

# Melrose High School



## Program of Studies 2026-27

*Academics, Arts & Technology  
For the 21st Century*

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# Melrose High School

360 Lynn Fells Parkway  
Melrose, Massachusetts 02176

| <b>Administration</b><br><i>781-979-2200</i>                            | <b>School Counseling</b><br><i>781-979-2210</i>               | <b>Directors/Coordinators</b>                                                                                 |
|-------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Jason Merrill</b><br><b>Principal</b><br>781-979-2203                | <b>Kerri Ciulla</b><br><b>Counselor</b><br>781-979-2229       | <b>Melanie Acevedo</b><br><b>Executive Director of Academics</b><br><b>and Accountability</b><br>781-979-3338 |
| <b>Christopher Beaver</b><br><b>Assistant Principal</b><br>781-462-3231 | <b>Francesca LoGrasso</b><br><b>Counselor</b><br>781-462-3274 | <b>Steve Black</b><br><b>Visual and Performing Arts</b><br><b>Coordinator, K-12</b><br>781-462-3123           |
| <b>Bryan Corrigan</b><br><b>Deputy Principal</b><br>781-462-3220        | <b>Joseph Parrillo</b><br><b>Counselor</b><br>781-462-3233    | <b>Stephen Fogarty</b><br><b>Athletics Director</b><br>781-462-3223                                           |
| <b>Nick Tuccinardi</b><br><b>Dean of Students</b><br>781-462-3260       | <b>Sunni Rogers</b><br><b>Counselor</b><br>781-462-3237       | <b>Nora Tsoutsis</b><br><b>Director of Academics, 6-12</b><br>781-462-4355                                    |
|                                                                         | <b>Jennifer Vieira</b><br><b>Counselor</b><br>781-462-3236    | <b>Roxanne Wilson</b><br><b>Special Education Coordinator, 9-12</b><br>781-462-4143                           |

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# MELROSE HIGH SCHOOL

## Core Values and Beliefs

We are Mindful, Honorable and Supportive.



AT MELROSE HIGH SCHOOL, WE...

**MODEL KINDNESS**

**EXHIBIT HARD WORK**

**LEAD BY EXAMPLE**

**REACH FOR SUCCESS**

**OVERCOME ADVERSITY**

**SELF ADVOCATE**

**EMBRACE INCLUSION**

**Vision of a Graduate:** The school's Core Values and Beliefs about learning are captured within its Vision of a Graduate. During their time at Melrose High School, students will reflect on these values via digital portfolios. Each year, students will engage in an experience that will provide them with an opportunity to reflect on their progress toward achieving the skills, dispositions, traits, and knowledge necessary for future success as a 21st century citizen and learner. The experiences are summarized below. **MHS is in the process of developing a new logo for the Vision of a Graduate.**

| Students will engage in the following opportunities to display their mastery of the skills outlined in the Vision of a Graduate: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sophomore Capstone: The Civics Action Project</b>                                                                             | Students in English 2 Honors will investigate a non-partisan, student-led <b>Civics Action Project</b> . Using their digital portfolio as a platform, students will design civic action projects to analyze complex issues; consider differing points of view; make and support claims using valid evidence; engage in civil discussions with others; and investigate issues that impact our school and community. This will foster leaders that are responsible, proactive, and informed global citizens who are empathetic, curious, open-minded with a growth mindset, and who take ownership of their impact on others and the world.                                                                                                               |
| <b>Senior Capstone</b>                                                                                                           | Seniors must successfully complete and receive a passing grade on a <b>Senior Capstone Project</b> under the direction of the Senior English teacher, to receive final credit. The project, which will help determine students' mastery of 21st century learning skills, consists of multiple components that students will complete throughout the school year and share using their digital portfolio. With the support of their English teacher, staff members, the subject mentor and the administration, students will be guided through the process of conducting research, coordinating and implementing fieldwork, and creating a product. All students will present both the half-stone and the culminating final presentation to their class. |
| <b>Senior Internship Program</b>                                                                                                 | In order to provide extended learning opportunities to all of our students, Seniors will spend Q4 exploring and researching a career opportunity via the Senior Internship Program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## GRADUATION REQUIREMENTS

In order to participate in graduation, students must meet all graduation requirements listed below. Please see the appendix at the end of the document for a comprehensive list of the courses that count toward each requirement.

| Subject Area             | Credits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English                  | 4.0 (including senior year)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Mathematics              | 4.0 (including senior year)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Science & Technology     | 4.0 (including 3.0 lab based courses)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Social Studies           | 3.0 (including World Studies, United States History II in a Global Context)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Visual & Performing Arts | Two courses (including Art, Music, Theatre Arts, CAD, Video Production, and Creative Writing Courses)<br>*Business courses will count towards Visual & Performing Arts credits for the Class of 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| World Languages          | 2.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Wellness                 | 2.0 (includes Physical Education and Health). <b>Note:</b> All students are required to take 4 years of Wellness classes. Students will be required to successfully complete a half credit Wellness class each of their four years at MHS to meet Massachusetts State Regulations on Health and Fitness. Seniors may fulfill this requirement via one of three pathways..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Electives                | 3.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Total Credits            | 24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Community Service        | Twelve (12) hours are required for each year a student is in attendance at Melrose High School. Of these required service hours, a total of thirty (30) hours of content-specific community service are required for students participating in the GEM and/or STEM pathways. It is recommended that these hours be completed over the course of four years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Competency Determination | <p>To receive a high school diploma, students must meet the Melrose Public Schools competency determination requirements, which are in addition to the graduation requirements. As defined by the Massachusetts Department of Elementary and Secondary Education, the "competency determination" shall be based on the academic standards and curriculum frameworks for tenth graders and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one I administered in 2023, and in any additional areas determined by the board.</p> <p>Students who have previously earned a Competency Determination (CD) through a regular or retest administration of the MCAS (including the November 2024 retest) or through a DESE appeal process, have earned their competency determination. Students in the Melrose Public Schools who <i><b>have not yet earned</b></i> their competency determination through previous MCAS administrations can meet the requirements for a competency determination through the following:</p> |

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | <p><b>English Language Arts:</b> Demonstration of a passing grade in English 1 and English 2, or 2 equivalent credits in the area of Language Arts (Director approval required).</p> <p><b>Math:</b> Demonstration of a passing grade in Algebra (including 8th-grade Algebra) and Geometry.</p> <p><b>Science:</b> Demonstration of a passing grade in one of the following courses: Biology, Chemistry, Physics, or Science and Technology.</p> |
|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>MCAS</b> | In addition to the above-named criteria, all students must participate in the MCAS exam in Math (grade 10), ELA (grade 10), and Biology (grade 9).                                                                                                                                                                                                                                                                                                |

## COLLEGE & CAREER READINESS

Melrose High School will prepare all students to have the skills and content knowledge so that they are college and career ready. Students will experience a rich and broad curriculum that is aligned to the Massachusetts Curriculum Frameworks. Students will have the opportunity to enroll in a Pathway of Study, to enroll in many electives and courses within any pathway, to be exposed to many areas of study, and to experience an internship opportunity. Students may enter a pathway during any year but may not be able to complete the pathway. All MHS students are expected to have the skills and content knowledge to be successful in college and careers.

## ADVANCED PLACEMENT

**Advanced Placement (AP)** courses are designed to prepare students for the academic rigor of college. The courses are a challenging experience and the curriculum is modeled after a college freshman class. AP courses follow the **College Board** curriculum framework, designed to help students achieve qualifying scores on the AP exams administered in the spring.

**Enrollment Requirements and Expectations:** At Melrose High School we believe that every student has the potential to succeed in an AP course and we encourage all students to challenge themselves. Given the academic rigor, students must possess solid work habits, strong organizational skills, and be self-motivated in their studies. All students enrolled in AP courses must commit to the following:

- **Summer Work:** Students must complete all summer assignments prior to the start of the school year.
- **Review/Extra Help Sessions:** Students must attend sessions scheduled during CREW, FLEX, or after school.
- **AP Examination:** All students enrolled in an AP course are **required** to take the corresponding AP exam(s).
- **Exam Fees and Payment:** Exam orders for all enrolled students are placed with the College Board at the start of the school year. There are fees associated with AP exams and exam fees are paid via the MySchoolBucks platform.

## MASSCORE

MassCore, or the Massachusetts High School Program of Studies, is a recommended, rigorous course of study based on standards in the Commonwealth of Massachusetts' curriculum frameworks that aligns high school coursework with college and career expectations. It was developed to provide guidance for a rigorous course of study that will help students have the necessary academic preparation required for success in postsecondary education and the workplace. MassCore also includes potential additional learning opportunities such as AP classes, dual enrollment and early college, senior and capstone projects, online courses for high school or college credit, and service or work-based learning.

**All MHS graduates fully satisfy the MassCore recommendations.** The program of study is outlined in the table below and more information is available by visiting: <http://www.doe.mass.edu/ccr/masscore>.

| <b>MassCore Framework</b><br><b>Massachusetts High School Program of Studies</b> |                                     |                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SUBJECT</b>                                                                   | <b>UNITS</b>                        | <b>NOTES</b>                                                                                                                                                                                                                                                                                                                                                 |
| <b>English Language Arts</b>                                                     | <b>4 Units</b>                      |                                                                                                                                                                                                                                                                                                                                                              |
| <b>Mathematics</b>                                                               | <b>4 Units</b>                      | Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of <b>Computer Science</b> that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course. |
| <b>Science</b>                                                                   | <b>3 Units of lab-based science</b> | Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of <b>Computer Science</b> that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.                                                         |
| <b>History and Social Science</b>                                                | <b>3 Units</b>                      | Including U.S. History and World History.                                                                                                                                                                                                                                                                                                                    |
| <b>World Language</b>                                                            | <b>2 Units</b>                      | Of the same language.                                                                                                                                                                                                                                                                                                                                        |
| <b>Physical Education</b>                                                        | <b>As required by law</b>           | "Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).                                                                                                                                                                                                                                                  |
| <b>Arts</b>                                                                      | <b>1 Unit</b>                       |                                                                                                                                                                                                                                                                                                                                                              |
| <b>Additional Core Courses</b>                                                   | <b>5 Units</b>                      | Other additional coursework (including Career and Technical Education) or any of the above.                                                                                                                                                                                                                                                                  |

## SEMESTER CREDIT

MHS will award credit based on the semester. Students will be able to earn half a credit for a full year's course. As a result, a student may only need to complete half of a summer school course. This practice will help students find success and give an additional opportunity for students to complete a course. Credit will be issued for either Semester 1 (Quarters 1 and 2) or Semester 2 (Quarters 3 and 4).

## GRADING AND EXAMINATIONS

Report card grades are issued four times during the school year. In full-year courses, the final average is the average of the two semesters. Semester averages are a combination of the two quarter grades and the grade received for either the midyear or final exam given in that semester. [MHS Grading Deadlines and Grading Policies can be found here.](#)

Midyear and final exams are given in all courses. These exams count as 10% of the respective semester grade. The average of the first and second quarter grades will count as 90% and the mid-term exam at 10% in determining the first semester average. Similarly, the second semester average will include the average of third and fourth quarter grades at 90% and the final exam at 10%. The average for the entire year will be the average of both semesters.

## SENIOR INTERNSHIP POLICY

An approved **senior internship** allows students to be released from some or all of their classes during the fourth quarter in order to pursue an alternative educational experience or to investigate a possible career. The program will be graded and credit will be awarded for successful completion of the outlined responsibilities. Students are required to have a passing grade in all classes to be eligible and are expected to work four hours per week for each course that they are no longer attending. Visit [www.tinyurl.com/MHSInternshipProgram](http://www.tinyurl.com/MHSInternshipProgram) to learn more about the internship program.

- All senior capstone requirements must be met in accordance with the individual English teacher's prescribed deadlines. Students are responsible for attending all AP classes, and potentially band, chorus, and orchestra, during their internship.
- A senior can offer on-the-job assistance in return for expert supervision, exploring professional fields such as veterinary science, auto mechanics, social work, business, art, teaching, engineering, or medicine. Students may also gain experience with professions that serve the public by volunteering in hospitals, nursing homes, or other community agencies. Interns will not receive monetary compensation for work completed during school hours.

| 1. Internal (MPS) Internship                                                                                                                                                                                                                         | 2. External Internship                                                                                                                                                                                    | 3. Service or Culture Program                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student works under the guidance of an MPS staff member. Students who apply for this option will be asked to list their preferred internship placement (school; grade-level; internship supervisor) and assigned based on need and availability. | The student identifies and enlists a business or organization, outside of MPS, for an internship. Students are required to identify a supervisor and provide their name, email address, and phone number. | The student, working independently or with a group of peers, plans and completes a project inside or outside of the community that is focused on service or culture (art, theater, music, writing, etc.). Students are required to identify an MPS member to supervise their project and publicize the project in their local community. |

## CREDIT RECOVERY POLICY

Credit recovery is mandatory for students who fail courses that are required to reach graduation requirements. The Guidance department and administration will work specifically with students in this situation. Credit recovery courses may be available online or in alternative settings and can be scheduled at different times to suit the needs of the student.

## POLICY FOR EXTERNAL AND SUPPLEMENTAL COURSEWORK

Melrose High School recognizes that students may wish to pursue academic interests through online platforms or accredited colleges and universities. To ensure academic integrity and alignment with Massachusetts state standards, the following policy applies to all courses taken outside of the MHS Program of Studies. The [policy and application are available here.](#)

## RESOURCES AND SUPPORTS FOR STUDENTS

Melrose High School recognizes the importance of providing support and assistance to students outside the classroom. In a complex and rapidly changing world, we acknowledge that students are impacted by many influences in school, at home, and in our society at large. The academic expectations presented by school often intersect with a student's family life, social and emotional life, and overall mental health and well-being. Students experience challenges for a wide variety of reasons, and in partnership with parents and the community, we want to provide support to help students across all ability levels.

As a school, our goal is to provide a challenging academic program for all students while at the same time encouraging students to seek balance in their lives with social activities, exercise, sleep, and proper nutrition. Every club, activity and team that we offer is an opportunity for students to participate in something that could help provide more of that balance. By becoming more involved and connected with peers with similar interests, students can increase their support network, improve their self-awareness and sense of well-being, and find the "work-life" balance that benefits them most.

The resources and supports listed below are provided to try to address some of the most significant needs presented by students. It is an ever changing and growing list of resources, and is not intended to be a complete list. While our primary mission as a school is an educational one, we know that more and more students are coming to school with needs that go well beyond the classroom. We also rely on the collaboration and partnership with parents/guardians and the support of community agencies and initiatives.

- **Eighth to Ninth Grade Transition:** MHS recognizes that the transition from middle school to high school is a critical time. We host a number of opportunities for parents and students to learn more about the high school and all that is offered to students. Every year we sponsor the Grade 8 Parent meetings, 8th Grade visits to MHS in the spring, Freshman Open Houses for Students, and Freshman Orientation.
- **Flex Block:** MHS has instituted a 30-minute block of time that is linked to a class in a student's schedule. During the block students can do any of the following, with priority going to the class that is being "flexed" that day: receive one-on-one support from teacher, conference with teacher, discuss assignment/course grades, complete make-up work, homework, and/or retakes, complete practice problems and/or additional extension activities provided by the teacher, organize course materials, discuss/apply strategies for studying course content, work on college applications, revise writing assignments and apply feedback provided by teacher.
- **Wellness Class Electives:** MHS provides opportunities for students to exercise during the school day to increase blood flow, stretch muscles, build stamina, improve self-esteem, work on coping skills, and learn activities that they will use throughout their lifetime.
- **Melrose Alliance Against Violence (MAAV) Student Action Board (SAB):** A group of 18-20 trained peer leaders that help to educate and raise awareness on many social student issues. The SAB focuses on topics that include: dating violence prevention, identifying resources for support, increasing the awareness of what others can do as bystanders/witnesses of violence and promoting healthy relationships. SAB leaders present to their peers in classroom settings and class/school assemblies. SAB also plans and implements fun and interactive programs, including annual events such as the MAAV Walk and the Community Coffeehouse to help high school students become more actively engaged in learning about these important topics.
- **METCO Supports:** The METCO Mentorship Program, tutoring, and an assigned paraprofessional are supports that are available to all Melrose High School Students who participate in the METCO program.
- **National Honor Society (NHS):** Provides peer tutoring services as part of their community service component.
- **World Language Honor Society:** A group of students identified for their commitment to the language at the end of junior year that provides peer assistance in specific world languages to students that struggle with a world language.
- **School Psychologists:** MHS has the services of two school psychologists who perform testing and assessment and are available to students and staff for consultation, counseling, and referrals. MHS also employs one School Adjustment Counselor to provide counseling service to students.
- **Instructional Support Team (IST):** The purpose of the Instructional Support Team is to provide successful instructional interventions and accommodations to meet the needs of each child in the general education classroom.

We believe and expect that all students can learn to a high degree. We are committed to the philosophy that student success is the result of a partnership which includes students, teachers, and parents/guardians. At the classroom level, the purpose of the IST process is to identify aspects of the student-teacher partnership where accommodation in the classroom can help the student experience improved success and make effective progress. Our school community is committed to embracing the IST as a valuable intervention to be initiated when a student is experiencing difficulty in regard to achieving his/her personal or learning goals. Through teamwork, the IST can assist a teacher and student in acquiring strategies that resolve learning issues within the general education setting.

- **Student Support Team:** The Student Support Team is composed of counselors, school psychologists and administrators that meet regularly to identify students that are in critical need of support. The team establishes procedures and action steps to address the academic/social/emotional support for those students.

**MPS District Curriculum Accommodation Plan (DCAP):** [The MPS DCAP](#) is designed to assist administrators, teachers, and staff in ensuring that all possible efforts have been made to meet students' needs in general education classrooms and to support teachers in analyzing and accommodating diverse learning styles of all children that may be present in a school. Led by the building principal, staff at each school collaborate on best practices in order to ensure that adequate instructional strategies and supports are available for both students and staff. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program for the benefit of all students, not solely or specifically for special education. The MPS DCAP is a comprehensive and includes the following components:

- **Building based Massachusetts Tiered System of Support/Instructional Support Teams** meet on a regular basis and provides general education teachers the opportunity to collaboratively work together to find accommodations and interventions to meet the needs of students. Consults with specialists who can provide important information and expertise to the general education teacher are a common part of the MTSS/IST meeting. Parents are often an important part of the process as well. Establishing home/school connections is a strategy that is often implemented as a result of referral to the team.
- **Extra Support:** Our schools employ the services of many specialists for the purpose of assisting students who need extra support. Careful assessment and remediation is planned. Collaboration with the general education teacher is an important component of the success of this collaboration.
- **MPS Mentoring Program for all Year One and Year Two educators:** Year One staff participates in a yearlong Induction Program, and works one-on-one with an assigned teacher mentor. Year Two educators work in small groups with a Mentor who provide focused support regarding instructional practices and classroom management.
- **Professional Development** is an important part of our district goals providing all staff with an opportunity to collaborate during the day and during early releases and to participate in workshops both within the district and at regional and statewide meetings and conferences. Topics include but are not limited to instructional and behavioral strategies for special populations, current trends in curriculum and assessment, and state regulations.
- **Academic Support:** Ongoing academic support is available at the building level through before and after school programs and options. These opportunities are provided by Title I, METCO, grants to the individual schools, or by individual teachers. The goal of these programs is to increase the skills and confidence of our students so they can successfully apply their knowledge to the classroom and real life situations.

All staff may provide individual accommodations to students on an as-needed basis and specific to the content or situation. This document includes curriculum accommodations for elementary, middle, and high school. The DCAP includes suggestions for accommodating concerns regarding academic progress as well as strategies and interventions designed to resolve social and behavioral issues. While it lists best practices, sample strategies and other actions from which the teachers and collaborating staff may select appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs.

**The DCAP is intended to address various strategies at each level that will help achieve that objective, including:**

- Accommodations to address various students' learning needs, including students who are English Language Learners, At Risk, Title I, Special Education, or Gifted and Talented and to manage student's behavior effectively.
- Support services that are available to students through the general education program, including services to address the needs of students whose behavior may interfere with learning.
- Direct and systematic reading and math instruction for all students.

