificate will be eligible for credit in Food Production Sanitation (FPR 113).

Through the articulation agreement with the University of Massachusetts Isenburg School of Management Hospitality and Tourism Management Program students have the opportunity to obtain a waiver for the Introduction to the Hospitality Management course upon successfully passing a challenge examination, and a waiver for the ServSafe® course upon presenting passing test scores to the Hospitality and Tourism Management department.

EARLY EDUCATION AND CARE

The Early Education and Care program is a growing and ever changing field which includes the care and teaching of children from birth through age 7. The Early Education and Care program at CTEC is a comprehensive 3 year program in which students will experience a combination of classroom instruction and hands on experience with children from ages 6 weeks through 6 years of age.

Students in our program will understand and be familiar with many aspects of child development from infancy through elementary school years. They will be well versed in health and safety topics pertaining to children and become knowledgeable about current events and developments in the early childhood field. Upon completion of the program, they will have a thorough understanding of early childhood math and science concepts, music and movement, art and creativity and will understand the way children learn. Students will have classroom experience where they interact with children and facilitate learning under the guidance of experienced teachers and their classroom instructors.

Students will be prepared to apply for the Department of Early Education and Care Teacher License upon successfully completing this program, which will include a minimum of 450 supervised hours working directly with young children. The Lower Pioneer Valley Early Learning Center is an onsite child care facility that is the first multi-age early childhood classroom in Western Massachusetts. The Early Learning Center provides education and care for children ages 6 weeks through 6 years old, offering students the opportunity to obtain both a Preschool Teacher License as well as an Infant/Toddler Teacher License. Under the supervision of the High School Instructor and the Early Learning Center Director and Lead Teacher, students will become familiar with the State of Massachusetts Department of Early Education and Care Regulations for licensed programs. They will learn the importance of providing quality care and education to young children of various ages. In addition to learning about child development within their high school classroom, the students will gain hands-on experience in the state of the art Early Learning Center, with professional role models to help them develop the skills necessary to be successful in the Early Education and Care field. Students will be guided through the process of planning and developing curriculum for young children, creating activities and implementing lesson plans with the children in the Early Learning Center.

GRAPHIC COMMUNICATIONS

The Graphic Communications program is a competency based Chapter 74 approved program aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Arts and Communication Services Cluster – Graphic Communication that prepares students for a wide range of career opportunities in the graphic arts and communications industry. Students are assessed on industry standard competencies developed by PrintED®. PrintED® is a national accreditation program, based on industry standards for graphic communications courses of study at the secondary and post-secondary levels and is a component of the Graphic Arts Education and Research Foundation (GAERF®).

Graphic Communications introduces students to theory and practical aspects of the commercial printing industry. Students gain competencies in traditional and computer-based layout, design, and typesetting; copy preparation and composition; electronic plate making using the DPX Genesis computer-to-plate technology; printing press operations on three two-color presses including the state-of-the-art Hamada H234A true two-color automated off set press; finishing and binding using the Baum Ultra Fold with right angle technology; collating with a Duplo twelve station collating booklet maker; and paper cutting using a computer driven Baum paper cutter. Students use industry standard software on both Macintosh and PC computers with the advantage of gaining experience using both platforms. In addition students will be exposed to digital photography and 4-color silk screening technology.

The Graphic Communications Program has articulation agreements with Springfield Technical Community College and Holyoke Community College.

Through the Springfield Technical Community College articulation agreement students have the opportunity to earn college credits in Introduction to Prepress (RPH 122) - 3 credits, Printing Technology (GA 131) - 3 credits, Introduction to Graphic Arts Computer (GA 145) - 3 credits, and Offset Presswork (GA 360) - 3 credits.

Through the articulation agreement at Holyoke Community College students have the opportunity to earn college credit in Graphic Design Production (Art 258) - 3 credits.

HEALTH ASSISTING

The Health Assisting program is a comprehensive competency based program aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks - Health Services Cluster - Health Assisting. The program focuses on safe and effective performance of the student providing care in a health-care setting. In addition to holding Chapter 74 approval, the Health Assisting program is certified by the Commonwealth of Massachusetts as a Certified Nursing Assistant (CNA) and Sending Health Aide (HHA) testing site and by the Department of Public Health as a Feeding Assistant testing site.