## COUNSELING AND STUDENT SERVICES

The MHS Counseling Department is dedicated to fostering the growth of students as individuals in a safe and caring environment. The Department goal is to thoroughly assist students in the development of academic and personal excellence, in making healthy school and community connections, in exploring college and career opportunities, and in preparing students to become respectful and contributing citizens. The expectations addressed by guidance and counseling services include the ability to demonstrate good citizenship, the ability to plan and set goals, the ability to understand diversity, and the ability to exercise tolerance and respect for themselves, others, and their school. Services include but are not limited to:

|                                                                                |                                                                       |                                                       |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------|
| Academic planning and course selection                                         | Orientation for new students                                          | College and career exploration and planning           |
| Monitoring of academic progress                                                | Motivating students to develop the skills to plan and implement goals | Coordinate college admissions counselor visits to MHS |
| Consultation and collaboration with parents/caretakers, teachers, and students | Personal, emotional, and/or crisis intervention counseling            | College Admissions Support                            |

The role of the MHS guidance counselor is to be a strong advocate for each student. It is the counselor's responsibility to have high expectations for all students and to challenge them accordingly by guiding them to take courses that are appropriate for their goals and interests. The Guidance Department also strongly encourages all students to become involved in co-curricular activities through which they can make important social and community connections and through which they can grow in ways that go beyond the classroom. It is the responsibility of the Guidance Department to help students increase their knowledge about post-high school opportunities, and to help them make the important connection between their high school record and the specific options that will be available to them upon graduation. Counselors are responsible for meeting with each of their students at least once every year and for getting to know each student as an individual with unique needs and abilities.

The Guidance Department actively works to make the guidance office a welcoming place where students can easily access information and where students can work closely with us as counselors. We work with students to guide them through the process of course selection and individual programming. A great source of information about the Guidance Department, college planning and related resources, and updates on events can be found online on the department's [website](#).

- **Appointments:** The guidance office is always open when school is in session. Students are encouraged to make appointments. Parents are encouraged to call, send an email, or schedule an appointment if they want to speak with their child's counselor in person. The main number for the guidance office is 781-979-2210.
- **Counselor Assignments:** Students are assigned a counselor based upon their last name and/or grade level upon entering Melrose High School. We make every effort to make counselor assignments with the needs of students foremost in mind, and with the goal for students to remain with the same counselor throughout high school. However, the Counseling Department may make changes to counselor assignments based upon the broader needs of the school district and staffing resources.

| Guidance Team Member                           | Phone Number | Email                        |
|------------------------------------------------|--------------|------------------------------|
| <b>Kerri Ciulla</b> , Guidance Counselor       | 781-979-2229 | kciulla@melrosethools.com    |
| <b>Francesca LoGrasso</b> , Guidance Counselor | 781-462-3274 | flograsso@melroseschools.com |
| <b>Joseph Parrillo</b> , Guidance Counselor    | 781-462-3233 | jparrillo@melroseschools.com |
| <b>Sunni Rogers</b> , Guidance Counselor       | 781-462-3237 | srogers@melroseschools.com   |

|                                                |                     |                            |
|------------------------------------------------|---------------------|----------------------------|
| <b>Jennifer Vieira</b> , Guidance Counselor    | 781-462-3236        | jvieira@melroseschools.com |
| <b>Counseling Team Member</b>                  | <b>Phone Number</b> | <b>Email</b>               |
| <b>Elizabeth McLean</b> , Adjustment Counselor | 781-462-3238        | emclean@melroseschools.com |
| <b>Susan Olson</b> , School Psychologist       | 781-462-3244        | solson@melroseschools.com  |
| <b>Alexandra Ramos</b> , School Psychologist   | 781-462-3243        | aramos@melroseschools.com  |

**College Planning and Preparation:** Each student is encouraged to plan a course of study that is both challenging and rigorous. Counselors advise students to take a strong academic program of studies. As a general guideline for college preparation in academic courses, we *recommend* the following. **Important Note:** Students should check the requirements of the colleges they plan to apply to as requirements may vary.

|                                                                                                      |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>English</b> – 4 years (mandatory)                                                                 | <b>Science &amp; Technology</b> – 4 years (mandatory); including at least 3 lab-based courses: Biology, Chemistry, and Physics are preferred for college acceptance, Environmental Science, Anatomy/Physiology, and others available | <b>World Languages</b> – 2 years (mandatory). 3-4 years recommended. Students are encouraged to follow the entire sequence of the same language for 3-4 consecutive years at MHS. Students with strong interest/aptitude may consider adding an additional language |
| <b>Social Studies</b> – 3-4 years. <b>Note:</b> World Studies and Modern Global Studies is mandatory | <b>Mathematics</b> – 4 years (mandatory); including the completion of Algebra 2 or the Integrated Math equivalent                                                                                                                    | <b>Visual &amp; Performing Arts</b> - 2 credits (mandatory); 3-4 years for students planning to major in the arts                                                                                                                                                   |

All students should take the initiative to meet with their counselor to discuss their individual interests, aptitude and plan for course sequence. It is never too early for a high school student to begin this process. While Melrose High School is a college preparatory school, we recognize that not every graduate will be college bound. Our goal is that every graduate of MHS will have a post high school plan, which may include trade school, military service, or employment.

## Grade Point Average

All courses at Melrose High School are included in the Grade Point Average calculation, including electives. Melrose High School reports out an unweighted GPA. Grades from all four years are used to calculate grade point average (GPA). While the level will remain on the transcript, the GPA will be calculated using the standard scale (4.33) for all courses.

| Grades and GPA |                      |      |
|----------------|----------------------|------|
| Letter Grade   | Numerical Equivalent | GPA  |
| A+             | 100-97               | 4.33 |
| A              | 96-93                | 4.00 |
| A-             | 92-90                | 3.67 |
| B+             | 89-87                | 3.34 |
| B              | 86-83                | 3.00 |
| B-             | 82-80                | 2.67 |
| C+             | 79-77                | 2.34 |
| C              | 76-73                | 2.00 |
| C-             | 72-70                | 1.67 |
| D+             | 69-67                | 1.34 |
| D              | 66-63                | 1.00 |

|    |       |      |
|----|-------|------|
| D- | 62-60 | 0.67 |
| F  | <60   | 0.00 |

## Massachusetts Comprehensive Assessment System

The Massachusetts Comprehensive Assessment System (MCAS) was implemented in response to the Education Reform Law of 1993, which required that MCAS be designed to measure performance based on the learning standards in the Massachusetts Curriculum Frameworks. MCAS serves as a basis of accountability for students, schools and districts ([www.mcas@doe.mass.edu](http://www.mcas@doe.mass.edu)). All students must take a high school MCAS exam in the areas of **English Language Arts, Mathematics, and Science**, and meet the competency criteria outlined on Page 4 of this document.

## Scheduling

Appropriate course selection and placement decisions help ensure a successful high school experience and help to avoid disruptions to a student's schedule during the school year. The teachers making recommendations are familiar with each student's interests, abilities and work habits, as well as the content/expectations of the high school curriculum. The criteria established to determine placement in core academic subjects are designed to assist in the appropriate placement of students.

## Schedule Changes

Schedule changes can only be made for sound educational reasons. Early planning and awareness of the scheduling guidelines should be helpful. The following factors **will not** be used as justification for schedule change consideration: Student or parent preference for a particular teacher; student or parent preference for a class with specific students in it; student or parent preference for class at a particular time of the day, with the exception of those receiving permission from the Principal for unusual circumstances

When a level change is requested in a core subject, the sending teacher, the receiving teacher, and the department curriculum director/designated administrator will confer. When students change course levels in the same subject, grades for the work completed will be determined by the sending and receiving teachers. Level changes will be taken into consideration when determining average for the year.

**All course or level changes during the school year require the following:** A written student request, parental/caretaker permission, and administration permission, with counselor consultation. To minimize educational disruption, it may not be feasible to change a course or level if the student's total schedule is to be disrupted in the process. Under no circumstances will elective course changes be permitted after the published add/drop period stipulated in the Student/Parent Handbook. The guidance department reserves the right to move a student to a different elective course based on staffing needs, class balancing, and for any other reason determined to be necessary by School Administrators or the Guidance Department.

| Override Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                              |                                          |                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In those instances where students or parents do not agree with the course level recommendation by the teacher, they may request an override of the teacher recommendation. If the override request is approved, the student is allowed to take the desired course with the understanding that the <b>student will remain in that course for the duration of the course</b> . It is also understood that the parent (s) / guardian (s) will make sure the student is prepared for the desired or requested course. <b>All override requests must be submitted by April 30, 2026.</b> |                                                              |                                          |                                                                                                                                                                                                     |
| Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Responsible Parties                                          | Action                                   | Description                                                                                                                                                                                         |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Student,<br>Parent/Guardian(s)<br><b>and</b> current Teacher | Conversation with the<br>current Teacher | A conversation with the recommending teacher is required with both the student and teacher, and the parent/guardian(s). This could be two separate or one collective conversation with all parties. |

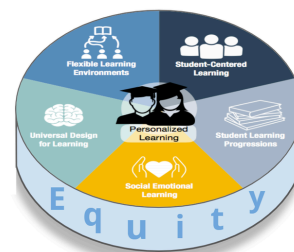
|   |                                                                            |                                                                       |                                                                                                                                                                                                                                                            |
|---|----------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Student                                                                    | <a href="#">Submit the Override Form</a>                              | Students will initiate next steps by submitting the <a href="#">Override Form</a> . Meetings will begin to be scheduled once the override request window closes (April 30, 2026).                                                                          |
| 3 | Student, Parent / Guardian(s) <i>and</i> Director/Designated Administrator | Conversation with the appropriate Director / Designated Administrator | A conversation with the appropriate Director / Designated Administrator is required with both the student and teacher and the parent/guardian(s). This could be two separate or one collective conversation with all parties.                              |
| 4 | Director / Designated Administrator                                        | Override Decision                                                     | Your child's placement will be reviewed by the appropriate Director / Designated Administrator. The Department Director / Designated Administrator will discuss the requisition with you if the decision is made to override the teacher's recommendation. |

## Add/Drop Policy

A student may withdraw from a course with no penalty and no record of his/her presence in the course if he/she does so within **10 school days** and prior to the Course Add/Drop Deadline. Students may not enter a full-year course in a different subject after 10 days of the school year have elapsed. Students are responsible for making up *all* the work for the new course they are entering. In the case of level changes, the existing grade from the sending class will be carried forward and adjusted for level.

## Diversity, Equity, and Inclusion

In Melrose, we believe in educational equity for all students and their families, and ***we know this is a lifelong process*** that we are always reflecting on and working towards. Educational equity means that all students receive what they need to develop to their full academic and social potential, regardless of their race, ethnicity, sexual orientation, gender, ability level, or socioeconomic status. We believe that educational equity can be achieved through **culturally relevant, responsive, and sustaining practices**:



*“Culturally relevant, responsive, sustaining practices are grounded in teaching that creates a safe and brave learning environment that validates the social identities of students, their culture, values, beliefs, and the diversity of the community to ready our students to seek justice and take action on social justice issues. We intentionally seek racial and cultural equity and pluralism as manifested by our policies, curriculum, instruction, and teaching.”* (MPS Diversity, Equity, and Inclusion Task Force, 2022)

Working toward educational equity in Melrose occurs through several different practices. One of these is to layer the **Learning for Justice Social Justice Standards** into all of our academic and social planning. These standards include 4 domains: **Identity, Diversity, Justice, and Action**

- Identity standards aim to support students in developing **positive social identities** and **affirming who they are** as individuals.
- Diversity standards focus on helping students create an **appreciation for other cultures** and identities, while giving them the tools to thoughtfully and **respectfully discuss similarities and differences**.
- Justice standards seek to help students **identify the injustices** that they and others face while giving them the tools to **understand and tackle discrimination, microaggressions, and privilege**.
- The Action standards support students in taking **action on the injustices** that they identify and to deepen their understanding of **personal responsibility**.

**Here are some example anchor Social Justice Standards for each of the four domains:**

| Identity                                                                       | Diversity                                                                                       | Justice                                                                                    | Action                                                               |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Students will recognize traits of the dominant culture, their home culture and | Students will develop language and knowledge to accurately and respectfully describe how people | Students will recognize that power and privilege influence relationships on interpersonal, | Students will express empathy when people are excluded or mistreated |

|                                                                                         |                                                                                                               |                                                                                                 |                                                                               |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| other cultures and understand how they negotiate their own identity in multiple spaces. | (including themselves) are both similar to and different from each other and others in their identity groups. | intergroup and institutional levels and consider how they have been affected by those dynamics. | because of their identities and concern when they themselves experience bias. |
| Source: <a href="#">Learning for Justice Social Justice Standards</a>                   |                                                                                                               |                                                                                                 |                                                                               |

*Please be advised that scheduling of specific classes for all courses and content areas listed in the MHS Program of Studies is contingent upon staffing availability and student enrollment.*

## ENGLISH

The English curriculum is tied to the Massachusetts English Language Arts and Literacy Framework (2017) based on the skills of reading, writing, speaking and listening, and language. The curriculum provides instruction in the different modes of written and oral expression, critical reading and analysis of text, vocabulary, grammar and usage, and media study. There is a strong departmental philosophy that views writing as an important thinking and discovery skill, and that skill is incorporated in all required English courses and electives to provide a rich variety of writing experiences. All of the English Language Arts Department course offerings reflect the Academic Expectations adopted by MHS.

- All students must take English throughout their four years of high school, accumulating a minimum of four credits in order to graduate. Consequently, nearly all courses have open admission so students may select courses that suit their needs, abilities, and achievement levels. Students are encouraged to enroll in courses that will challenge them. Enrollment in Advanced Placement English culminates in the taking of the AP Examination in May.
- As four full credits of English are necessary for graduation, and all failed non-elective English courses must be made up. Students will not be allowed to take two non-elective English classes within the same school year, so they must register for a method of credit recovery in order to make up English courses. Students who earn half a credit for a full year's course of study need to complete only half a year of credit recovery.
- Homework assignments are designed to reinforce ideas presented in class; to provide practice with vocabulary, grammar and composition skills; and to provide time for reflective thinking, reading, and written work. The time expectations for homework assignments vary according to the course level and the specific assignment.

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Senior Capstone Project Requirement</i></b>            | To gain final credit, a senior must successfully complete and receive a passing grade on a <b>Senior Capstone Project</b> under the direction of the Senior English teacher. All students are required to present their completed project to their class. Students enrolled in Advanced Placement English Literature courses will be asked to deliver a series of literature based presentations in lieu of completing a Capstone Project. Failure to earn a passing grade on the Senior Capstone Project results in failure of the course, mandatory enrollment in credit recovery and may jeopardize graduation. This senior project is equivalent to forty hours of time and learning. |
| <b><i>Sophomore Capstone : The Civics Action Project</i></b> | Students in English 2 Honors will investigate a non-partisan, student-led <b>Civics Action Project</b> . Using a digital portfolio as a platform, students will design civic action projects to analyze complex issues, to consider differing points of view; make and support claims using valid evidence; engage in civil discussions with others; and investigate issues that impact our school and community. This will foster leaders that are responsible, proactive, and informed global citizens who are empathetic, curious, open-minded with a growth mindset, and who take ownership of their impact on others and the world.                                                  |
| <b><i>MHS Summer Reading Requirement</i></b>                 | <b>Summer reading</b> is an integral part of the MHS experience and the English Program of Study. Each English course requires specific reading to prepare students for course content and goals. The MHS Summer Reading is shared with the school community in June and the summer reading learning experiences (i.e. writing, discussion, project-based learning) are implemented at the start of the school year.                                                                                                                                                                                                                                                                      |

**101 English 1****Level: Unleveled****1.0 Credit, Grade 9**

Curriculum for this course includes a wide range of reading, writing, and speaking experiences such as close analysis of literature, vocabulary study, oral presentation, composition, and the study of grammar and syntax. Students are challenged to develop an understanding of academic discourse and examine both sides of an issue. They are also tasked with mastering active reading skills including engaging with challenging texts and reading for purpose, understanding, interpretation, style, and tone. Course content may include *The Odyssey* by Homer, *Macbeth* by William Shakespeare, *Lord of the Flies* by William Golding, *Animal Farm* by George Orwell, *The House on Mango Street* by Sandra Cisneros, *The Poet X* by Elizabeth Acevedo, *Twelve Angry Men* by Reginald Rose, and selections from poetry, fiction, non-fiction, and contemporary texts. All students are expected to participate in independent and small group Literature Circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently.

**102 H English 2****Level: H****1.0 Credit, Grade 10**

Curriculum for this course focuses on the development of independent skills necessary for success in critical thinking, reading comprehension, and the writing process at an advanced level. Students will complete a Civic Action Capstone Project and are expected to conduct a year-long inquiry-based investigation, complete research using fiction/nonfiction sources, attend a panel discussion, complete a synthesis essay, and create a formal presentation on their chosen topic. Literary works studied may include *The Catcher in the Rye* by J.D. Salinger, *To Kill a Mockingbird* by Harper Lee (the original text and comparison with the graphic novel), *A Midsummer Night's Dream* by William Shakespeare, and contemporary texts representing a greater diversity of authors, topics, and themes. Grammar exercises, PSAT, and MCAS related tasks are incorporated in the writing assessments and literature analysis as preparation for standardized exams. All students are expected to participate in independent and small group Literature Circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently.

**Prerequisite:** Successful completion of English 1.

**103 English 3****Level: CP****1.0 Credit, Grade 11**

Curriculum for this course concentrates on the writing of structured expository and persuasive papers and on the critical reading of essays, speeches, and novels from the canon of American literature and emphasizes the progression of literature representing several time periods. Literature studied may include *The Crucible* by Arthur Miller, *The Scarlet Letter* by Nathaniel Hawthorne, *The Great Gatsby* by F. Scott Fitzgerald, *Their Eyes Were Watching God* by Zora Neale Hurston, and selected short stories, poetry, nonfiction, and contemporary texts. All students are expected to participate in independent and small group Literature circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently.

**Prerequisite:** Successful completion of English 2.

**103 H English 3****Level: H****1.0 Credit, Grade 11**

Curriculum for this course emphasizes the writing of expository and persuasive essays and the critical reading of essays, speeches, and novels from the canon of American literature, focusing on the Colonial, Romantic, Realistic, and Modern Periods. Literature studied for the course may include *The Scarlet Letter* by Nathaniel Hawthorne, *The Crucible* by Arthur Miller, *The Grapes of Wrath* by John Steinbeck, *A Farewell to Arms* by Ernest Hemingway, *Their Eyes Were Watching God* by Zora Neale Hurston, and *The Great Gatsby* by F. Scott Fitzgerald, selected short stories, poetry, nonfiction, and contemporary texts. All students are expected to participate in independent and small group Literature Circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently.

**Prerequisite:** B+ Average or better in English 2 or teacher recommendation.

**103AP AP English Language and Composition****Level: AP****1.0 Credit, Grade 11**

AP English Language & Composition is a course rooted in rhetoric, with a focus on writing, language awareness, close reading and analysis of prose, with an emphasis on non-fiction. Course readings, writing, and class activities are structured to help students gain textual power. Students will become more adept writers who can compose for a variety of purposes and audiences. Students regularly confer about their writing in class—both with their teacher and with their classmates. Students learn to read complex texts with understanding, write prose with richness and complexity, and communicate effectively. All students are expected to participate in independent and small group Literature Circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently. Students enrolled in the course are required to attend any course practice/review sessions scheduled during FLEX and to take the AP English Language and Composition Examination in the Spring.

**Prerequisite:** *Successful completion of English 2 Honors or teacher recommendation.*

**104 English 4**

**Level: CP**

**1.0 Credit, Grade 12**

This course emphasizes the refinement of critical reading skills through analysis of works that may include *Death of a Salesman* by Arthur Miller, *Fences* by August Wilson, *The Things They Carried* by Tim O'Brien and *The Joy Luck Club* by Amy Tan. Students will read a range of contemporary texts and selected poetry, short stories, and non-fiction. All students are expected to participate in independent and small group Literature Circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently. This course requires the completion of a formal Senior Capstone Project.

**Prerequisite:** Successful completion of English 3.

**104 H English 4**

**Level: H**

**1.0 Credit, Grade 12**

This course emphasizes critical reading, writing, and analysis. Students will read and analyze works that may include *Death of a Salesman* by Arthur Miller, *Fences* by August Wilson, *The Things They Carried* by Tim O'Brien, *The Joy Luck Club* by Amy Tan, *1984* by George Orwell, *Frankenstein* by Mary Shelley, *The Road* by Cormac McCarthy, and *Midnight in the Garden of Good and Evil* by John Berendt. All students are expected to participate in independent and small group Literature Circle reading groups, to recite a poem to classmates for Poetry Out Loud, and to develop the skills and habits that will allow them to complete work both collaboratively and independently. This course requires the completion of a formal Senior Capstone Project.

**Prerequisite:** *B+ average or better in English 3 or teacher recommendation.*

**104AP AP English Literature and Composition**

**Level: AP**

**1.0 Credit, Grade 12**

AP English Literature and Composition emphasizes critical and analytical thinking, both of which will be exhibited through writing and thoughtful class discussion of literature. Students are expected to read extensively across a wide array of genres, including novels, plays, poetry, and short stories. Major literary texts studied in this course may include *As I Lay Dying* by William Faulkner, *Ethan Frome* by Edith Wharton, *The Namesake* by Jhumpa Lahiri, *Hamlet* by William Shakespeare, *Pride and Prejudice* by Jane Austen, *The Bluest Eye* by Toni Morrison, *Mrs. Dalloway* by Virginia Woolf, *The Haunting of Hill House* by Shirley Jackson, *Tess of the D'Urbervilles* by Thomas Hardy, and *The Seagull* by Anton Chekhov. This course will teach students the skills and strategies to compose complex literary analysis essays. All students are expected to participate in Literature Circle reading groups, to deliver independent reading presentations, to recite a poem to classmates for Poetry Out Loud, and to develop the skills that will allow them to complete work both collaboratively and independently. Students are required to attend any practice/review sessions that are scheduled during flex block and to take the AP English Literature and Composition examination in the Spring.

**Prerequisite:** *Successful completion of English 3 or AP English Language and Composition.*

**105.5 Creative Writing**

**Level: CP**

**0.5 Credit, Grades 9-12**

Curriculum for this course is designed to meet the needs of those students who desire to write in any number of expressive modes. The course content will include developing a creative voice in addition to studying short readings by a wide range of authors. The structure of the course will provide support and direction in creative writing as well as an introduction to the

workshop and editing process. Students are expected to submit writing for consideration and possible publication in the school's literary magazine, *The Thistle*, and are expected to participate in writing contests and publications.

### **113.5 Creative Writing: Poetry**

**Level: CP**

**0.5 Credit, Grades 9-12**

This course is designed to think of poetry as an artform. We will explore its power through history, mapping its evolution through schools of thought. Simultaneously, we will use what we learn about the craft to create and read our own works. The structure of the course will allow students to design projects specific to their interests while also showcasing their growth through a poetry portfolio.

### **115.5 Dystopian Literature**

**Level: CP/H**

**0.5 Credit, Grades 9-12**

In this course, students will study dystopian literature in various forms, including the classics, such as *1984* by George Orwell, *The Handmaid's Tale* by Margaret Atwood, or *Brave New World* by Aldous Huxley. They will also study contemporary young adult texts that have movies, such as *The Hunger Games* series by Suzanne Collins, short stories, and multimedia texts. Students will critically analyze these texts both as part of the genre, and as products of their contexts, analyzing the texts individually and as reflections of the real world. *During SY 26-27 we are piloting one section of this course.*

### **107.5 Journalism**

**Level: CP**

**0.5 Credit, Grades 9-12**

This course highlights journalistic inquiry through reporting and research techniques. Students survey the various forms of media writing: the hard-news pyramid, feature writing, sports, entertainment, and writing for broadcasting and online. Later in the class, students focus on beat-based reporting designed to sharpen their ability to recognize a captivating story and report it fully using methods specific to reporting and news writing. By the end of the class, students are expected to produce major pieces of narrative, explanatory, or investigative writing, and these pieces will be published in the *Imprint* as well as local news venues.

### **131.5 Public Speaking for Multilingual Learners**

**Level: CP**

**0.5 Credit, Grades 9-12**

This course is designed for Multilingual Learners and provides students with the opportunity to develop public speaking skills. Students will collaborate with peers and will practice public speaking for a variety of audiences and settings. Students will learn about the role of communication in everyday life and consider communication models, delivery styles, and the effectiveness of language, gestures, and organization techniques.

### **112.5 Women's Literature**

**Level: CP/H**

**0.5 Credit, Grades 9-12**

In this course, students will read and analyze foundational texts of women's fiction, which may include *Wuthering Heights* by Emily Bronte, *The Awakening* by Kate Chopin, *The Bell Jar* by Sylvia Plath, *Interpreter of Maladies* by Jhumpa Lahiri, and *To the Lighthouse* by Virginia Woolf, as well as selected poems and short stories. The class will primarily be discussion and project based, allowing students to explore topics in women's fiction that interest them and to gain exposure to the diversity of women's voices across time. *During SY 26-27 we are piloting one section of this course.*

### **111 Yearbook and Publishing**

**Level: H**

**1.0 Credit, Grades 10-12**

The yearbook captures the story of one school year in a responsible and creative way. This course will provide opportunities for yearbook staff members to learn and develop skills in writing, design, photography, organization, communication, management, and leadership. Students in this class will comprise the editorial staff of the yearbook. Additionally, class members will be responsible for attending after school and evening meetings when necessary.

## MATHEMATICS

*Please be advised that scheduling of specific classes for all courses and content areas listed in the MHS program of studies is contingent upon staffing availability and student enrollment.*

The Melrose High School Mathematics curriculum is aligned to the Massachusetts Curriculum Frameworks, adopted in 2011, updated in 2017. The frameworks are composed of content standards that span over six conceptual categories: Number and Quantity, Algebra, Functions, Geometry, Modeling, Statistics and Probability, and eight practice standards outlined below. All of the standards are aligned with college and career expectations and prepare all students with the skills and knowledge needed for post-graduation success.

The new frameworks provide our students with the opportunity to experience a more focused, coherent, and rigorous curriculum. The key elements to achieve mathematical proficiency include conceptual understanding, procedural skill and fluency, application, and use of mathematical practices. Students are expected to gain a deep understanding of mathematical concepts, carry out procedures accurately and efficiently, apply concepts and skills to new situations, and use the habits of mind called for in the practices effectively and efficiently. Students are expected to develop a deep understanding of mathematical concepts through complex problem solving and writing and speaking about their understanding. **Standards for Mathematical Practice:** Make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

The following are sample course sequences within the mathematics program for students. This has been updated to reflect changes in programming and will apply to all students graduating in 2019 or later. Students can also move in and out of sequences based on performance criteria.

| Grade 9                                        | Grade 10                                       | Grade 11                                  | Grade 12                                           |
|------------------------------------------------|------------------------------------------------|-------------------------------------------|----------------------------------------------------|
| Integrated 1: Algebra 1                        | Integrated 2: Algebra 1/Geometry               | Integrated 3: Geometry/Algebra 2          | Integrated 4: Algebra 2/Statistics                 |
| Algebra 1                                      | Geometry                                       | Algebra 2 CP                              | PreCalculus CP<br>Statistics CP/H<br>AMDM          |
| Algebra 1                                      | Geometry                                       | Algebra 2 H                               | PreCalculus H<br>AP or H Statistics                |
| Algebra 1                                      | Accelerated Geometry<br><b>AND</b> Algebra 2 H | PreCalculus H<br>AP Statistics (elective) | Calculus H<br>AP Calculus AB<br>AP or H Statistics |
| Algebra 1                                      | Geometry<br><b>AND</b> Algebra 2 CP/H          | PreCalculus H<br>AP Statistics (elective) | Calculus H<br>AP Calculus AB<br>AP or H Statistics |
| Geometry                                       | Algebra 2 H                                    | PreCalculus H<br>AP Statistics (elective) | Calculus H<br>AP Calculus AB<br>AP or H Statistics |
| Geometry                                       | Accelerated Algebra 2/<br>PreCalculus H        | AP Calculus AB<br>Calculus H              | AP Calculus BC<br>AP Statistics                    |
| Accelerated Geometry<br><b>AND</b> Algebra 2 H | PreCalculus H                                  | AP Calculus AB<br>Calculus H              | AP Calculus BC<br>AP Statistics                    |

## 201 Algebra 1

**Level: Unleveled**

**1.0 Credit, Grade 9**

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, reason abstractly and quantitatively, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning. Students are expected to build fluency by solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope. Students are expected to become fluent in adding, subtracting, and multiplying polynomials, and in transforming expressions. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions.

## 202 Geometry

**Level: CP**

**1.0 Credit, Grades 9-10**

Students are expected to use their mathematical knowledge to reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, use appropriate tools strategically, attend to precision, and look for and make use of structure. Students are expected to build fluency with triangle congruence and similarity throughout their investigation of triangles, quadrilaterals, circles, parallelism, and trigonometric ratios. Students are expected to use coordinates to establish geometric results, calculate length and angle, and use geometric representations as a modeling tool. Students will use construction tools, physical and computational, to model appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions.

*Prerequisite: Algebra 1*

## 202.5 Accelerated Geometry

**Level: Honors**

**0.5 Credit, Grade 9-10**

Students are expected to use their mathematical knowledge to reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, use appropriate tools strategically, attend to precision, and look for and make use of structure. Students are expected to build fluency with triangle congruence and similarity throughout their investigation of triangles, quadrilaterals, circles, parallelism, and trigonometric ratios. Students are expected to use coordinates to establish geometric results, calculate length and angle, and use geometric representations as a modeling tool. Students will use construction tools, physical and computational, to model appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Students will use deductive reasoning to construct and analyze geometric proofs to support mathematical arguments. Students who successfully complete this course will be able to take PreCalculus Honors the following year.

**Prerequisite:** *Students must meet all of the following criteria: Average grade of A or better in Algebra 1; teacher recommendation based on work habits; qualification for Algebra 2 Honors, to be taken concurrently; and a student self-assessment.* **Prerequisite skills:** *Students are expected to have a high level of conceptual understanding and procedural fluency in the prerequisite course as well as proficiency with the mathematical practice standards. Students are expected to have a strong foundation of Algebra 1 and have the ability to learn mathematical concepts at an accelerated pace. Curriculum for this course will cover all the topics of Geometry in a half-year course.*

### **203 Algebra 2**

**Level: CP**

**1.0 Credit, Grades 10-11**

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Students are expected to build fluency with dividing polynomials with remainder by inspection in simple cases by restructuring rational expressions. Students will see structure in expressions and use this structure to rewrite expressions in everything from advanced factoring (e.g. grouping) to summing series to the rewriting of rational expressions to examine the end behavior of corresponding rational function. Students are expected to build fluency in translating between recursive definitions and closed forms when dealing with many problems involving sequences and series and with applications ranging from filling functions to tables to problems in finance. Students are expected to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Scientific calculators are required.

**Prerequisite:** *Successful completion of Algebra 1 and Geometry, or Integrated 1: Algebra 1 and Integrated 2: Algebra 1/Geometry*

### **203H Algebra 2**

**Level: H**

**1.0 Credit, Grades 10-11**

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Students are expected to build fluency with dividing polynomials with remainder by restructuring rational expressions. Students are expected to recognize structure in expressions and use this structure to rewrite expressions in everything from advanced factory (e.g. grouping) to summing series to the rewriting of rational expressions to examine the end behavior of corresponding rational function. Students will build fluency in translating between recursive definitions and closed forms when dealing with many problems involving sequences and series and with applications ranging from filling functions to tables to problems in finance. Students are expected to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are required.

**Prerequisite:** *Students must meet all of the following criteria: Average grade of 90 or better in Algebra 1 and Geometry, advanced score on the Algebra Skills Assessment, teacher recommendation based on work habits in unleveled Geometry and a student self-assessment.*

### **204 Integrated 1: Algebra 1**

**Level: Unleveled**

**1.0 Credit, Grade 9**

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, use appropriate tools strategically, attend to precision, look for and make use of structure, and look and express regularity in repeated reasoning. Students are expected to build fluency by solving characteristic problems involving the analytic geometry of lines such as writing down the equation of a line given a point and slope. Students are expected to build fluency with

triangle congruence throughout their investigations of triangles, quadrilaterals, circles, and parallelism. Students are expected to use construction tools, physical and computational, to model geometric phenomenon allowing students to lead to conjectures and proofs. Students will learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Scientific calculators are used in this class.

**Prerequisite:** *Successful completion of Grade 8 Math and recommendation of student team.*

**205      Integrated 2: Algebra 1/Geometry      Level: CP      1.0 Credit, Grades 10**

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, use appropriate tools strategically, attend to precision, look for and make use of structure, and look and express regularity in repeated reasoning. Students are expected to become fluent in adding, subtracting, and multiplying polynomials, and in transforming expressions. Students are expected to build fluency with triangle similarity throughout their investigations of triangles, quadrilaterals, circles, and parallelism, and trigonometric ratios. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Scientific calculators are used in this class.

**Prerequisite:** *Successful completion of Integrated 1*

**206      Integrated 3: Geometry/Algebra 2      Level: CP      1.0 Credit, Grade 11**

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look and express regularity in repeated reasoning. Students are expected to see structure in expressions and use their structure to rewrite expressions. Students will learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are used in this class.

**Prerequisite:** *Successful completion of Integrated 2*

**207      Integrated 4: Algebra 2/Statistics      Level: CP      1.0 Credit, Grade 12**

Students are expected to use their mathematical knowledge to make sense of problems and persevere in solving them, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look and express regularity in repeated reasoning. Students are expected to build fluency in translating in between recursive definitions and closed forms when dealing with many problems involving sequences and series and with applications ranging from fitting functions to tables to problems in finance. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are used in this class.

**Prerequisite:** *Successful completion of Integrated 3*

**208      PreCalculus      Level: CP      1.0 Credit, Grades 11-12**

Students are expected to use their mathematical knowledge and practices to solve problems. Students are expected to build fluency with graphical and algebraic representation of functions and their inverses, transformation of functions, analytic geometry (conic sections), and trigonometry. This course is designed to prepare students for enrollment in Calculus, either in high school or college. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are required.

**Prerequisite:** *B- or better in Algebra 2 CP or successful completion of Algebra 2 H*

**208H      PreCalculus      Level: H      1.0 Credit, Grades 11 -12**

Students are expected to use their mathematical knowledge and practices to solve problems. Students are expected to build fluency with graphical and algebraic representation of functions and their inverses, transformation of functions, analytic geometry (conic sections), matrices, and trigonometry. This course is designed to prepare students for enrollment in Calculus,

either in high school or college. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are required.

**Prerequisite:** *Students must meet all of the following criteria: Average grade of B- or better in Honors Algebra 2 or A in CP Algebra 2, advanced score on the Algebra 2 Skills Assessment, teacher recommendation based on work habits, and a student self-assessment.*

**209 Accelerated Algebra 2/PreCalculus Level: H 1.0 Credit, Grades 9 -11**

Students are expected to use their mathematical knowledge and practices to solve problems. Students will build fluency with the graphical and algebraic representation of functions and their inverses, the transformation of functions, analytic geometry (conic sections), and trigonometry. Students are expected to divide polynomials with remainders by restructuring rational expressions. Students will see structure in expressions and use this structure to rewrite expressions in everything from advanced factoring (e.g., grouping) to summing series to rewriting rational expressions to examine the end behavior of corresponding rational functions. Students are expected to build fluency in translating between recursive definitions and closed forms involving sequences and series and with applications ranging from fitting functions to tables to problems in finance. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are required. Students who successfully complete this course will be able to take AP Calculus AB the following year.

**Prerequisite:** *Students must meet all of the following criteria: Average grade of A or better in Algebra 1 and Geometry, high advanced score on the Algebra Skills Assessment, teacher recommendation based on work habits in unlevleed Geometry and a student self-assessment.* **Prerequisite skills:** *This is a largely self-directed course in which students will need to monitor their own progress through the content, supported by the instructor. Students are expected to have a high level of conceptual understanding and procedural fluency in the prerequisite course as well as proficiency with the mathematical practice standards. Students are expected to have a strong foundation of Algebra 1 and have the ability to learn mathematical concepts at an accelerated pace. Curriculum for this course will cover all the topics of Algebra 2 and PreCalculus curriculum in one year.*

**210H Calculus Level: H 1.0 Credit, Grades 11-12**

Students are expected to use their mathematical knowledge and practices to solve problems. Topics include limits and continuity, derivatives, definite integrals, and techniques of integration. Students are expected to learn to choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Graphing calculators are required.

**Prerequisite:** *Students must meet all of the following criteria: Average grade of B- or better in Honors PreCalculus or A in CP PreCalculus, advanced score on the Calculus Placement Assessment, teacher recommendation based on work habits and a student self-assessment.* **Prerequisite skills:** *Students are expected to have a high level of conceptual understanding and procedural fluency in the prerequisite course as well as proficiency with the mathematical practice standards. Mastery is defined by the "Placement Criteria for Honors Level."*

**211AP Advanced Placement Calculus AB Level: AP 1.0 Credit, Grades 11-12**

Students are expected to use their mathematical knowledge and practices to solve problems. This course covers the syllabus for the Advanced Placement Calculus AB Examination of the College Board. Curriculum topics include the review of functions and their representations, limits and continuity, derivatives and their applications, the definite integral, techniques and applications of integration, and the Fundamental Theorem of the Calculus. Graphing calculators are required. Students enrolled in this course are required to take the AP Calculus AB exam.

**Prerequisite:** *Successful completion of PreCalculus Honors or Accelerated Algebra 2/PreCalculus H and Advanced Score on the Calculus Placement Assessment.*

**212AP Advanced Placement Calculus BC Level: AP 1.0 Credit, Grades 11-12**

Curriculum for this course includes the syllabus for the Advanced Placement Calculus BC Examination of the College Board. All of the topics from AP Calculus AB are covered with the following additional topics: advanced techniques of integration, calculus of parametric functions, velocity and acceleration vectors representing two-dimensional motion, sequences and

series, and the epsilon/delta definition of limits. Graphing calculators are required. Students enrolled in this course are required to take the AP Calculus BC exam.

**Prerequisite:** *Successful completion of PreCalculus Honors or Accelerated Algebra 2/PreCalculus H with teacher and department director recommendation. Completion of AP Calc AB is strongly recommended.*

**213/213H      Statistics      Level: CP/H      1.0 Credit, Grade 12**

Curriculum for this course covers the basic concepts of Statistics and Probability. Honors and CP courses run during the same blocks and students will be able to self-select at what level they want to pursue credit. This course is task-based and is graded on the Competency Based Education Standards for Melrose Public Schools. This course requires students to take ownership of their own learning, while instructors provide resources and assistance in helping students achieve understanding of statistical concepts. Students will explore the foundations of data analysis, univariate data displays, bivariate data and scatter plots, basic probability concepts and applications, probability distributions, statistical inference, hypothesis testing, and project design. Instructors will formulate short and long term projects that allow students to engage in inquiry-based learning in order to discover major conclusions and foundations upon which statistics is based. Curriculum for this course requires strong analytical reading skills; clear and concise writing skills will benefit students in the course. In addition, students should be prepared to handle a great deal of independence while they work through assignments. Computers and some computer software programs are used as tools to enhance data exploration. Personal computers are highly encouraged as students will be using them every day to work on assignments.

**Prerequisite:** *Successful completion of Algebra 2*

**213AP   Advanced Placement Statistics      Level: AP      1.0 Credit, Grades 11-12**

Curriculum for this course covers the syllabus of the Advanced Placement Statistics Examination of the College Board. The purpose of this course is to introduce students to the major concepts and tools of Statistics that can be applied to multiple disciplines. The topics include exploring data by describing patterns and departures from patterns, sampling and experimentation which include planning and conducting a study, anticipating and analyzing patterns by exploring random phenomena using probability and simulation, and drawing conclusions using statistical inference to estimate population parameters and test hypotheses. A graphing calculator and some computer software programs are used as tools to enhance data exploration. Curriculum for this course requires strong analytical reading skills as well as clear and concise writing skills. Graphing calculators are required. Students enrolled in this course are required to take the AP Statistics exam.

**Prerequisite:** *Completion of Algebra 2 H with a B- or higher and teacher recommendation.*

**214      Advanced Mathematical Decision Making      Level: CP      1.0 Credit, Grade 12**

Advanced Mathematical Decision Making (AMDM) is a mathematics course for high school seniors that follows Algebra I, Geometry, and Algebra II. The course focuses on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning, and statistics. Students will build knowledge with mathematical/analytical concepts and operations. The class will focus heavily on problem solving with real life applications. The course does not remediate skills from the first three years of high school mathematics, but it reinforces needed skills as students study new topics in relevant, engaging contexts. This math course aligns with college-level quantitative reasoning courses and is recommended for students who are not planning to pursue a degree in a STEM related field or do not anticipate a need for advanced mathematics in their future studies. The course also helps students develop college and career skills such as collaborating, conducting research, and making presentations. Students taking this course are required to have a graphing calculator.

**Prerequisite:** *Successful completion of Algebra 2*

## **SOCIAL STUDIES**

The Social Studies curriculum aligns with the Massachusetts History and Social Science Framework (2018) and emphasizes content acquisition, skills development, and literacy, with the goal of producing students who are responsible, informed, and active global citizens.

Core Social Studies courses, required for freshmen, sophomores, and most juniors, emphasize concepts in World and United States history, and also incorporate principles of geography, economics, citizenship and government. In addition to core courses, the Social Studies Department offers a robust selection of full- and half-credit elective course offerings, available to all students, in a variety of Social Studies content areas.