Students are introduced to career opportunities in the field of health care and are provided instruction in basic entry-level skills. The Nursing Assistant program focuses on the safe and effective performance of the student providing health care in a health care setting. The program introduces students to career opportunities in the field of allied health care as well as provides instruction in basic entry level skills. Emphasis is placed on specific nursing assistant duties and on the concept pertaining to the psychosocial aspect of care giving. Students receive a strong academic foundation as well as experiencing externships where they can practice their skills in a real world setting under the supervision of experienced medical professionals.

Students become First Aid, CPR and AED certified prior to clinical rotations through nursing and rehabilitative centers and a local hospital. Students are exposed to a vast array of careers in health care through clinical rotations in a variety of heath care departments as well as numerous field trips to various health care facilities and settings.

The following pre-requisites, with documentation, must be in place by September 15st of each school year in order for the student to partake in the clinical component of this program:

- Provide documentation of a complete physical examination within the last 24 months.
- Copy of all immunizations

- Copy of current insurance card
- Hepatitis B inoculations
- Mantoux Test (tuberculosis) (will be administered by the school nurse)
- CORI check (Criminal Offender Record Information) (to be processed through school's Human Resource Manager)

The Health Assisting Program has an articulation agreement with Holyoke Community College. Through this articulation agreement, registered Tech Explorations students have the opportunity to earn college credit in Introduction to Computer Technology to Support Nursing Informatics (Nursing 100) - 1 credit.

INFORMATION SUPPORT SERVICES AND NETWORKING

The Information Support Services and Networking program is a competency based program designed to provide students with entry level skills in personal computer maintenance and repair, data communications and networking. The curriculum is aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Information Technology Services Cluster- Information Support Services and Networking. Students are taught the basic skills needed to install, troubleshoot, and repair computer system hardware and operating systems as it prepares students the Comp-TIA A+ technician certification.

The technical support section will develop awareness of work opportunities for technically prepared individuals and, thus, help each student focus on directions for further training and meaningful work in the field. Included in the program are some fabrication skills along with electro-mechanical troubleshooting and repair. Students will have practical knowledge of analog and digital electronics, as well as competencies with tools and test equipment.

The Cisco Networking Academy component provides students with a solid background in the field of data communications, which includes network design, routing and switching, and network maintenance and operation. Topics include the OSI model, internetworking devices, IP addressing, LAN media and topologies, structured cabling, PC hardware and software, patch cables, installation of structured cabling, cable management techniques, and the use of test equipment. In addition, students develop the critical skills needed to succeed in a changing economy – math, science, problem solving, reading and writing. Additionally, instruction and training are provided in the proper care, maintenance, and use of networking software, tools and equipment, as well as all local, state, and federal safety, building, and environmental codes and regulations.

The Cisco Networking curriculum delivers Web-based content, online assessment, student performance tracking, hands-on labs, instructor training, and support. The program's curriculum gives students in-demand Internet technology skills for designing, building, and maintaining networks. Combining instructor-led, online education with hands-on laboratory exercises, the curriculum enables students to apply what they learn in class while working on actual networks. The Cisco Networking Academy Curriculum™ prepares students for industry standard, as well as vendor neutral certification exams.

Assignments and projects will require students to draw upon and develop their academic skills (language arts, science, and mathematics.) The curriculum emphasizes hands-on work, both individual and as a member of a team. Theory and practice are combined in order to prepare individuals to be valued assets in the technically oriented workplace.

LANDSCAPING TECHNOLOGY/HORTICULTURE

The Landscaping Technology/Horticulture program is a Chapter 74 approved program aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Agriculture and Natural Resources Cluster – Horticulture that offers a comprehensive competency based course that explores career areas in landscape maintenance, construction and design, greenhouse production, nursery production, floriculture, and retail garden center operation. The program emphasizes knowledge of plant science as a foundation to all career areas. Students learn while using equipment and materials that represent industry standards. Project based learning activities, residential landscaping projects, greenhouse sales, and floral projects provide experiences for students to reinforce, and practice skills and knowledge learned in the classroom setting.