All MHS students must successfully complete **three full-credit Social Studies courses**, including core courses focusing on World and United States history, as part of their Graduation Requirements.

| <b>MHS Social Studies Sequence</b> |                                                                                                                                                                         |                                                |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <b>Pathway</b>                     | <b>Traditional Path /<br/>AP U.S. Pathway</b>                                                                                                                           | <b>Accelerated<br/>AP U.S. History Pathway</b> |
| <b>9th Grade</b>                   | World Studies                                                                                                                                                           | AP World<br>History: Modern                    |
| <b>10th Grade</b>                  | United States History I (CP) or<br>United States History I (H)                                                                                                          | AP United States History                       |
| <b>11th Grade</b>                  | US History II<br>in a Global Context (CP) or (H)<br><b>or</b><br>AP United States History                                                                               | AP or Honors<br>Social Studies Elective        |
| <b>12th Grade</b>                  | <b>(Optional):</b> Electives                                                                                                                                            |                                                |
| <b>Civics Action<br/>Project</b>   | All MHS students will complete the Civics Action Project requirement via the ELA Sophomore Capstone, a designated Social Studies Electives, or another approved course. |                                                |

### **301 World Studies**

**Level: Unleveled**

**1.0 Credit, Grade 9**

Curriculum for this course covers world history from the Middle Ages to 1945. Topics include the transition from feudalism to absolutism, the development of constitutional monarchies and the French Revolution, the rise of the nation-state in Europe, the Industrial Revolution, patterns of global imperialism, World War I and the Russian Revolution, the Great Depression, and World War II and the creation of the United Nations. Emphasis will be placed on critical reading and writing, as well as the use of primary source documents. Students will be expected to complete open-response writing assignments and conduct an independent research paper of four to six pages.

### **321AP AP World History: Modern**

**Level: AP**

**1.0 Credit, Grade 9 or 12**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, 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 over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization,

and technology and innovation. In this course, there is a strong emphasis on both informative and argumentative historical writing and document analysis. Students taking this course are required to take the AP World History: Modern exam and complete independent projects outside the classroom as well as a set of summer assignments.

**Prerequisite:** *Incoming 9th graders must meet the following criteria: Average grade of “A” for trimesters 1 and 2 in Grade 8 Civics course; an advanced score on the Civics midyear assessment and a proficient score on the qualifying Civics DBQ/in class DBQ essay; a score of Meets Expectations or higher on 7<sup>th</sup> grade ELA MCAS; teacher recommendation.*

**319 United States History I**

**Level: CP**

**1.0 Credit, Grade 10**

Curriculum for this course examines the creation and growth of the United States from 1763-1900. Topics include the American Revolution, the Constitution, the rise of political parties, the early national period, Manifest Destiny, the reform movement, the Age of Jackson, the Civil War, Reconstruction and beyond. The course will look to balance the study of the growth of governmental power with an examination of the rights and privileges of the average person.

**319H United States History I**

**Level: H**

**1.0 Credit, Grade 10**

Curriculum for this course examines the creation and growth of the United States from 1763-1900. The course covers the same topics as CP United States History I, but at an accelerated pace and greater depth. Topics include the American Revolution, the Constitution, the rise of political parties, the early national period, Manifest Destiny, the reform movement, the Age of Jackson, the Civil War, Reconstruction and beyond. The course will look to balance the study of the growth of governmental power with an examination of the rights and privileges of the average person. Emphasis will be placed on critical reading and writing, as well as the use of primary source documents.

**Prerequisite:** *Successful completion of World Studies, teacher recommendation, Proficient Score on qualifying writing sample.*

**325AP AP United States History**

**Level: AP**

**1.0 Credit, Grades 10-11**

Curriculum for this course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. The AP U.S. History course expands on the history of the Americas from 1491 to 1607, while allowing teachers flexibility across five different periods of U.S. history to teach topics of their choice in depth. Emphasis will be placed on critical reading and writing, as well as the use of primary source documents. Students taking this course are required to take the AP U.S. History Exam.

**Prerequisite:** *Successful completion of World Studies **and** American Studies/United States History I **or** AP World History:Modern **or** Teacher recommendation.*

**Please note:** If you have taken World Studies in Grade 9, you can enroll in **APUSH 325AP in Grade 11 or 12**. In Grade 10, you can enroll in the CP **or** Honors United States History I course. If you have taken AP World History: Modern in grade 9, you can enroll in APUSH 325AP in Grade 10.

**304 US History II in a Global Context**

**Level: CP**

**1.0 Credit, Grade 11**

Curriculum for this course examines domestic and international events from both the United States and global perspectives on topics including: Post-War International Organization, an intro to modern Economics, Modernity; The Great Depression and the New Deal, World War II, Globalization; Civil Rights Movements; Liberalism; Conservatism; Modern Social/Intellectual Movements; and the Federal response to Modern Global Conflict, Genocide, and Terrorism. Emphasis will be placed on critical reading and writing as well as the use of primary source documents. Students are expected to complete four core assignments as well as inquiry projects.

**304H US History II in a Global Context**

**Level: H**

**1.0 Credit, Grade 11**

Curriculum for this course examines domestic and international events from both the United States and global perspectives on topics including Post-War International Organization, an intro to modern Economics, Modernity; The Great Depression and the New Deal, World War II, Globalization; Civil Rights Movements; Liberalism; Conservatism; Modern Social/Intellectual Movements; and the Federal response to Modern Global Conflict, Genocide, and Terrorism. The course covers the same topics as CP US History II in a Global Context, but at an accelerated pace and greater depth. Emphasis will be placed on critical reading and writing as well as the use of primary source documents. Students are expected to complete four core assignments as well as inquiry projects.

**Prerequisite:** *Successful completion of American Studies/US History I Honors or a score indicating proficiency on a writing sample or teacher recommendation.*

**306H Psychology**

**Level: H**

**1.0 Credit, Grades 11-12**

This course focuses both on the scientific basis of psychology and on its relevance to the student's own life. Methods, theories, and current issues in psychology are presented. Students are expected to take part in demonstrations and experiments, and are introduced to the case study approach. Major units include perceptions, learning, motivation, personality, and problems in behavior adjustment.

**Prerequisite:** *Successful completion of American Studies/United States History I, AP U.S. History, or Modern Global Studies/United States History II in a Global Context.*

**306AP AP Psychology**

**Level: AP**

**1.0 Credit, Grades 11-12**

Curriculum for this course is designed to provide students with an introduction to the history, theories, and methods of psychology. Course topics include the historical perspectives of psychology; scientific research; biological bases of behavior; sensation and perception; learning, memory, and cognition; motivation, emotion, and personality; human development; psychological disorders and treatments; social psychology. Topics will be introduced through lectures, discussions and demonstrations; students will do a significant amount of reading and writing outside of class. Students taking this course are required to complete a reading/writing assignment during the summer prior to the start of the course. Students taking this course are also required to take the College Board AP Exam in Psychology. This course is eligible for credit as a non-lab science course.

**Prerequisite:** *Successful completion of American Studies/United States History I, AP U.S. History, or Modern Global Studies/US History II in a Global Context.*

**307AP AP Economics**

**Level: AP**

**1.0 Credit, Grades 11-12**

This college level course combines Macroeconomics (the principles of economics that apply to an economic system as a whole) and Microeconomics (the principles of economics that apply to the functions of businesses and individual decision makers). Topics include supply and demand, monopolies, Federal Reserve policy, and international trade. The curriculum for this course is a nationally prescriptive core designed by the College Board in preparation for an exam administered in May. Students taking this course are required to take the College Board AP Exams in both Macro and Microeconomics.

**Prerequisite:** *Successful completion of Honors or AP Social Studies coursework in grades 9, 10 and/or 11 or teacher recommendation. Students should have a foundation in basic algebra, including graphing skills and the ability to interpret and analyze data. Additionally, students enrolled in the course must attend the AP Economics information session at the end of the school year. Students will receive an invitation to the session via email.*

**308AP AP United States Government & Politics Level: AP**

**1.0 Credit, Grades 11-12**

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students study general concepts used to interpret U.S. government and politics and analyze specific topics, including Constitutional Underpinnings, Political Beliefs and Behaviors, Political Parties, Interest Groups, and Mass Media, Institutions of National Government; Public Policy and Civil Rights and Civil Liberties. Students taking this course are required to take the College Board AP Exam.

**Prerequisite:** Successful completion of Honors or AP Social Studies coursework in grades 9, 10 and/or 11 or Social Studies teacher recommendation.

**302AP AP European History**

**Level: AP**

**1.0 Credit, Grades 11-12**

The curriculum for this course is a nationally prescriptive core designed by the College Board in preparation for an exam administered in May. Successful completion of the course could result in college credit. The course provides students with an opportunity to master an overall knowledge of the basic chronology, major events, and trends in European History from 1450 to the modern era through an examination of the political, social, economic, and intellectual forces in European History. A strong emphasis is placed on both informative and argumentative historical writing and document analysis. The course is designed to prepare students for advanced college courses by making demands upon them equivalent to those made by both semester and full-year college courses. Students are expected to read closely, construct oral and written arguments, and utilize both inductive and deductive reasoning. Students will learn how to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students taking this course are required to take the AP European History exam and complete independent projects outside the classroom as well as a set of summer assignments.

**Prerequisite:** Successful completion of World Studies **or** AP World History: Modern, **and** Modern Global Studies/United States History I/ AP U.S. History **or** teacher recommendation.

**Prerequisite:** Successful completion of World Studies **or** AP World History: Modern **or** teacher recommendation.

**322AP AP African American Studies**

**Level: AP**

**1.0 Credit, Grades 10-12**

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of AP African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. AP African American Studies is organized by four thematic units that follow a chronological flow across the course. Throughout each unit, students build interdisciplinary analytical skills through deep encounters with a wide range of text. The four units include: Origins of the African Diaspora (~900 BCE–16th century), Freedom, Enslavement, and Resistance (16th century–1865), The Practice of Freedom (1865–1940s), Movements and Debates (1940s–2000s). Students taking this course are expected to take the College Board AP Exam.

**Prerequisite:** Successful completion of World Studies **or** AP World History: Modern **or** teacher recommendation.

**313.5 Sports in Society**

**Level: CP**

**0.5 Credit, Grades 9-12**

This course will cover the influence of sports on our society, as well as social, economic, and legal issues as they relate to sports. Topics will include several sports ranging from youth to professional levels. This course is recommended for students who participate in, enjoy sports, or who may be considering a career in the modern sports industry.

**314.5 History through Film**

**Level: CP**

**0.5 Credit, Grades 9-12**

Curriculum for this course will involve the viewing and analysis of a number of films, which are meant to represent significant events in history. Film can be a method for the study of history, and that is the goal of this course. Students will view films and participate in related research and study that will allow them to analyze and evaluate the historical accuracy, and in some cases the inaccuracy, portrayed in film. The primary focus in the course will be on three connections between film and history: films as a reflection of the time during which the film was made, film as a philosophical or historical essay from the filmmaker's perspective, and film as “window on the past”, a recreation of past events and the methods used to create historical films. This course will afford students an opportunity to use critical thinking skills to enrich their study of history. Films may include, but are not limited to, *Gladiator*, *Saving Private Ryan*, and *Mississippi Burning*.

**315.5 American Pop Culture of the 20th Century**

**Level: CP**

**0.5 Credit, Grades 9-12**

Do you love going to the movies, listening to your favorite music, or binging your favorite show on Netflix? Find out where it all started in "American Pop Culture of the 20th Century". In this course, we will examine the rise of popular music, the creation of the film and television industries, and the stars that became household names. Students will examine how pop culture was shaped by its era, and how it led to the entertainment we enjoy today.

**317.5 Media Literacy through Current Events**

**Level: CP**

**0.5 Credit, Grades 10-12**

Curriculum for this course includes a wide range of strategies to explore the world today. Using both historical events and modern technology, students will investigate a wide range of social, political, and economic issues to find a better understanding of Melrose, Massachusetts, our nation, and the world as a whole.

**320 Holocaust and Genocide Studies**

**Level: Honors**

**1.0 Credit, Grades 10-12**

Students will engage in an in-depth study of the Holocaust and genocide in a global context. The course goals are: to learn about the impact of genocide on peoples and nations, confront anti-Semitism and genocide denial, make thematic connections, and raise awareness of contemporary genocides. A research project will promote student inquiry and choice, as students can choose from a list of several genocides to study. Topics in this course include but are not limited to WWII, the Holocaust, the Nuremberg Trials, the United Nations, genocide denial, anti-Semitism, and a variety of other genocides for students to research.

**335H Introduction to Law**

**Level: Honors**

**1.0 Credit, Grades 11-12**

What makes good law? Intro to Law explores the American legal system with an emphasis on constructing, analyzing and evaluating arguments. The course emphasizes arguing and deciding historical, contemporary and hypothetical cases with a focus on Constitutional rights and the Criminal Law, and their relationship with our lives today. Students will also learn about the legal system, dispute resolution, property law, and family law. Through the use of case studies students are expected to develop a better understanding of law. Students are expected to use analytic reasoning skills in dealing with current problems in society and the methods by which the legal community tries to resolve these issues. Students will discuss and argue cases as a major component of the course. Students enrolled in this course are encouraged to join the after-school Mock Trial club and participate in the [\*Massachusetts Bar Association Mock Trial Competition\*](#).

**Prerequisite:** *Successful completion of American Studies/United States History I or AP US History.*

**324.5 History of Boston**

**Level: CP**

**0.5 Credit, Grades 9-12**

This course delves into the profound influence exerted by the city of Boston on global affairs despite its modest size. Students will explore pivotal moments spanning early American History, including the American Revolution and Industrialization, as well as movements such as Abolitionism. The examination extends to the 20th and 21st centuries, encompassing significant events like the Sacco and Vanzetti case, the ascent of sports and popular culture, and issues pertaining to race, exemplified by the Stuart murder, school busing, and beyond.

## **WORLD LANGUAGES**

The MHS World Languages program offers four modern languages: French, German, Italian, and Spanish; and one classic language: Latin. The curriculum of the World Languages Department is aligned with both the Curriculum Massachusetts Frameworks and the National Standards in Foreign Languages. **Under Massachusetts General Laws, the study of World Languages is a core subject (M.G.L. c 69, 1D).** The World Languages Department uses a proficiency-based approach to give our students access to both the language and culture of the languages we offer.

It is the goal of our program that, after completing six consecutive years of World Language, all students reach Level 5 and the **Intermediate High** level of [ACTFL proficiency](#) in all three modes of communication and four language skills. Students work to build proficiency in the three modes of communication: Interpretive (listening and reading), Interpersonal (speaking and writing) and Presentational (writing and speaking). Our courses are aligned with proficiency targets as indicated on the chart below.

| Levels                  | Proficiency Target    |
|-------------------------|-----------------------|
| Level 1                 | Novice High           |
| Level 2                 | Intermediate Low      |
| Level 3 CP/H            | Intermediate Mid (1)  |
| Level 4 CP/H            | Intermediate Mid (2)  |
| Level 5 H/AP (DE-Latin) | Intermediate High (1) |

#### Important World Language Department Notes:

- **MHS World Language Requirement:** Students must pass at least two years of the same language in high school in order to fulfill the MHS World Language requirement.
- **Placement Tests:** Students with prior experience in the languages offered by MHS have the opportunity to take a placement test to determine their proficiency level and will be placed in the appropriate course based on proficiency targets.
- **Latin Dual Enrollment:** Students in level 5 have the opportunity to take a World Language course at the Honors or Advanced Placement level. Students in Latin also have the opportunity to pursue Dual Enrollment with our university partner UMass-Boston.



**Massachusetts State Seal of Biliteracy:** Melrose High School participates in the The State Seal of Biliteracy, an award given to seniors who have attained a high level of proficiency in English and a World Language. The State Seal of Biliteracy is an award provided by state approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language, in recognition of having studied and attained proficiency in two or more languages by high school graduation.

Melrose also partners with the **Language Opportunity Coalition** to offer supporting biliteracy awards. The chart below summarizes the awards and the criteria. AAPPL and ALIRA exam student fees are determined at the start of the school year and student fees will be billed via the School Bucks platform. Students must ensure fee and registration deadlines are met in order to participate in this program.

| Pathway Award                                     | Standardized Assessment Criteria for English and Partner Language                                                                                                             |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>State Seal of Biliteracy, with Distinction</b> | Score of <i>Advanced</i> on the grade 10 ELA MCAS<br>Score of <i>Advanced - Low</i> in the lowest domain/mode of a proficiency test                                           |
| <b>State Seal of Biliteracy</b>                   | Score of <i>Proficient</i> on the grade 10 ELA MCAS or <i>Level 5</i> on ACCESS testing<br>Score of <i>Intermediate-High</i> in the lowest domain/mode of a proficiency test  |
| <b>Language Opportunity Seal of Biliteracy</b>    | Score of <i>Proficient</i> on the grade 10 ELA MCAS or <i>Level 4.5</i> on ACCESS testing<br>Score of <i>Intermediate-Low</i> in the lowest domain/mode of a proficiency test |

| <b>MHS World Language Sequence:</b><br>Students who have successfully completed Level 1 of a World Language                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>World Language Path 1:</b><br>Enroll in Level 2 of the same language                                                                                                                                                                                                                                                                                                                                                                                                  | <b>World Language Path 2:</b><br>Select a New Language (Level 1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| The student will enroll in Level 2 (Intermediate Low) and continue with the same language throughout High School. Students will have the opportunity to advance up to Level 5 (Intermediate High). World Language Advanced Placement (AP) coursework is also available for students.                                                                                                                                                                                     | The student will enroll in any Level 1 (Novice High) language that is being offered at MHS. Students will continue with this language throughout high school and can advance up to Level 4 (Intermediate Mid 2).                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>World Language (WL) Sequence:</b><br>Students who <i>did</i> not study a WL or can demonstrate Novice High Proficiency Levels                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>World Language Path 1: Enroll in Level 1</b><br>Students who did not study a WL in 7th/8th Grade                                                                                                                                                                                                                                                                                                                                                                      | <b>World Language Path 2: Enroll in Level 2</b><br>Students who <i>did</i> not study a WL and/or can demonstrate Novice High Proficiency Levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| The student will enroll in any Level 1 (Novice High) language that is being offered at MHS. Students will continue with this language throughout high school and can advance up to Level 4 (Intermediate Mid 2).                                                                                                                                                                                                                                                         | The student can enroll in Level 2 (Intermediate Low) <b>if</b> they are able to demonstrate that they meet the Novice High proficiency level.<br><br>Students must <b>schedule a placement test</b> by contacting the World Language department designated Administrator at the start of the course selection period (February)/ The placement test will be administered by a member of the World Language department.<br><br>It is recommended that students prepare for the placement test through outside enrichment opportunities and/or coursework to ensure that they have learned pre-requisite skills. |
| <b>World Language Competency for ELL Students:</b><br>ELL students can receive an MHS WL Language exemption if they meet the following criteria                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ol style="list-style-type: none"> <li><b>Enrollment in a World Language class in Middle School.</b> ELL classes fulfill the language class requirement.</li> <li><b>Demonstrate Proficiency via the AAPPL External Assessment:</b> Students must demonstrate, through an external assessment, their competency in their <b>native/heritage language</b>. Students must achieve the proficiency level of <b>Intermediate Mid</b> or higher on the assessment.</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

Students who achieve the proficiency level of **Intermediate High** (or higher ) may utilize the assessment results towards attainment of the MA State Seal of Biliteracy if they also meet the minimum criteria for English language proficiency set forth by the Massachusetts Department of Elementary and Secondary Education (DESE). Students *may* receive up to two World Language credits, which will fulfill the MHS World Language graduation requirement.

Contact the World Language Department Administrator to request/schedule the AAPPL Assessment. AAPPL/ALIRA exam student fees are billed via the School Bucks platform. Students must take the assessment on the AAPPL Assessment scheduled test date, which will be administered by members of the World Language Department.

## ***Modern Languages: French***

**French** is the second most studied language in the world, and is taught in the education system of every country. The French Ministry for Europe and Foreign affairs notes that 125 million people study French around the world.

|                                        |                         |                                |
|----------------------------------------|-------------------------|--------------------------------|
| <b>401      French 1 - Novice High</b> | <b>Level: Unleveled</b> | <b>1.0 Credit, Grades 9-12</b> |
|----------------------------------------|-------------------------|--------------------------------|

This is an introductory course for first-year students who begin the study of French in High School. This course is designed to develop basic proficiency in French in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of French culture and the French speaking countries. Students will begin their journey of learning French by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the French-speaking world. The proficiency target for the end of this course is *Novice High* and students will be able to understand and use words, phrases, and formulaic language that has been highly practiced and memorized.

|                                             |                         |                                 |
|---------------------------------------------|-------------------------|---------------------------------|
| <b>402      French 2 - Intermediate Low</b> | <b>Level: Unleveled</b> | <b>1.0 Credit, Grades 9-12</b>  |
| <b>402H    French 2 - Intermediate Low</b>  | <b>Level Honors</b>     | <b>1.0 Credit, Grades 10-12</b> |

This course is designed to continue developing proficiency in French in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of French culture and the French speaking countries. Students will continue their journey of learning French by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the French-speaking world. The proficiency target for the end of this course is ***Intermediate Low***: students will be able to express themselves and understand familiar topics of everyday life using sentences and series of sentences.

***Prerequisite Course:*** French 1 - Novice High. ***Prerequisite Skills:*** Student's performance needs to be consistent with the Novice High target in all modes/domains.

|                                                 |                  |                                |
|-------------------------------------------------|------------------|--------------------------------|
| <b>403      French 3 - Intermediate Mid (1)</b> | <b>Level: CP</b> | <b>1.0 Credit, Grades 9-12</b> |
| <b>403 H    French 3 - Intermediate Mid (1)</b> | <b>Level: H</b>  | <b>1.0 Credit, Grades 9-12</b> |

This course is designed to build upon and expand students' proficiency in French at the intermediate level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of French culture and the French speaking countries. Students will strengthen their knowledge of French by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the French-speaking world. The proficiency target for the end of this course is *Intermediate Mid (1)* and students will be able to express themselves and understand familiar topics of everyday life, asking and answering questions, using language to express their thoughts and using a series of sentences or more complex sentences. **Honors Credit:** Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

***Prerequisite:*** French 2 - Intermediate Low. ***Prerequisite Skills:*** Student's performance needs to be consistent with the Intermediate Low target in all modes/domains.

**404 French 4 - Intermediate Mid (2)**  
**404 H French 4 - Intermediate Mid (2)**

**Level: CP**  
**Level: H**

**1.0 Credit, Grades 9-12**  
**1.0 Credit, Grades 9-12**

This course is designed to continue building the intermediate level and expand students' proficiency in French in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of French culture and the French speaking countries. Students will continue strengthening their knowledge of French by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the French-speaking world. The proficiency target for the end of this course is *Intermediate Mid (2)* and students will be able to express themselves and understand familiar topics of everyday life, asking and answering original questions, creating with language to express their thoughts on a variety of familiar topics and using a series of sentences or more complex sentences. **Honors Credit:** Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

**Prerequisite:** *French 3 - Intermediate Mid (1).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (1) target in all modes/domains.*

**405 French 5 - Intermediate High (1)**

**Level: H/AP**

**1 Credit, Grades 9-12**

This course is designed to build upon and expand students' proficiency in French at the intermediate higher level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of French culture and the French speaking countries. Communication skills are reinforced to enable students to converse with intermediate high proficiency, read with ease, and express themselves in written composition. Students will be able to understand and analyze French authentic resources such as videos, articles, infographics, songs and podcasts of the French-speaking world with increased skills and confidence. The proficiency target for the end of this course is *Intermediate High (1)* and students will be able to maintain communication on familiar and new concrete topics, narrating in the past, present, and future with some control, and using paragraph-length discourse.

**Prerequisite:** *French 4 - Intermediate Mid (2).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (2) target in all modes/domains.*

- **AP Enrollment/AP French Credit:** Students have the option of registering for AP French. In order to earn this credit, students must complete two additional projects that consist of at least two of the three modes of communication, as well as additional learning activities assigned throughout the school year by the teacher. In addition, all AP French students are required to take the AP French Language examination in May.
- **Seal of Biliteracy:** Students will take the external assessment AAPPL and have the opportunity to earn the State Seal of Biliteracy. AAPPL student fees for SY 26-27 to be determined and will be billed via School Bucks.

**Prerequisite:** *French 4 - Intermediate Mid (2).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (2) target in all modes/domains.*

## **Modern Languages: German**

**German** is the second most commonly used scientific language in the world. It is the language of inventors and innovators. Almost a fifth of the world's books are published in German. Germany is the second largest exporter in the world.

**411 German 1 - Novice High**

**Level: Unleveled**

**1.0 Credit, Grades 9-12**

This is an introductory course for first-year students who begin the study of German in High School. This course is designed to develop basic proficiency in German in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of German culture and the German speaking countries. Students will begin their journey of learning German by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the German-speaking world. The proficiency target for the end of this course is **Novice High**: students will be able to understand and use words, phrases, and

formulaic language that has been highly practiced and memorized.

|            |                                    |                         |                                |
|------------|------------------------------------|-------------------------|--------------------------------|
| <b>412</b> | <b>German 2 - Intermediate Low</b> | <b>Level: Unleveled</b> | <b>1.0 Credit, Grades 9-12</b> |
|------------|------------------------------------|-------------------------|--------------------------------|

This course is designed to continue developing proficiency in German in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of German culture and the German speaking countries. Students will continue their journey of learning German by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the German-speaking world. The proficiency target for the end of this course is **Intermediate Low**: students will be able to express themselves and understand familiar topics of everyday life using sentences and series of sentences.

**Prerequisite Course:** *German 1 - Novice High.* **Prerequisite Skills:** *Student's performance needs to be consistent with the Novice High target in all modes/domains.*

|              |                                        |                  |                                |
|--------------|----------------------------------------|------------------|--------------------------------|
| <b>413</b>   | <b>German 3 - Intermediate Mid (1)</b> | <b>Level: CP</b> | <b>1.0 Credit, Grades 9-12</b> |
| <b>413 H</b> | <b>German 3 - Intermediate Mid (1)</b> | <b>Level: H</b>  | <b>1.0 Credit, Grades 9-12</b> |

This course is designed to build upon and expand students' proficiency in German at the intermediate level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of German culture and the German speaking countries. Students will strengthen their knowledge of German by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the German-speaking world. The proficiency target for the end of this course is *Intermediate Mid (1)* and students will be able to express themselves and understand familiar topics of everyday life, asking and answering questions, using language to express their thoughts and using a series of sentences or more complex sentences. **Honors Credit:** *Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.*

**Prerequisite:** *German 2 - Intermediate Low.* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Low target in all modes/domains.*

|              |                                        |                  |                                |
|--------------|----------------------------------------|------------------|--------------------------------|
| <b>414</b>   | <b>German 4 - Intermediate Mid (2)</b> | <b>Level: CP</b> | <b>1.0 Credit, Grades 9-12</b> |
| <b>414 H</b> | <b>German 4 - Intermediate Mid (2)</b> | <b>Level: H</b>  | <b>1.0 Credit, Grades 9-12</b> |

This course is designed to continue building the intermediate level and expand students' proficiency in German in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of German culture and the German speaking countries. Students will continue strengthening their knowledge of German by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the German-speaking world. The proficiency target for the end of this course is *Intermediate Mid (2)* and students will be able to express themselves and understand familiar topics of everyday life, asking and answering original questions, creating with language to express their thoughts on a variety of familiar topics and using a series of sentences or more complex sentences. **Honors Credit:** Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

**Prerequisite:** *German 3 - Intermediate Mid (1).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (1) target in all modes/domains.*

|            |                                         |                    |                                |
|------------|-----------------------------------------|--------------------|--------------------------------|
| <b>415</b> | <b>German 5 - Intermediate High (1)</b> | <b>Level: H/AP</b> | <b>1.0 Credit, Grades 9-12</b> |
|------------|-----------------------------------------|--------------------|--------------------------------|

This course is designed to build upon and expand students' proficiency in German at the intermediate higher level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of German culture and the German speaking countries. Communication skills are reinforced to enable students to converse with intermediate high proficiency, read with ease, and express themselves in written composition. Students will be able to understand and analyze German authentic resources such as videos, articles, infographics, songs and podcasts of the German-speaking world with increased skills and confidence. The proficiency target for the end of this course is *Intermediate High* and students will be able to maintain communication on

familiar and new concrete topics, narrating in the past, present, and future with some control, and using paragraph-length discourse.

**Prerequisite:** *German 4 - Intermediate Mid (2).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (2) target in all modes/domains.*

- **AP Credit:** Students have the option of registering for AP credit. To earn AP credit students have to have to complete two additional projects that consist of at least two of the three modes of communication and some other extra activities assigned throughout the school year by the teacher. Students enrolled in AP German are required to take the AP German Language Exam in May.
- **Seal of Biliteracy:** Students will take the AAPPL external assessment and have the opportunity to earn the State Seal of Biliteracy. AAPPL student fees will be shared at the start of the school year and payment will be made via School Bucks.

## Modern Languages: Italian

**Italian** ranks as the fourth most studied language in US colleges and high schools and it is spoken by 60 million people around the world. It is the language most linked to the world of art and culture and has influence in major areas such as painting arts, architecture, literature and music.

|            |                                |                         |                                |
|------------|--------------------------------|-------------------------|--------------------------------|
| <b>421</b> | <b>Italian 1 - Novice High</b> | <b>Level: Unleveled</b> | <b>1.0 Credit, Grades 9-12</b> |
|------------|--------------------------------|-------------------------|--------------------------------|

This is an introductory course for first-year students who begin the study of Italian in High School. This course is designed to develop basic proficiency in Italian in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Italian culture and the Italian speaking countries. Students will begin their journey of learning Italian by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Italian-speaking world. The proficiency target for the end of this course is **Novice High** and students will be able to understand and use words, phrases, and formulaic language that has been highly practiced and memorized.

|            |                                     |                         |                                |
|------------|-------------------------------------|-------------------------|--------------------------------|
| <b>422</b> | <b>Italian 2 - Intermediate Low</b> | <b>Level: Unleveled</b> | <b>1.0 Credit, Grades 9-12</b> |
|------------|-------------------------------------|-------------------------|--------------------------------|

This course is designed to continue developing proficiency in Italian in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Italian culture and the Italian speaking countries. Students will continue their journey of learning Italian by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Italian-speaking world. The proficiency target for the end of this course is *Intermediate Low*: students will be able to express themselves and understand familiar topics of everyday life using sentences and series of sentences.

**Prerequisite Course:** *Italian 1 - Novice High or Italian Grade 8 - Novice High.* **Prerequisite Skills:** *Student's performance needs to be consistent with the Novice High target in all modes/domains.*

|              |                                         |                  |                                |
|--------------|-----------------------------------------|------------------|--------------------------------|
| <b>423</b>   | <b>Italian 3 - Intermediate Mid (1)</b> | <b>Level: CP</b> | <b>1.0 Credit, Grades 9-12</b> |
| <b>423 H</b> | <b>Italian 3 - Intermediate Mid (1)</b> | <b>Level: H</b>  | <b>1.0 Credit, Grades 9-12</b> |

This course is designed to build upon and expand students' proficiency in Italian at the intermediate level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Italian culture and the Italian speaking countries. Students will strengthen their knowledge of Italian by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Italian-speaking world. The proficiency target for the end of this course is *Intermediate Mid (1)* and students will be able to express themselves and understand familiar topics of everyday life, asking and answering questions, using language to express their thoughts and using a series of sentences or more complex sentences. **Honors Credit:** Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

**Prerequisite:** *Italian 2 - Intermediate Low.* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Low target in all modes/domains.*

|              |                                         |                  |                                |
|--------------|-----------------------------------------|------------------|--------------------------------|
| <b>424</b>   | <b>Italian 4 - Intermediate Mid (2)</b> | <b>Level: CP</b> | <b>1.0 Credit, Grades 9-12</b> |
| <b>424 H</b> | <b>Italian 4 - Intermediate Mid (2)</b> | <b>Level: H</b>  | <b>1.0 Credit, Grades 9-12</b> |

This course is designed to continue building the intermediate level and expand students' proficiency in Italian in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Italian culture and the Italian speaking countries. Students will continue strengthening their knowledge of Italian by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Italian-speaking world. The proficiency target for the end of this course is *Intermediate Mid (2)*: students will be able to express themselves and understand familiar topics of everyday life, asking and answering original questions, creating with language to express their thoughts on a variety of familiar topics and using a series of sentences or more complex sentences. **Honors Credit:** Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

**Prerequisite:** *Italian 3 - Intermediate Mid (1).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (1) target in all modes/domains.*

|            |                                          |                    |                                |
|------------|------------------------------------------|--------------------|--------------------------------|
| <b>425</b> | <b>Italian 5 - Intermediate High (1)</b> | <b>Level: H/AP</b> | <b>1.0 Credit, Grades 9-12</b> |
|------------|------------------------------------------|--------------------|--------------------------------|

This college-level course is designed to build upon and expand students' proficiency in Italian at the intermediate higher level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Italian culture and the Italian speaking countries. Communication skills are reinforced to enable students to converse with intermediate high proficiency, read with ease, and express themselves in written composition. Students will be able to understand and analyze authentic Italian resources such as videos, articles, infographics, songs and podcasts of the Italian-speaking world with increased skills and confidence. The proficiency target for the end of this course is *Intermediate High* and students will be able to maintain communication on familiar and new concrete topics, narrating in the past, present, and future with some control, and using paragraph-length discourse.

**Prerequisite:** *Italian 4 - Intermediate Mid (2)* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (2) target in all modes/domains.*

- **AP Credit:** Students have the option of registering for AP credit. To earn AP credit students have to have to complete two additional projects that consist of at least two of the three modes of communication and some other extra activities assigned throughout the school year by the teacher. **Students enrolled in AP Italian are required to take the AP Italian Language exam in May.**
- **Seal of Biliteracy:** Students will take the AAPPL assessment and have the opportunity to earn the State Seal of Biliteracy. AAPPL fees will be shared at the start of the school year and payment will be made via School Bucks.

## Modern Languages: Spanish

**Spanish** is the second most spoken language in the world, with over 400 million native Spanish speakers, providing you the opportunity to be able to communicate with over 500 million people all around the world. Speaking Spanish will open the door to a rich and historically important culture. An increasing number of employers prefer to hire individuals who can speak Spanish fluently.

|            |                                |                         |                                |
|------------|--------------------------------|-------------------------|--------------------------------|
| <b>431</b> | <b>Spanish 1 - Novice High</b> | <b>Level: Unleveled</b> | <b>1.0 Credit, Grades 9-12</b> |
|------------|--------------------------------|-------------------------|--------------------------------|

This is an introductory course for first-year students who begin the study of Spanish in High School. This course is designed to develop basic proficiency in Spanish in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Spanish culture and the Spanish speaking countries. Students will begin their journey of learning Spanish by understanding and

analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Spanish-speaking world. The proficiency target for the end of this course is **Novice High** and students will be able to understand and use words, phrases, and formulaic language that has been highly practiced and memorized.

**432 Spanish 2 - Intermediate Low Level: Unleveled 1.0 Credit, Grades 9-12**

This course is designed to continue developing proficiency in Spanish in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Spanish culture and the Spanish speaking countries. Students will continue their journey of learning Spanish by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Spanish-speaking world. The proficiency target for the end of this course is *Intermediate Low* and students will be able to express themselves and understand familiar topics of everyday life using sentences and series of sentences.

**Prerequisite Course:** *Spanish 1 - Novice High or Spanish Grade 8 - Novice High.* **Prerequisite Skills:** *Student's performance needs to be consistent with the Novice High target in all modes/domains.*

**433 Spanish 3 - Intermediate Mid (1) Level: CP 1.0 Credit, Grades 9-12**  
**433 H Spanish 3 - Intermediate Mid (1) Level: H 1.0 Credit, Grades 9-12**

This course is designed to build upon and expand students' proficiency in Spanish at the intermediate level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Spanish culture and the Spanish speaking countries. Students will strengthen their knowledge of Spanish by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Spanish-speaking world. The proficiency target for the end of this course is *Intermediate Mid (1)*: students will be able to express themselves and understand familiar topics of everyday life, asking and answering questions, using language to express their thoughts and using a series of sentences or more complex sentences. **Honors Credit:** *Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.*

**Prerequisite:** *Spanish 2 - Intermediate Low.* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Low target in all modes/domains.*

**434 Spanish 4 - Intermediate Mid (2) Level: CP 1.0 Credit, Grades 9-12**  
**434 H Spanish 4 - Intermediate Mid (2) Level: H 1.0 Credit, Grades 9-12**

This course is designed to continue building the intermediate level and expand students' proficiency in Spanish in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Spanish culture and the Spanish speaking countries. Students will continue strengthening their knowledge of Spanish by understanding and analyzing authentic resources such as videos, articles, infographics, songs and podcasts of the Spanish-speaking world. The proficiency target for the end of this course is *Intermediate Mid (2)*: students will be able to express themselves and understand familiar topics of everyday life, asking and answering original questions, creating with language to express their thoughts on a variety of familiar topics and using a series of sentences or more complex sentences.

**Prerequisite:** *Spanish 3 - Intermediate Mid (1).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (1) target in all modes/domains.*

**Honors Credit:** Students have the option to enroll in Honors credit. To earn the Honors credit, students must complete three additional projects and successfully complete additional learning experiences assigned throughout the school year.

**435 Spanish 5 - Intermediate High (1) Level: H/AP 1.0 Credit, Grades 9-12**

This college-level course is designed to build upon and expand students' proficiency in Spanish at the intermediate higher level in the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing) and presentational (writing and speaking); and also to expand the knowledge of Spanish culture and the Spanish speaking countries. Communication skills are reinforced to enable students to converse with intermediate high proficiency, read with

ease, and express themselves in written composition. Students will be able to understand and analyze authentic Spanish resources such as videos, articles, infographics, songs and podcasts of the Spanish-speaking world with increased skills and confidence. The proficiency target for the end of this course is *Intermediate High*: students will be able to maintain communication on familiar and new concrete topics, narrating in the past, present, and future with some control, and using paragraph-length discourse.

**Prerequisite:** *Spanish 4 - Intermediate Mid (2).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (2) target in all modes/domains.*

- **AP Credit:** Students have the option of registering for AP credit. To earn AP credit students have to have to complete two additional projects that consist of at least two of the three modes of communication and some other extra activities assigned throughout the school year by the teacher. Students enrolled in AP Spanish are required to take the AP Spanish Language exam in May.
- **Seal of Biliteracy:** All students will take the AAPPL external assessment and have the opportunity to earn the State Seal of Biliteracy. AAPPL student fees will be shared at the start for the school year and payment will be made via School Bucks.

## ***Classical Languages: Latin***

**Latin** has existed for thousands of years, continues to be spoken today and influences today's languages. It eases the transition into the Romance Languages, strengthens critical thinking and analytical skills, increases knowledge in English grammar and vocabulary, which is still used significantly in science, law, and medical fields. Ancient Roman history and culture is the origin of many western cultures that includes classical mythology and have influenced storytelling for thousands of years.

|                                  |                         |                                |
|----------------------------------|-------------------------|--------------------------------|
| <b>441 Latin 1 - Novice High</b> | <b>Level: Unleveled</b> | <b>1.0 Credit, Grades 9-12</b> |
|----------------------------------|-------------------------|--------------------------------|

This introductory course in Latin is designed for students without prior language experience. Students will learn the fundamentals of Latin and develop proficiency in reading, speaking and writing Latin through active class participation and independent practice. Students are expected to develop oral proficiency in Latin in order to reinforce development of fundamental skills in reading and writing. The proficiency target for the end of this course is *Novice High*.

|                                       |                         |                                |
|---------------------------------------|-------------------------|--------------------------------|
| <b>442 Latin 2 - Intermediate Low</b> | <b>Level: Unleveled</b> | <b>1.0 Credit, Grades 9-12</b> |
|---------------------------------------|-------------------------|--------------------------------|

Students will continue to develop proficiency skills to read introductory and intermediate Latin texts with ease and express themselves orally or in writing. Also, by reading challenging texts, expanding their knowledge of vocabulary, and by deepening their knowledge of grammar, students will significantly improve their ability to apply reading strategies across content areas. Students will also discover Roman life and culture by reading original works geared to their level of instruction through active class participation and independent practice. Students are expected to develop oral proficiency in Latin in order to reinforce the development of fundamental skills in reading and writing. The proficiency target for the end of this course is *Intermediate Low*.

**Prerequisite:** *Latin 1 - Novice High*

|                                             |                 |                                |
|---------------------------------------------|-----------------|--------------------------------|
| <b>443 H Latin 3 - Intermediate Mid (1)</b> | <b>Level: H</b> | <b>1.0 Credit, Grades 9-12</b> |
|---------------------------------------------|-----------------|--------------------------------|

In this course, students are expected to learn about Roman civilization while reading Latin prose. Students are expected to engage in active class participation and independent practice. Students are expected to develop oral proficiency in Latin in order to reinforce development of fundamental skills in reading and writing. The proficiency target for the end of this course is *Intermediate Mid (1)*.

**Prerequisite:** *Latin 2 - Intermediate Low.* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate low target in all modes/domains.*

**444 H Latin 4 - Intermediate Mid (2)****Level: H****1.0 Credit, Grades 9-12**

Students in this course are expected to learn about Roman civilization through the reading of Latin poetry. Curriculum for this course continues to introduce students to more advanced Latin literature, and offers the student texts of greater complexity. In addition to increased language proficiency, students will also gain a greater understanding of the cultural influence of Rome on Western civilization through active class participation and independent practice. Students are expected to develop oral proficiency in Latin in order to reinforce development of fundamental skills in reading and writing. The proficiency target for the end of this course is an Intermediate Mid (2).