The classroom environment is geared towards preparing students for the world of work with respect to work ethic, attitude, appearance, and teamwork. Leadership and personal development skills are promoted through involvement in the Future Farmers of American (FFA) Student Organization.

The Landscaping Technology/Horticulture program has an articulation agreement with Springfield Technical Community College. Through this articulation agreement students have the opportunity to earn college credits in Principles of Horticulture (GL 120) - 3 credits, Landscape Operations (GL 350) - 3 credits, and Plant Propagation (GL 410) - 3 credits.

MEDICAL OFFICE TECHNOLOGY

The Medical Office Technology program is a competency-based program that is aligned with the Massachusetts Department of Education Vocational Technical Framework – Business and Consumer Services Cluster – Office Technology. The program is designed to help students develop the skills needed to meet with success in the workplace and is intended to provide students with an opportunity to become proficient in performing the clerical and office technology skills necessary to work in a medical office environment.

The Medical Office Technology program is a two-year program and is intended to provide students with an opportunity to become proficient in medical office technology skills including: medical terminology, medical transcriptions and medical coding as well as word processing, filing, scheduling, billing and keyboarding using the latest in office technology and appropriate software. Successful students will be prepared for a variety of non-clinical entry-level positions in the medical related office environment through a competency-based curriculum that includes at least one semester of cooperative education/internship.

Classroom standards of expectations are geared toward promoting the development of workplace ethics. The integration of math and language arts is evident as students obtain new skills from the course work.

Students will learn and demonstrate:

- Proper keyboarding skills/techniques
- Microsoft Software, including Word, Excel, Access, PowerPoint, and Outlook
- Applicable medical office appointment scheduling software
- Proper business and medical communications (verbal and written)

- Proper interpersonal communication and telephone techniques
- Proper record keeping, including filing and patient records
- Maintenance and purchasing of medical and office supplies
- Basic medical terminology
- Maintenance of financial records
- Prepare a resume, application letter and demonstrate interview skills
- Understanding and processing of insurance forms and the decoding of diagnoses and procedures
- Understanding of the Health Insurance Portability And Accountability Act (HIPAA)
- Understanding of OSHA Blood Borne Pathogens
- Become CPR and First Aid Certified

Students will be prepared to perform the duties of an administrative support staff person for medical practices, hospitals, outpatient facilities, medical laboratories, rehabilitation centers, nursing, convalescent, or other health care facilities, medical billing companies, health insurance companies and other service administrators or health care professionals.

The Medical Office Technology program has articulation agreements with Greenfield Community College, Holyoke Community College and Springfield Technical Community College.

Through the articulation agreement with Greenfield Community College students have the opportunity to earn college credit in Keyboarding through the Computer Information Systems Department (ADM-106) 1 credit.

Through the program's articulation agreement with Holyoke Community College students have the opportunity to earn college credit in keyboarding and Microsoft Word through the Business Department (OTC 111) 1 credit each.

Through the articulation agreement with Springfield Technical Community College students have the opportunity to earn college credits through the Computer Information Technology Department Powerpoint (CMPA-120) 1 credit, Word (CMPA-102) 3 credits, and Data Entry Keyboarding (CMPA-116) 3 credits.

TECHNICAL CAREER EXPLORATORY

The Technical Career Exploratory is a one-year introductory program designed to introduce students to the career training options available at the Lower Pioneer Valley Career Vocational Technical Education Center (LPV Career TEC). The course of study is divided into two segments.

The first half of the course consists of a series of projects taught through modular instruction. These projects are designed to give the students the skills necessary for success in all shops at the LPV Career TEC. The skills, such as problem solving, independent thinking, teamwork, and self-motivated creativity can be utilized in any job area and are necessary for success after formal education.

The second half of the course allows students to participate in a shop exploration. The students select three shops from the fifteen available, after having first been introduced to the shops as part

of a one-day informational visit. Selection is based on personal interest as well as results of a self-directed search. Students also draw from knowledge gained during the modular projects. Upon completion of these shop visits, during which students become part of the existing program for approximately three weeks, a final shop selection is made to complete the school year.

Upon completion of the Technical Career Exploratory program, students have the knowledge and experience necessary to make a well informed decision as to which shop they wish to enter into to further continue their career training.