**Prerequisite:** *Latin 3 - Intermediate Mid (1).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (1) target in all modes/domains.*

- **AP Credit:** Students who enroll in this course for AP credit are required to take the AP Latin language exam.
- **Dual Enrollment:** Students have the option of registering for Dual Enrollment (DE) with UMass Boston: To earn DE credit, students have to complete additional projects and other extra activities assigned throughout the school year by the teacher. Students also have to complete and sign the DE form by the due date. Students who enroll in DE will be required to pay a UMass fee of \$184. Upon successful completion of the DE course, UMass Boston transcript will be awarded reflecting three transferable undergraduate credits.

**445 Latin 5 - Intermediate High (1)****Level: H/ AP/ DE****1.0 Credit, Grades 9-12**

Students in this course are expected to learn and develop modern and college level Latin skills such as original compositions and critical text analysis. Students are also expected to continue to develop oral proficiency in Latin in order to communicate and engage in the modern spoken Latin community. Curriculum for this course allows student-directed readings in advanced Latin literature. In addition to increased language proficiency, students will also gain a greater understanding of the cultural influence of Rome on Western civilization through active class participation and independent practice such as homework, reading, and projects. The proficiency target for the end of this course is *Intermediate High*.

**Prerequisite:** *Latin 4 - Intermediate Mid (2).* **Prerequisite Skills:** *Student's performance needs to be consistent with the Intermediate Mid (2) target in all modes/domains.*

- **AP Credit:** Students have the option of registering for AP credit. To earn AP credit students must complete two additional projects that consist of at least two of the three modes of communication and some other extra activities assigned throughout the school year by the teacher. All AP Latin students are required to take the AP Exam in May.
- **Seal of Biliteracy:** All students will take the ALIRA assessment and have the opportunity to earn the State Seal of Biliteracy. AAPPL fees will be shared at the start of the school year and payment will be made via School Bucks.
- **Dual Enrollment:** Students have the option of registering for Dual Enrollment (DE) with UMass Boston: To earn DE credit, students have to complete additional projects and other extra activities assigned throughout the school year by the teacher. Students also have to complete and sign the DE form by the due date. Students who enroll in DE will be required to pay a UMass fee of \$184. Upon successful completion of the DE course, UMass Boston transcript will be awarded reflecting three transferable undergraduate credits.

**450.5 Ancient Greek Mythology****Level: CP****0.5 Credit, Grades 9-12**

This course will cover in depth the mythology and religion of the ancient Greeks that has influenced western culture, language, and literature for thousands of years. Students will start by exploring what mythology is and its importance to culture. Then students will research and learn ancient Greek mythology through Literature, art, music, and films both ancient and modern. Students will also tell the stories themselves to their peers through a variety of mediums and styles. In this way they will experience mythology the way it is meant to be, tales meant to be passed on. The goal will be for students to learn these important stories as well as explore how and why they became these important cultural touchstones for so many thousands of years. During the course students will also be introduced to the Ancient Greek language. They will learn to read and write the alphabet, still used in mathematics and science today.

## SCIENCE, TECHNOLOGY AND ENGINEERING

The courses in Science and Technology serve two objectives: to insure that those individuals who desire to pursue science-related studies and careers will be prepared with a good foundation necessary to continue further education and training and to provide students with a challenging learning environment to attain a common core of knowledge, concepts, skills, analytical methods and strategies to become responsible citizens and successful problem solvers in a changing world.

Four credits in Science and Technology are required for graduation, with 3 credits in a lab-based science (L). Colleges, technical schools, and schools of nursing, etc., may have additional requirements. If a student intends to pursue a career in the scientific, technical, medical, or allied health fields, a minimum of 4 credits in the sciences plus additional coursework in technology is highly recommended. Students pursuing careers in these areas should also pay close attention to mathematics requirements for these fields. Please note: All ninth graders will be expected to take the MCAS Biology exam in the spring/.

We continue to grow our capacity at MHS in courses that include computational knowledge and follow the lead from the Department of Elementary and Secondary Education. Courses fulfilling the computational knowledge pathway include Computer Aided Design (CAD), Computer Science, Robotics, Engineering, and Video Production. All students are encouraged to take a computer-based class. Many 21st Century careers require expertise in the area of technology. Exploratory and advanced experiences are provided for students to introduce them to technology and its applications. Students also gain information in many of the courses on how to prepare for professions and careers. Skills development in these areas of technology will be a focus of the courses and will include problem-solving skills.

### SCIENCE

The following are sample course sequences within the science program for students. Alternate sequences may be created to meet the needs of individual students. For instance, students can also move in and out of sequences based on performance criteria and teacher/Director recommendations.

|                                                             | 9 <sup>th</sup> Grade | 10 <sup>th</sup> Grade                                                                                                                                                                                                                                                                       | 11 <sup>th</sup> and 12 <sup>th</sup> Grades                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pathway 1:</b>                                           | <b>Biology</b>        | <b>Chemistry</b><br>(CP, H, or AP)                                                                                                                                                                                                                                                           | <b><i>Selection one of the following courses:</i></b><br><b>Physics CP</b> *co-enrolled in Algebra 2 or higher.<br><b>Physics H</b> *co-enrolled in H. Alg. 2 or higher.<br><b>AP Physics 1</b> *co-enrollment in Pre-Calc.<br><b>AP Physics C Mech</b> *co-enrolled in Calculus<br><b>Environmental Science (CP, H, or AP)</b><br><b>AP Biology</b><br><b>Or Science Elective</b> |
| <b>Pathway 2:</b>                                           | <b>AP Biology</b>     | <b>AP Chemistry/Honors Chemistry</b>                                                                                                                                                                                                                                                         | <b><i>Selection One of the following Courses:</i></b><br><b>Physics H</b> *co-enrolled in H. Alg. 2 or higher.<br><b>AP Physics 1</b> *co-enrollment in Pre-Calc.<br><b>AP Physics C Mech</b> *co-enrolled in Calculus<br><b>Environmental Science (H, or AP)</b><br><b>Or Science Elective</b>                                                                                    |
| <b>Science Elective offerings available at grade level:</b> |                       | <b>Forensics, Science and Science Fiction (9-12)</b><br><b>Human Health and Disease, Anatomy &amp; Physiology 1/2, Biotechnology, Marine Science, Botany, Astronomy, Bioethical Issues (10-12)</b><br><b>Advanced Placement offerings.</b><br><b>AP Physics C E/M</b><br><b>AP Physics 2</b> |                                                                                                                                                                                                                                                                                                                                                                                    |

**501 Biology (L)****Level: Unleveled****1.0 STE Credit, Grades 9-10**

Students investigate the four core ideas of Biology: From Molecules to Organisms, Ecosystems, Heredity, and Biological Evolution. During each unit of study, students are engaged in student-centered activities using science practices. Students will use multiple types of models to make predictions that accurately represent or simulate the biological system. Using evidence from laboratory experiments and scientific literature, students will construct evidence-based claims and communicate phenomena related to genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment.

**501AP AP Biology (L)****Level: AP****1.0 STE Credit, Grades 9-12**

Advanced Placement (AP) Biology is a rigorous course that is modeled after a college-level Introductory Biology course and follows the curriculum prescribed for an AP Biology course. Lab work, including modeling, scientific questioning, experimental planning, data collection, and data analysis, is a significant part of the coursework. The course will culminate with an independent research/experiment project. This is an in-depth look at some of the major concepts in Biology. Students will prepare and be required to take the AP Biology exam and the state-administered Biology MCAS exam (9th grade only). Students are expected to complete rigorous courses and lab work consistent with college-level Biology.

***Prerequisite for 9th graders:** Students must meet all of the following criteria after completing 8th-grade STE standards: Trimester 1 and 2 averages of 90% or better; a Trimester 1 and 2 Assessment average of 90% or better; a core open response average of 90% or higher; teacher recommendation and earn a qualifying score on AP Biology entrance exam. A summer work assignment is required as a condition of enrollment in this course.*

***Prerequisite for 10-12th graders:** A grade of A- or above in Chemistry or Biology and teacher recommendation. A summer work assignment is required as a condition of enrollment in this course.*

**503 Chemistry (L)****Level: CP****1.0 STE Credit, Grades 10-12**

This course covers the most frequent theories of the nature of matter and its interaction. Major emphasis will be on chemical interactions from both a descriptive and mathematical approach. The student will derive conclusions from laboratory experiments and solving problems. Students are expected to complete 4 Core Assignments (laboratory reports and projects).

***Prerequisites:** Successful completion of Biology and Algebra 1. Students who do not meet these prerequisites will be expected to participate in additional support in order to be successful in this class, with department approval.*

**503H Chemistry (L)****Level: H****1.0 STE Credit, Grades 10-12**

Emphasis is placed on a theoretical and mathematical approach to the more advanced concepts of the nature of matter and its chemical interactions, with an equal stress on accurate and meaningful laboratory experiences. The combination of this course and AP Chemistry is designed to approximate the essentials of first year college chemistry. Students are expected to complete 4 Core Assignments (laboratory reports and projects).

***Prerequisites:** A grade of B+ or higher in Biology and Algebra I, B- or higher in AP Biology 9. Students who do not meet prerequisites will be expected to participate in additional support in order to be successful in this class, with department approval.*

**503AP AP Chemistry (L)****Level: AP****1.0 STE Credit, Grades 10-12**

This Advanced Placement (AP) course will follow the curriculum prescribed for an AP Chemistry class. AP Chemistry emphasizes chemical calculations and the mathematical formulations of principles. Instruction is provided in five key areas, including (1) the structure of matter, in which atomic theory and chemical bonding are discussed, (2) phases of matter, (3) chemical reactions, emphasizing stoichiometry, equilibrium, kinetics and thermodynamics, and (4) descriptive chemistry analyzing relationships and trends in the periodic table. The final component involves (5) a laboratory experience, in which students will develop and perform chemical experiments in order to build upon group collaboration, data manipulation, and communication of scientific results through formally-written laboratory reports. All students are required to complete a

summer assignment. Students who take AP Chemistry as a first year course will have an additional substantive summer assignment. Students are expected to complete rigorous course and lab work consistent with college level Chemistry. The AP Chemistry exam requires math and being able to do mental math and manipulate numbers in scientific notation are important skills. All students will prepare and be required to take the AP Chemistry exam.

**Prerequisites:** *A grade of B+ or higher in Chemistry H, A- or higher in AP Biology 9 or A or higher in Biology and teacher recommendation. Students must also be co-enrolled in an Honors math course. **Prerequisite Skills:** AP Chemistry is a second year advanced chemistry course. Students must possess strong mathematical, problem solving, and laboratory skills to succeed in this class. Students are highly recommended to be co-enrolled in or have completed PreCalculus, or the successful completion of a supplemental mathematics packet specific to the skills needed in AP Chemistry.*

**504 Physics (L)**

**Level: CP**

**1.0 STE Credit, Grades 11-12**

This course is an analytical and conceptual treatment of physical phenomena. The topics studied will include the study of motion, forces on objects, conservation of energy, sound and light waves, DC electrical circuits, and Relative. This course will use real-world examples and basic mathematical strategies to illustrate physics concepts and solve physics problems. This is a lab based course with students performing labs in multiple formats each unit. Students will also be involved in projects that apply the topics they are learning in Physics through Engineering.

**Prerequisites:** *Successful completion of Biology and Chemistry and co-enrollment in Algebra 2 or higher.*

**504H Physics (L)**

**Level: H**

**1.0 STE Credit, Grades 11-12**

This course is a mathematics-based treatment of physical phenomena. The topics studied will include kinematics, forces, mechanical energy, dynamics, waves, static electricity, DC circuits and Relativity. The course will emphasize mathematical problem-solving. This is a lab based course with students performing labs in multiple formats each unit. Students will also be involved in projects that apply the topics they are learning in Physics through Engineering and Coding.

**Prerequisites:** *Successful Completion of Biology and Chemistry and co-enrollment in Honors Algebra 2 or higher.*

**504AP AP Physics 1 (L)**

**Level: AP**

**1.0 STE Credit, Grades 10-12**

This Advanced Placement (AP) course is equivalent to a semester-long, college algebra-based Physics course. It follows the College Board's prescribed curriculum for AP Physics 1 in preparation for the AP Exam. Students enrolled in this class are required to take the AP Physics 1 exam. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, and power. Students are expected to be able to solve problems independently, have a high level of math skills, and complete rigorous courses and lab work consistent with college-level Physics.

**Prerequisites:** *Students must be co-enrolled in or have completed PreCalculus.*

**541AP AP Physics 2 (L)**

**Level: AP**

**1.0 STE Credit, Grades 11-12**

This Advanced Placement (AP) course is equivalent to a semester-long, college algebra-based Physics course. It follows the College Board's prescribed curriculum for AP Physics 2 in preparation for the AP Exam. Students enrolled in this class are required to take the AP Physics 2 exam. The course covers Thermodynamics, Electric Force, Field and Potential, Electric Circuits, Magnetism and Electromagnetism, Geometric Optics, Waves, Sound and Physical Optics and Modern Physics. Students are expected to be able to solve problems independently, have a high level of math skills, and complete rigorous courses and lab work consistent with college-level Physics.

**Prerequisites:** *B or better in Honors level Physics or have completed AP Physics 1. Students must be co-enrolled in or have completed PreCalculus.*

**505AP AP Physics C Mechanics (L)****Level: AP****1.0 STE Credit , Grades 11-12**

This Advanced Placement (AP) course is equivalent to a one-semester, calculus-based, college-level physics course, ***especially appropriate for students planning to specialize or major in physical sciences or engineering.*** It follows the College Board's prescribed AP Physics C - Mechanics course curriculum in preparation for the AP Exam and presents the areas of mechanics and phenomena. Students enrolled in this course are required to take the AP Physics C Mechanics exam. The course stresses both the mathematical and practical applications of the topics being studied. A significant amount of class time is spent doing laboratory investigations. The topics addressed in this course include Kinematics, Forces and Translational Dynamics, Work, Energy and Power, Linear Momentum, Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, and Oscillations. Analysis of these topics will use calculus where appropriate. Students are expected to be able to solve problems independently, have a high level of math skills, and complete rigorous courses and lab work consistent with college-level Physics. ***This course reflects coursework done in college by first-year engineering or science majors.***

***Prerequisites:*** *A- or better in Honors level Chemistry and teacher recommendation. Students must be co-enrolled in or have completed Calculus. AP Physics C is an advanced physics course. Students must possess strong mathematical and problem-solving skills to succeed in this class.*

**542AP AP Physics C Electricity and Magnetism (L)****Level: AP****1.0 STE Credit, Grades 11-12**

This Advanced Placement (AP) course is equivalent to a one-semester, calculus-based, college-level physics course, ***especially appropriate for students planning to specialize or major in physical sciences or engineering.*** It follows the College Board's prescribed AP Physics C - Electricity and Magnetism course curriculum in preparation for the AP Exam. Students enrolled in this course are required to take the AP Physics C Electricity and Magnetism exam. The course stresses both the mathematical and practical applications of the topics being studied. A significant amount of class time is spent doing laboratory investigations. The topics addressed in this course include Electric Charges, Fields and Gauss's Law, Electric Potential, Conductors and Capacitors, Electric Circuits, Magnetic Fields and Electromagnetism and Electromagnetic Induction.. Analysis of these topics will use calculus where appropriate. Students are expected to be able to solve problems independently, have a high level of math skills, and complete rigorous courses and lab work consistent with college-level Physics. ***This course reflects coursework done in college by first-year engineering or science majors.***

***Prerequisites:*** *Completed AP Physics C Mechanics and teacher recommendation. Students must be co-enrolled in or have completed Calculus. AP Physics C is an advanced physics course. Students must possess strong mathematical and problem-solving skills to succeed in this class.*

**506CP/H Environmental Science (L)****Level: CP/H****1.0 STE Credit, Grades 10-12**

Environmental Science is designed to provide students with the scientific principles, concepts and methodologies needed to understand the interrelationships between organisms and their environment. Environmental Science is an interdisciplinary course where students will identify and analyze environmental problems. Topics covered include energy conversions, changing natural systems, biochemical systems, technology and the human impact on the environment, cultural and socio-economic factors, and the development of practices that will achieve a sustainable world. Students who elect for H will complete additional assignments and extension questions on projects and labs, as well as alternative assessments.

***Prerequisites:*** *Successful completion of Biology.*

**506AP AP Environmental Science (L)****Level: AP****1.0 STE Credit. Grades 11-12**

The Advanced Placement (AP) Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Students will prepare for and be required to take the AP Environmental Science exam.

**Prerequisites:** A score of 85% or higher in Chemistry 1 H or 90% or higher in Chemistry 1 CP, and a score of 85% or higher in Algebra 1 H or 90% or higher in Algebra 1 CP. **Prerequisite Skills:** Students will be expected to utilize standard scientific methods through student-centered activities, discussions, laboratory experiments, and reading assignments with a focus on independent learning and inquiry. Environmental Science is interdisciplinary. Students must possess strong mathematical and problem-solving skills to succeed in this class.

**531 Human Health and Disease (L)**

**Level: CP**

**1.0 STE Credit, Grades 10-12**

This course will use an inquiry and case study approach to explore a variety of diseases and their effects on the human body. The goal is to help students gain an understanding of the normal structures and functions of different human systems and how to keep them healthy. Students should expect to take part in in-class discussions and complete several projects over the course of the year.

**Prerequisites:** Successful completion of Biology, as well as teacher recommendation, is a requirement for enrollment in this class.

**507H Anatomy and Physiology 1 (L)**

**Level: Honors**

**1.0 Credit, Grades 10-12**

This course offers a detailed and in-depth systematic survey of the structure and function of the human body in order to prepare students for future studies in courses related to medical sciences, such as emergency medical technicians, doctors, nurses, physician's assistant, physical therapists and other related careers. During this course we will investigate the following topics and systems: Orientation of the Body; Chemistry of Life; Cellular Structure and Function; Histology; Integumentary System; Skeletal System; Muscular System; and the Nervous System and Senses. Laboratory work includes dissection of preserved specimens, microscopic observations, physiological experiments, modeling and computer simulations. Students are expected to complete independent practice such as homework, reading, and projects as well as research-based projects and presentations.

**Prerequisites:** Successful completion of Biology as well as teacher recommendation is a requirement for enrollment in this class. Students who do not meet these prerequisites will be expected to participate in additional support in order to be successful in this class.

**540H Anatomy and Physiology 2 (L)**

**Level: Honors**

**1.0 Credit, Grades 10-12**

This course offers a detailed and in-depth systematic survey of the structure and function of the human body in order to prepare students for future studies in courses related to medical sciences, such as emergency medical technicians, doctors, nurses, physician's assistant, physical therapists and other related careers. The course is lab oriented and includes dissections. Students are expected to complete independent practice such as homework, reading, and projects as well as research-based projects and presentations. During this course, we will investigate the following systems: Cardiovascular; Respiratory; Digestive; Urinary; Reproductive; and Endocrine Systems. Laboratory work includes dissection of preserved specimens, microscopic observations, physiological experiments, modeling and computer simulations.

**Prerequisites:** Successful completion of Biology as well as teacher recommendation is a requirement for enrollment in this class. Students who have not completed ANATOMY 1 will complete a summer assignment on the orientation of the body, biochemistry, and cell membrane processes.

**508 Marine Science (L)**

**Level: CP**

**1.0 STE Credit, Grades 10-12**

Curriculum for Marine Science introduces students to biotic and abiotic factors of the marine environment. Course topics include aquarium maintenance and basic animal care; major physical, chemical and geological properties of the ocean, marine biology and ecology, structure and functions of marine ecosystems, and human interactions with the sea. Lab components include microscope work; gross anatomy of organisms; taxonomy and basic water analysis. Students are expected to complete independent practice such as homework, reading, and projects as well as a research-based project and presentation.

**Prerequisites:** Biology and Chemistry or Environmental Science. A general understanding of Physics and Mathematics is preferred. Students who do not meet these prerequisites will be expected to participate in additional support in order to be successful in this class.

**509.5 Astronomy****Level: CP****0.5 STE Credit, Grade 10-12**

The curriculum for this class will provide students an introduction to astronomy, starting with the Earth-Moon system, working outward to the rest of the solar system (planets, the Sun). Additionally, students will explore the structure and life cycle of stars, using our Sun as a model star; the structure and movement of galaxies, using our own Milky Way as a model system; structure, evidence and influence of black holes; cosmology; and SETI (Search for Extraterrestrial Intelligence). A variety of text and media will be used. A working knowledge of chemistry and physics is helpful. Students are expected to complete independent practice such as homework, reading, and projects as well as a research-based project and presentation.

**Prerequisites:** *Biology, Chemistry and a general understanding of physics and mathematics. Students who do not meet these prerequisites will be expected to participate in additional support in order to be successful in this class.*

**510 Bioethical Issues****Level: CP****1.0 STE Credit, Grades 10-12**

An interdisciplinary topic, Bioethics combines sciences, including genetics, medicine, and ecology, along with law, philosophy, history, and pedagogy. Issues covered are relevant to everyday life. The cases presented require students to revisit areas they have previously learned in other science courses to study the topics presented in this course. Problem-solving, comparing and contrasting, explaining, listening, writing, decision-making, and discussion will be important aspects of this course. Students are expected to complete independent practice such as homework, reading, and projects as well as research-based projects and presentations. *Please note that this course is not considered a lab science course.*

**Prerequisites:** *Completion of Biology 1. Prerequisite Skills: Bioethical Issues requires students to use reading skills as well as strong critical thinking skills to integrate materials from a variety of sources and content areas.*

**511.5 Forensics****Level: CP****0.5 STE Credit, Grades 9-12**

Curriculum for this 0.5 credit elective science course will feature lab activities dealing with various aspects of forensic science. Topics will include crime scene investigation and the law, fingerprinting, blood pattern analysis, hair and fiber analysis, impression evidence analysis, entomology, and the chemical analysis of drugs, poisons, and other trace evidence. Case studies will be reviewed and mock crime scenes will be set up in the classroom for evaluation. Each mock crime scene is preceded by instructions and labs that introduce the concepts or methods to be addressed for the mock crime scene. These introductory sequences are designed to develop analytical skills and to help students experience a variety of forensic techniques. Students are expected to complete Crime Scene Evaluation reports that relate to the concepts and techniques addressed, and to “solve” the crimes with the evidence and data they collect.

**Prerequisite:** *none*

**512H Biotechnology (L)****Level: Honors****1.0 STE Credit, Grades 10-12**

This course is a hands-on course designed to introduce students to the basics of biotechnology including general laboratory techniques, culturing of microorganisms, DNA analysis, and genetic engineering. There will also be a focus on applications and ethical implications of these techniques in various fields (environmental, agriculture, medical, etc.). Additionally, students will learn about potential careers in the field of biotechnology.

**Prerequisite:** *Successful completion of Biology.*

**561.5 Botany****Level: CP****0.5 Credit, Grade 10-12**

Botany is the study of plants and their relationship to the environment. We will cover topics such as plant anatomy (cells, tissues, and morphology), plant functions (reproduction, nutrition, growth and development, and response to the environment), plant diversity and evolution, plant ecology (how plants interact with other organisms and their environment), and how plants are used by humans (food, medicine, clothing, recreation and enjoyment). This class will have a mix of labs such as plant dissections and DNA extraction, hands-on activities such as creating pollinators, food, and/or rain gardens around the high school, and field studies, to study plants in their natural environments.

**Prerequisite:** *Successful completion of Biology or AP Biology*

## Technology and Engineering

### **514.5 Introduction to CAD for Architects and Engineers      Level: CP      0.5 Credit, Grades 9-12**

This course introduces the fundamentals of engineering and architectural design techniques while using computer-aided design (CAD) software. The class is split into two distinct semesters; one focuses on architecture, while the other focuses on engineering. During the Architectural semester, students will select a single-story residential home and then create a customized model in online CAD software while applying architectural design strategies. During the Engineering semester, students will learn how to model everyday objects, such as a USB charging cube and a cornhole board, in Onshape, a free online CAD software. Students will also get the opportunity to create a 3D-printed version of one of their models. Students will learn through designing, modeling, revising, and collaborating during both semesters. This course is highly recommended for students interested in technical drawing, interior design, machining, architecture, or engineering careers.

***Prerequisite Skills:** Because this class uses computer software, students should be comfortable with basic computer skills.*

### **514 Foundations of CAD for Architects and Engineers      Level: CP      1.0 Credit, Grades 9-12**

This course covers the same content covered in 514.5 (Intro course) while also allowing students to apply the content to student-directed projects. During the architecture course, students will be given the opportunity to design custom architecture, such as a tiny home or a single-story house. During the engineering course, students will be able to model objects of their choice, such as a cell phone, a birdhouse, or a flashlight. Students will also get the opportunity to create a 3D-printed version of one of their models and/or use the Cricut vinyl cutter to create custom stickers. Students will learn through designing, modeling, revising, and collaborating throughout this course. This course is highly recommended for students interested in technical drawing, interior design, machining, architecture, or engineering careers.

***Prerequisite Skills:** Because this class uses computer software, students should feel comfortable with basic computer skills.*

### **515H Intermediate CAD for Architectural Design      Level: Honors      1.0 Credit, Grades 10-12**

This course is a continuation of the skills and knowledge learned in the intro CAD course about architectural design of residential spaces. In this course, students will again participate in student-directed designs, focusing on a two-story home, all while learning the industry-standard software Autodesk Revit to model their designs in CAD. Topics will include design strategies, floor plan development and evaluation, codes and zoning law applications, interior design, and landscape design. In addition to designing houses in CAD, students will also practice two-point perspective sketching and create a physical architectural model using materials such as cardstock and wooden dowels. Students will learn through designing, modeling, revising, and collaborating throughout this course. This course is highly recommended for students interested in reading and interpreting floor plans, construction, interior design, and/or architecture-related careers.

***Prerequisites:** successful completion of course 514.5 or 514 and teacher recommendation.*

### **516H Intermediate CAD for Engineering Design      Level: Honors      1.0 Credit, Grades 10-12**

This course is a continuation of the skills and knowledge learned in the intro CAD course about engineering design. Students will further their modeling skills in the CAD software OnShape while learning advanced part features and assembly modeling techniques. These skills will be applied to student-directed design and build projects for which students will select a project, create a CAD model, and then actually make the project using our 3D printers, laser, and/or carving machine. A typical build project for this class is to create a board game of their choice, such as Connect Four or checkers. Students will learn through designing, modeling, revising, and collaborating throughout this course. This course is highly recommended for students interested in drafting, machining, and/or engineering careers.

***Prerequisites:** The successful completion of course 514.5 or 514 and a teacher's recommendation.*

|                                                 |                      |                                 |
|-------------------------------------------------|----------------------|---------------------------------|
| <b>517H-A/E Advanced Projects in CAD</b>        | <b>Level: Honors</b> | <b>1.0 Credit, Grades 11-12</b> |
| <b>517.5A Advanced Projects in Architecture</b> | <b>Level: Honors</b> | <b>0.5 Credit, Grades 11-12</b> |
| <b>517.5E Advanced Projects in Engineering</b>  | <b>Level: Honors</b> | <b>0.5 Credit, Grades 11-12</b> |

This course is split into one of two curriculums; students may choose to dive deeper into architectural or mechanical design. *In Advanced Projects in Architecture*, students will use architectural design and CAD modeling of residential houses, building on the skills gained in 514 and 515. Students will work collaboratively on student-directed architectural projects, including custom home design and renovation projects, and explore an architectural area of their choice that requires growth in their design skills. In addition to CAD modeling, students will continue practicing their perspective sketching skills and building scaled models of their designs. Students will create a portfolio highlighting their work at the end of each project. In addition to designing houses in CAD, students will also practice two-point perspective sketching and create a physical architectural model using materials such as cardstock and wooden dowels. Students will learn through designing, modeling, revising, and collaborating throughout this course. This course is highly recommended for students interested in reading and interpreting floor plans, construction, interior design, and/or architecture-related careers. *In Advanced Projects in Engineering*, students will use mechanical design and manufacturing, expanding the skills gained in 514 and 516. Students will identify self-directed projects requiring growth in their CAD design and manufacturing skills using the 3D printers, laser, and carving machine. Throughout this course, students will learn through designing, modeling, revising, and collaborating. This course is highly recommended for students interested in drafting, machining, and/or engineering careers. Advanced Project students are also expected to act as peer assistants as needed while in a mixed-level class.

**Prerequisites:** *Students are eligible for this class only if they are individually recommended by the instructor and have successfully completed Intermediate CAD. Prerequisite Skills:* The ability to work independently and mastery of relevant CAD and design skills.

### **518.5 Introduction to Engineering & Robotics**

**Level: CP**

**0.5 Credit, Grades 9-12**

This half-year class explores problem-solving in *engineering*, the art of using science to solve important practical problems. Students will creatively use engineering design practices and processes to design solutions. Students will work individually and as teams to complete projects within various disciplines of engineering such as mechanical, electrical, and robotics. Students will learn to test and improve their designs, document their work, and communicate their solutions to others. Students will have access to multiple tools and supplies to create their design solutions. Come and be ready to be creative with engineering!

## **Computer Science**

**523 AP**

**AP Computer Science Principles**

**Level: AP**

**1.0 Credit, Grades 9-12**

This course will introduce students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, large data sets, digital privacy and security, and the societal impacts of computing. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving. This is an excellent course for students who want an introduction to computer science that they can apply to a variety of careers, including art, business, communications, social sciences and science. Students taking the course for AP credit will be expected to complete the AP exam in May. Computer Science Principles can count as a math credit (after completion of Algebra 2) or a science credit (but not one of the lab science requirements).

**524AP**

**AP Computer Science A**

**Level: AP**

**1.0 Credit, Grades 10-12**

This is a coding and programming course. Basic prior knowledge of coding and programming is strongly recommended. This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. Students will design and implement computer programs and learn to apply programming tools and solve complex problems. The course includes the study of algorithms, data structures, and abstraction. Java is used as the programming language for this course. Students taking the course for AP credit will be expected to complete the AP exam in May. Computer Science A can count as a math credit (after completion of Algebra 2) or a science credit (but not one of the lab science requirements).

**Prerequisites:** *Computer Science Principles is strongly encouraged. Prerequisite Skills:* strong knowledge of algebra and experience in problem solving. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.

**525AP AP Cybersecurity****Level: AP****1.0 Credit, Grades 9-12**

[AP Cybersecurity](#) is a full-year course covering foundational cybersecurity concepts and skills and is equivalent to a college-level Introduction to Cybersecurity course. Students will explore the current cyber threat landscape to understand the types of adversaries organizations face and the techniques adversaries use to compromise systems and data. Students will learn how vulnerabilities create risk and how organizations implement security controls to manage that risk. Topics in the course include physical, operational, application, and network security; security controls; cryptography; access control; attacks and detection; and response and recovery. Students will research emerging trends in cybersecurity and gain hands-on experience implementing security protocols. College Course Equivalent

**580.5 Intro to Game Design****Level: CP****0.5 Credit, Grades 9-12**

Students learn the fundamentals of video game design and development. Students develop coding experience as they design animations, interactive art, and games. Students use Computer Science programming concepts, computational thinking and design processes to code simple shapes, progressing to more sophisticated sprite-based games. This course is designed for students who wish to learn the basics of video game design and computer science skills.

**581.5 Intro to Web Design****Level: CP****0.5 Credit, Grades 9-12**

This course provides a foundational understanding of HyperText Markup Language (HTML) and Cascading Style Sheets (CSS), enabling students to build basic web pages by learning how to structure content using tags and elements, including text formatting, images, links, lists, and headings, while gaining hands-on experience creating simple websites.

## **Video Production**

**526 Video Production****Level: CP****1.0 Credit, Grades 9-12**

Video Production serves as an introduction to the skills required for both studio and field productions. Students will learn skills such as: Camerawork, editing with Final Cut Pro, script writing, and storyboarding. Each student is required to do ONE remote shoot per semester. Remote shoots include recording things like concerts, events, meetings, and sports. All projects produced will be broadcast on Melrose Public Access, as well as uploaded to our YouTube Channel ([Youtube.com/MelroseHighTV](https://www.youtube.com/MelroseHighTV)).

**527 Intermediate Video Production****Level: CP****1.0 Credit, Grades 10-12**

Projects will include short films, PSAs, skits and other more increasingly complex projects. Each student is required to do ONE remote shoot per semester. Remotes include recording things like concerts, events, meetings, and sports. All projects produced will be broadcast on Melrose Public Access, as well as uploaded to our YouTube Channel ([Youtube.com/MelroseHighTV](https://www.youtube.com/MelroseHighTV)).

***Prerequisites:** Students are eligible for this class only if they have a B average or above in Video Production. Teacher approval indicating that the student has upheld the standards of responsible production including the use of Video Production equipment is required.*

**528 H Advanced Video Production****Level: Honors****1.0 Credit, Grades 11-12**

Projects will include studio productions, short films, PSAs, skits and other more increasingly complex projects. Each student is required to do ONE remote shoot per semester. Remotes include recording things like concerts, events, meetings, and sports. All projects produced will be broadcast on Melrose Public Access, as well as uploaded to our [YouTube Channel](#).

***Prerequisites:** Students are eligible for this class only if they have a B average or above in Intermediate Video Production. Teacher approval indicating that the student has upheld the standards of responsible production including the use of Video Production equipment is required.*

**529 H Broadcast Journalism****Level: Honors****1.0 Credit, Grades 11-12**

Broadcast Journalism is responsible for producing content for the weekly morning announcements in the form of short news stories and segments. Elements of production and postproduction learned in Introduction, Intermediate and Advanced Video will be utilized here. All projects produced will be broadcast on Melrose Public Access, as well as uploaded to our YouTube Channel ([Youtube.com/MelroseHighTV](https://www.youtube.com/MelroseHighTV)).

**Prerequisites:** *Students are eligible for this class only if they have a B average or above in Intermediate Video Production. Teacher approval indicating that the student has upheld the standards of responsible production including the use of Video Production equipment is required.*

**530 Video Special Projects Level: Honors 1.0 Credit, Grades 11-12**

Students are expected to serve as video production professionals and assist with all phases of production for school events, teacher projects, and other assignments as needed. Students must be able to complete projects independently and in a timely professional manner.

**Prerequisites:** *Students are eligible for this class only if they are individually recommended by the instructor.*

## **BUSINESS**

The Business Department provides a program for students who have an interest in business training and provides both exploratory experiences for students, preparing them for college and career. Business courses are of value to all students, including to those who are college bound. Students are introduced to topics that include but are not limited to: technology and its applications, salaries, working conditions, benefits, advancement opportunities, and labor market forecasts. Skill development is a priority as students discover talents and define goals.

**601 Business Management Level: CP 1.0 Credit, Grades 9-12**

This course is designed to provide students with practical working knowledge of the organization of business enterprises and the principles and procedures that are essential to their success. Students will learn the fundamental principles of business. Topics will include the components of managing a business, economics, business organizations, leadership, finance, technology, ethics, and other topics associated with managing a business. Projects in this course will align with DECA (an international student-centered organization that prepares emerging leaders in business, marketing, and communications).

**607AP AP Business with Personal Finance Level: AP 1.0 Credit, Grades 10-12**

[AP Business with Personal Finance](#) is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the JumpStart Coalition for Personal Financial Literacy. Students will be expected to complete the AP exam in May.

**602 Accounting 1 Level: CP 1.0 Credit, Grades 9-12**

Curriculum for Accounting 1 provides the student with an introduction to accounting principles, examining basic accounting theory and applying theory to business and providing a general understanding of business methods and concepts and the ability to make business judgments. Curriculum for Accounting 1 will explore the entire accounting cycle. The student will be provided with the essential background to concentrate on more advanced accounting courses in two and four year colleges. This course is a must for college business majors and future business careers. (Business Management, Accounting, Sport Management, Marketing, and Finance). Computerized accounting will be introduced.

**Prerequisites:** *Algebra 1 completed or taken concurrently.*

**603H Accounting 2 Level: Honors 1.0 Credit, Grades 10-12**

Students are expected to work on individual projects and simulated accounting sets, with hands-on experience using a computer. Emphasis is given to accounting for partnerships, corporations, and cost accounting, including the voucher system and analysis and comparison of financial reports. This course is a must for all students planning a major in the many fields of business and economics at the college level.

***Prerequisites:*** Successful completion of Accounting 1 and teacher recommendation.

|              |                         |                  |                                |
|--------------|-------------------------|------------------|--------------------------------|
| <b>604.5</b> | <b>Personal Finance</b> | <b>Level: CP</b> | <b>0.5 Credit, Grades 9-12</b> |
|--------------|-------------------------|------------------|--------------------------------|

Personal Finance is a course designed to help students take charge of their future. Now more than ever, making sound financial decisions is extremely important. The goal of this course is to help students become lifelong skillful managers of personal finance. Topics covered will include: budgeting your money, personal earning power, checking accounts, saving accounts, credit use and credit cards, purchasing goods and services, insurance, personal income tax, investment fundamentals using a simulation sponsored by the Boston Globe, retirement, and auto and home buying.

## VISUAL & PERFORMING ARTS



### *Performing Arts: Music*

The MHS **Music Department** offers courses and after school activities for students with an interest and passion for music, and students who are curious in learning more about music. Students can identify their interests and needs for creative self-expression, and are encouraged to enroll in one or more of the following large ensembles: Band, Chorus, or Orchestra. Enrollment in Band, Chorus or Orchestra is a prerequisite for auditioning for the Massachusetts Northeastern District Music Competition, the Massachusetts All-State Music Competition, or any organization that has the approval of the Massachusetts Educators' Association. Students will be introduced to a variety of musical skills through song selections and composers from around the world which will inform their knowledge of music history and culture. **Please Note:**

- **Graduation Requirements:** Any of the following courses may be applied toward the graduation requirement for Visual and Performing Arts.
- **Scheduling:** Please be advised that scheduling of specific classes is contingent upon staffing availability *and* student enrollment.

#### **701 and 701H Band**

**Level: CP and H**

**1.0 Credit, Grades 9-12**

Band is open to all students. Students will learn and develop performance skills, sight reading, breathing, phrasing, analyzing music and concert production, and will have the opportunity to use these skills in a great variety of performances. Each year, members of the band perform at Band Night, Spring "Pops", varsity football games, NESBA competitions, parades, and MHS graduation and concerts for local civic groups. Ensembles are only offered as full year courses.

#### **702.5**

#### **Music Studio**

**Level: CP**

**0.5 Credit, Grades 9-12**

Music Studio is a half-credit course for students who would like to explore a specific area of music on their own individual path. Students will choose a topic of study and create a plan for exploring and discovering this area of interest under the guidance of the music department staff. Along with broadening their musical understanding and knowledge of their selected focus, students will learn, apply, and improve the skills of goal setting, planning, reflection, problem solving, performance, and presentation through the completion of their final project.

***Prerequisite:** Students should have some music experience.*

#### **703 & 703 H Chorus**

**Level: CP and H**

**1.0 Credit, Grades 9-12**

Students will learn and develop performance skills, sight reading, breathing, phrasing, analyzing music and concert production. Students will have the opportunity to use these skills in a variety of performances. Each year, members of the chorus are expected to perform in both a Winter Concert & Spring Concert. In addition, the members of the Honors Chorus will have the opportunity to perform at Bruins Games, MHS graduation and other concerts for local civic groups. Ensembles are only offered as full year courses.

***Prerequisite:** 1 year of previous choral ensemble training or demonstration of competency.*

**705 and 705 H Orchestra****Level: CP and H****1 Credit, Grades 9-12**

The orchestra is open to all students. Students will learn and develop performance skills, sight reading, phrasing, analyzing music and concert production. Students will have the opportunity to use these skills in a great variety of performances. Each year, members of the orchestra perform in their Winter Concert, String Fling, MICCA Festival, Spring Concert, and other performances for community events. Ensembles are only offered as full year courses.

***Prerequisite:** Participation in middle school orchestra, one year of previous study on a string instrument, or demonstration of competency.*

**706.5 Introduction to Piano****Level: CP****0.5 Credit, Grades 9-12**

The curriculum is designed to teach the concepts and fundamentals needed to perform on the piano. The curriculum will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. Students are expected to play melodies in several positions and have the opportunity to participate in ensemble playing. Students are expected to develop good practice habits and learn techniques to increase the muscular agility and flexibility of their hands. This course is open to all students beginner through advanced.

**707.5 Guitar I****Level: CP****0.5 Credit, Grades 9-12**

Guitar class is open to all students, including those who have never played guitar before and those who already study the guitar. This course will provide students with the knowledge and skills to make music with a guitar. This course will cover fingerboard knowledge, basic techniques, chords, strumming, basic improvisation, basics of finger-style technique, reading music (standard notation and tablature), and music theory. This class will provide an overview of the many different styles of music written for this instrument including pop, rock, classical, jazz, blues, and folk. Students are not required to own their own guitar for this class, instruments will be provided to use during class time.

**709.5 Guitar II****Level: CP****0.5 Credit, Grades 9-12**

This course will provide opportunities for students to continue their study of guitar at a more advanced level. Students taking this course should expect to work at length independently and in small groups, and be able to select appropriate projects for their own ability and interest. This course will cover fingerboard knowledge outside of the first position, more specialized techniques, chords, strumming, basic improvisation, finger-style technique, music theory, and continue to build skills in reading music (standard notation and tablature). This class will allow each student to explore their interest in styles of music written for this instrument including pop, rock, classical, jazz, blues, and folk. Students are not required to own their own guitar for this class, instruments will be provided to use during class time.

***Prerequisites:** Completion and passing of Guitar I or teacher approval/skills test.*

**710.5 Guitar III****Level: CP****0.5 Credit, Grades 9-12**

This course will provide opportunities for students to continue their study of guitar at an even more advanced level. Students taking this course should expect to work at length independently and in small groups, and be able to select appropriate projects for their own ability and interest. This course will cover fingerboard knowledge outside of the first position, more specialized techniques, chords, strumming, basic improvisation, finger-style technique, music theory, and continue to build skills in reading music (standard notation and tablature). This class will allow each student to explore their interest in styles of music written for this instrument including pop, rock, classical, jazz, blues, and folk. Students are not required to own their own guitar for this class, instruments will be provided to use during class time.

***Prerequisites:** Completion and passing of Guitar II or teacher approval/skills test.*

**708.5 Digital Music, Composition, and Theory****Level: CP****0.5 Credit, Grades 9-12**

Do you like to compose music, use GarageBand or some other program to develop songs, or want to deepen your understanding of how music is created and notated? Open to all students, this course explores the elements of music

composition and theory. Students will develop a deeper understanding of melody, harmony, rhythm, and notation. They will learn how to create, manipulate, and analyze chord progressions and the formal structure in musical works. They will engage in a variety of assignments, including book/computer work, ear training, performing, and composing.

## ***Performing Arts: Theater***

### **812.5 Theatre Arts**

**Level: CP**

**0.5 Credit, Grades 9-12**

Theatre Arts will develop skills within dramatic structures as well as lifelong transferable skills to succeed in life and the workplace. This course is appropriate for both students with little to no exposure to theater arts and those with substantial experience. The curriculum for the course includes: improvisational theatre games, vocal and physical warm-ups, monologues, scene study, musical theatre, playwriting, and theatre history. Curriculum goals include understanding the roles of the actor, the stage, the text, and the audience and an investigation into the ways that theatre can be a vehicle for social justice. Each quarter culminates in a performance showcase to highlight the work of students in the class.

### **815.5 Technical Theater and Stage Design**

**Level: CP**

**0.5 Credit, Grades 9-12**

This course is designed to give students hands-on technical theater experience. Instructional activities and research include: stage management, set, lighting, costume, make-up, and properties design and construction. Box office, program and marketing will be explored as well. Students will be required to design and run the technical aspects of classroom projects and possibly assist with projects outside of the school day setting.

### **816.5 Advanced Acting Studio**

**Level: Honors**

**0.5 Credit, Grades 10-12**

This course is a continuation of the Theatre Arts course. Intensive training in voice, characterization, circumstance, objectives, and tactics for the actor is the focus of this course. The curriculum includes extensive work in monologues, scene work, audition prep, and directing. This course will prepare students for theater outside the school setting, including the collegiate setting. Students may be required to attend/create various performances outside of the school setting each term.

***Prerequisite:*** Students should have completed the Theatre Arts Course, participated in several after school productions, and/or have a teacher recommendation. This course can be taken multiple times for credit.

## ***Co-Curricular Programs in the Performing Arts***



The **Performing Arts Department** has several co-curricular activities that are available to students. These groups require students to audition. For more information, please visit the visual and performing arts website, [linked here](#).

|                      |                                                                                                                                                                              |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Melrose Drama</b> | Melrose High School - Fall Play<br><a href="#">Massachusetts Educational Theater Guild High School Drama Festival</a> : One Act Play<br>Melrose High School - Spring Musical |
| <b>Ensembles</b>     | A Cappella Chorus, Megatones, Percussion Ensemble, Chamber Ensembles, Jazz Band and String Quartet                                                                           |

## Visual Art

The **Visual Art Department** offers a variety of courses designed to build on the natural creativity of all students. Through diverse projects, students will learn fundamental art skills and concepts, experience the use of a variety of media and materials, and develop their own unique talents. Students will be introduced to a variety of art skills through projects and artists from around the world, historical and contemporary, which will inform their knowledge of art history and culture.

After a student completes a foundation or introduction level art class, Melrose offers several advanced art classes designed for those students who have an interest in the subject and want to continue taking art throughout high school. These advanced art classes include Advanced 2D, Advanced 3D, Photography, and AP Studio Art.

All sequences begin with Foundations in Art or a half year introduction art class. Any of the following courses may be applied toward the graduation requirement for Visual and Performing Arts.

| Tier 1 No prerequisites                                                                                 |                                  |                             |                                    |                                           |                               |                                      |
|---------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------|------------------------------------|-------------------------------------------|-------------------------------|--------------------------------------|
| Intro to 2D*<br>(.5 credit)<br><small>*Students who complete Foundations cannot take this class</small> | Foundations in Art<br>(1 credit) | Intro to 3D<br>(.5 credit)  | Photography I<br>(1 credit)        | Portfolio Development<br>(.5 or 1 credit) | AP Studio Art<br>(1 credit)   | Brush Through History<br>(.5 credit) |
| Tier 2 Successful Completion of Appropriate Tier 1 Class                                                |                                  |                             |                                    |                                           |                               |                                      |
|                                                                                                         | Advanced 2D<br>(1 credit)        | Advanced 3D<br>(1 credit)   | Photography 2<br>(1 credit)        | Portfolio Development<br>(.5 or 1 credit) | AP Studio Art 2<br>(1 credit) |                                      |
| Tier 3 Successful Completion of Appropriate Tier 2 Class                                                |                                  |                             |                                    |                                           |                               |                                      |
|                                                                                                         | Advanced 2D 2<br>(1 credit)      | Advanced 3D 2<br>(1 credit) | Advanced Photography<br>(1 credit) |                                           | AP Studio Art 3<br>(1 credit) |                                      |

### 801 Foundations in Art

Level: CP

1 Credit, Grade 9- 12

Curriculum for this foundation art course is structured to teach students the fundamentals of visual art. Students will spend a major portion of the year learning how to realistically recreate what they see. With this focus in mind, observational work will be emphasized as students learn various standards-based concepts and skills, including how to depict light and shadow, correct proportions, one and two point perspective, and color theory. Electronic technology will be used for reference to research artists and artwork. Design concepts will be learned as students explore composition through a variety of media.

### 801.5 Intro to 2D Art

Level: CP

0.5 credit, Grades 9- 12

This is a half year art class where students will learn basic approaches to drawing and painting using a variety of mediums and subject matter, including portraiture, perspective, and still life. Emphasis will be placed on observational drawing. Color theory and working with the elements of art & principles of design will be introduced. Electronic technology will be used for references and research of artists and artwork. Homework drawings will be a necessary part of this course.

### 803.5 Intro to 3D Art

Level: CP

0.5 credit, Grades 9- 12

In Intro to 3D, we will dive into the exciting world of 3D art and explore different ways to create sculptures using materials like plaster, cardboard, and clay. You will learn about how colors work together and how to use the building blocks of art (such as line, shape, and texture) to create amazing designs. Learn new skills such as bookmaking, sewing, and handbuilding clay techniques. We'll use computers to find inspiration from famous artists and learn more about their work.

|                                   |                 |                               |
|-----------------------------------|-----------------|-------------------------------|
| <b>802H Advanced 2D Art I</b>     | <b>Level: H</b> | <b>1 Credit, Grades 10-12</b> |
| <b>802.2H Advanced 2D Art II</b>  | <b>Level: H</b> | <b>1 Credit, Grades 10-12</b> |
| <b>802.3H Advanced 2D Art III</b> | <b>Level: H</b> | <b>1 Credit, Grades 10-12</b> |

This year-long course is for students ready to take their skills to the next level. You'll explore a wide range of 2D mediums, from traditional techniques like pencil and watercolor to digital art using ipads and procreate. This class focuses on allowing students to create deeply personal work, creating artworks inspired by themes like identity, beauty, and transformation. Draw on your past experiences and emotions to create work that truly reflects your unique experience. This course offers three levels, allowing you to revisit and continue your artistic growth year after year.

***Prerequisite:** Successful completion of Foundations in Art, Intro. to 2D or Intro to 3D*

|                                   |                 |                               |
|-----------------------------------|-----------------|-------------------------------|
| <b>803H Advanced 3D Art I</b>     | <b>Level: H</b> | <b>1 Credit, Grades 10-12</b> |
| <b>803.2H Advanced 3D Art II</b>  | <b>Level: H</b> | <b>1 Credit, Grades 10-12</b> |
| <b>803.3H Advanced 3D Art III</b> | <b>Level: H</b> | <b>1 Credit, Grades 10-12</b> |

This year-long course is for aspiring sculptors ready to dive into the exciting world of three-dimensional art. You'll experiment with a wide range of materials, including cardboard, plaster, and clay, to create stunning sculptures. You'll learn the fundamentals of 3D design and put your skills to the test through challenging, long-term projects. Explore themes like identity, beauty, and transformation to create deeply personal artworks that reflect your unique perspective. This course offers three levels, allowing you to continue your artistic journey and refine your sculpting skills year after year.

***Prerequisite:** Successful completion of Foundations in Art, Intro. to 2D or Intro to 3D*

|                            |                  |                               |
|----------------------------|------------------|-------------------------------|
| <b>811AP AP Studio Art</b> | <b>Level: AP</b> | <b>1 Credit, Grades 10-12</b> |
|----------------------------|------------------|-------------------------------|

This challenging course is designed for serious artists who are ready to push their creative boundaries. You'll embark on a deep dive into your artistic practice, experimenting with new techniques and developing your own unique style. You'll conduct in-depth research, explore a topic that fascinates you, and develop a compelling research question. Throughout the year, you'll work towards creating a stunning portfolio for submission to one of the prestigious Advanced Placement (AP) exams: Drawing, 2-D Art and Design, or 3-D Art and Design. You'll maintain a sketchbook journal to document your artistic process, explore ideas, and reflect on your growth. You'll receive valuable feedback and guidance from your teacher as you refine your artistic vision. This is a demanding but rewarding course for students who are passionate about art and eager to take their skills to the next level. Students may take this class multiple times and submit into a different portfolio each year.

***Prerequisite:** Foundations in Art strongly encouraged, but not required.*

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| <b>811 Portfolio Development</b>   | <b>Level: CP</b> | <b>1 Credit, Grades 10-12</b>  |
| <b>811.5 Portfolio Development</b> | <b>Level: CP</b> | <b>.5 Credit, Grades 10-12</b> |

This art class is all about YOU! You'll have the freedom to create a personalized portfolio of amazing artwork. Taking Portfolio Development as either a full credit or half credit class, this is your chance to explore your artistic style and create pieces that truly represent you. With your teacher's guidance, you will work independently on a variety of 2D and 3D projects. We will also learn how to professionally photograph your artwork and create a stunning digital portfolio. Your portfolio can be used to apply to college or just for yourself. You will even write an "artist statement" to share your thoughts and inspirations with the world.

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| <b>804 Photography I</b> | <b>Level: CP</b> | <b>1 Credit, Grades 9-12</b> |
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This course is designed for students to study black and white darkroom photography. They develop and print from their own film. Students use the camera as a tool to increase their observational skills and work towards developing their own photographic style. Camera usage, darkroom techniques, and traditional printing are taught as well as an introduction to a variety of photographers and photographic movements. Students have regular readings, and weekly shooting assignments. Students write artist statements about their own work and write responses to other artist's work to practice analyzing and critiquing photographs. **Note:** Students are expected to use a 35mm camera and pay an activity fee of \$35 for photography supplies.

***Prerequisites:** Foundations in Art or Intro to 2D/3D are strongly encouraged, but not required.*

**805H Photography II****Level: H****1 Credit, Grades 10-12**

This course is designed for students to further advance their skills developed in Photography I. Students use the camera as a tool to further improve their observational skills and conceptual understandings. Students continue to enhance their developing and printing skills in the darkroom. Students work on expanding their capabilities of their craft and creative expression. Students learn various manipulative processes in and out of the darkroom, gaining an increasing repertoire of photographic processes. Written Assignments are required to record progress and gain a stronger understanding of each student's own photographic development. **Please Note:** *Students are expected to use a 35mm camera and pay an activity fee of \$35 for photography supplies.*

**Prerequisites:** *Successful completion of Photography 1.*

**806H Advanced Photography****Level: H****1 Credit, Grades 11-12**

This course is designed to facilitate learning opportunities for experienced photography students. Students are introduced to photojournalism, professional studio work, and what it means to be a working artist. Students are expected to work more independently on technical problems, aesthetic challenges and manipulative processes in order to create photographs that make compelling visual statements. Students demonstrate critical thinking about subject matter when shooting, editing, and printing. Their artistic choices reflect their developing personal styles and individual interests in photography, ultimately deepening their knowledge of history, techniques, aesthetics, and practice. The end of the year will culminate in a portfolio composed of a cohesive body of work and a breadth showing their range of abilities. Students are introduced to digital photography using DSLR cameras and adobe suite, while also continuing to enhance their developing and printing skills in the darkroom.

**Prerequisites:** *Successful completion of Photography 2.*

**813.5 Brush Through History****Level: CP****0.5 Credit, Grades 9-12**

This class is perfect for anyone curious about art and history! We will journey through time and explore art from all corners of the globe. Learn about the stories behind famous artworks and how they reflect different cultures and time periods. But that's not all! You will also get a chance to try your hand at creating your own art inspired by what we learn. Do not worry if you are not a "natural artist" – this class is all about experimentation and having fun. We will focus on learning new skills and appreciating art in all its forms.

## WELLNESS DEPARTMENT

Melrose High School is proud to be a part of the thousands of schools in over 39 states across America that subscribe to the Michigan Model, a nationally acclaimed skills and evidence-based curriculum that provides comprehensive school health education for school-aged children in grades K-12. The Michigan Model is aligned with both national and state health education standards.

The program facilitates sequential learning through lessons that include a variety of teaching and learning techniques, skill development and practice, and emphasizes positive lifestyle behaviors in students and families. Learning centers on knowledge, skills, self-efficacy, and environmental support for healthy behaviors and includes age-appropriate lessons/activities for students in preschool through twelfth grade. The major program goal of the Michigan Model is to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors while creating a partnership between homes, schools, communities and government. Students will study Social Emotional Health, Nutrition and Physical Activity, Safety, Alcohol Tobacco and Other Drugs, Personal Health and Wellness, and HIV/AIDS and Other STI's.

Wellness classes utilize multiple learning styles for students to acquire, analyze and apply knowledge to improve their quality of life. Students are expected to exhibit clear, effective communication within the programs, while critically assessing themselves to successfully meet the goal of each program. Please be advised that scheduling of specific Wellness classes is contingent upon staffing availability *and* student enrollment.

### **901.5 Wellness 1**

**Level: CP**

**0.5 Credit, Grade 9**

This course is required for all students in grades 9. Wellness 1 classes meet every other day for a full year and students will learn critical skill development such as analyzing influences, assessing information, interpersonal communication, social skills, decision making, goal setting, self-management, health behaviors, and advocacy. Students will study the long and short-term health consequences of alcohol and tobacco and other drugs. Students will be able to identify resources within their community for the prevention and cessation of ATOD. Students are expected to actively participate in the physical education section of wellness. During the classroom section students are expected to participate in class discussions and keep a folder for all classroom materials. Students are assessed through a common midyear and final exam. Successful completion is required to continue to the next year.

### **902.5 Wellness 2**

**Level: CP**

**0.5 Credit, Grade 10**

This course is required for all students in grade 10. Wellness 2 classes meet every other day for a full year and students will be able to describe characteristics of a dangerous situation and apply strategies to get help for themselves and others. Conflict resolution skills will be practiced while the cause and effect of peers and friends on the escalation of violence will be analyzed. Students will be able to apply their decision-making skills and problem-solving techniques to minimize risk. Students will also learn strategies to select peers to be friends and potential romantic partners. Students will be able to describe a healthy relationship, set personal limits and apply skills to avoid situations that could lead to pregnancy or transmission of a sexually transmitted infection. Students are expected to actively participate in the physical education section of wellness. During the classroom section students are expected to participate in class discussions and keep a folder for all classroom materials. Students are assessed through a common midyear and final exam. Successful completion is required to continue to the next year.

***Prerequisite:*** Successful completion of Wellness 1

### **903.5 Wellness 3**

**Level: CP**

**0.5 Credit, Grade 11**

This course is required for all students in grade 11. Wellness 3 classes will meet 2 times a week for a full year. Students will be able to describe the characteristics of situations that are dangerous, and apply strategies and communication skills to resolve and manage potentially dangerous situations. Students will be able to analyze the role of friends and peers in the escalation of conflicts and the promotion of violence and apply strategies to access and get help for self or others. Students will be able to demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to limit foods and beverages that are low in nutrients or may impact health conditions. Students will be able to identify resources in one's community and on the Internet for nutrition information, nutrition services, and assess the validity of the resources. Students will assess personal barriers to physical activity and develop practical solutions to remove these barriers.

Students are expected to actively participate in the physical education section of Wellness. During the classroom section students are expected to participate in class discussions and complete assignments that are given on google classroom. Students are assessed through a common mid-year and final exam.

**Prerequisite:** *Successful completion of Wellness 2*

### 912.5 Unified Fitness

**Level: CP**

**0.5 Credit, Grades 9-12**

Unified Fitness is an inclusive elective course designed to bring together students with and without disabilities, fostering an environment of mutual respect, understanding, and camaraderie. This course provides a unique opportunity for students of diverse ability levels and backgrounds to engage in collaborative fitness activities, sports, and team-building exercises. Our goal is to promote physical fitness, personal growth, and social inclusion through a unified approach to physical education. Unified Fitness at Melrose High School is more than just a physical education class; it is a platform for building connections and breaking down barriers. By participating in this course, students will not only enhance their physical health but also develop empathy, understanding, and lifelong friendships.

**Prerequisite:** *Administrative recommendation. Students & families are not able to elect into this course on their own.*

### 904.5 Lifetime and Recreational Activities

**Level: CP**

**0.5 Credit, Grades 9-12**

This course will meet every other day for a full year or half year depending on enrollment. Curriculum for this course will provide students the opportunity to participate in fitness activities that promote lifetime benefits such as; weight training, jogging, and aerobic walking. Also, students will be able to choose recreational activities such as basketball, volleyball, badminton, table tennis, softball, tennis etc. Students are expected to change and actively participate in this course. Not changing 4 times for class during each quarter is an automatic failure.

### 907.5 Strength and Conditioning

**Level: CP**

**0.5 Credit, Grades 9-12**

This course will meet every other day each semester for a half year depending on student enrollment. The curriculum for this course is designed to teach both male and female athletes the importance of preparing the mind and body for sport during athletic competition. Additionally, this course will cover a variety of topics including, muscular strength, flexibility, endurance and psychological wellness. The lessons demonstrated in this class will be beneficial for athletic competition and everyday life. Students are expected to change for all physical activity in the class. If the student does not change 4 or more times for the quarter, they will receive a failing grade for that marking period. The students are also required to fill out a lifting program appropriately throughout the unit. For a final, the students will “teach the teacher” specific lift(s) that we have performed followed by a series of related questions.

| <b>Wellness Options for Grade 12:</b>                                                                                                                                          |                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In order to meet Massachusetts State Regulations for Health and Physical Education 12th graders must participate in one of the following health or physical education options: |                                                                                                                                                                                                                                                                                      |
| <b>Option 1:</b><br><i>Wellness Elective</i>                                                                                                                                   | Enroll in one of the Wellness elective courses above.                                                                                                                                                                                                                                |
| <b>Option 2:</b><br><i>Interscholastic Athletics</i>                                                                                                                           | <b>920 Interscholastic Athletics 0.5 Credit, Grade 12</b><br>Interscholastic Athletics and Activities: Students will receive .5 credit for each completed athletic season (Fall Athletics, Winter Athletics, Spring Athletics) documented by the MHS Athletic Office.                |
| <b>Option 3:</b><br><i>Non-Physical Activity Program</i>                                                                                                                       | <b>930 Non-School Physical Activity Program Grade 12</b><br>Contract for Non-School Physical Activity Programs monitored by the Assistant Principal <ul style="list-style-type: none"> <li>Contract A - .5 credit for ½ year</li> <li>Contract B – 1 credit for full year</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Students may complete a contract by choosing a non-school based after school fitness program. These programs must:</p> <ul style="list-style-type: none"> <li>• Have a duration of <b>at least</b> 15 consecutive weeks per semester <b>and</b> meet twice per week.</li> <li>• Each individual session must be at least for one hour in duration.</li> <li>• <b>Please note:</b> In order to elect this option, students must complete an Independent Study proposal by the first Monday in June. The deadline for second semester proposals is the first Friday in January after the December break. Independent Study forms are available in the Guidance Office.</li> </ul> |
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## ADDITIONAL MHS LEARNING OPPORTUNITIES

### 997.5 Library Intern

**Level: Unleveled**

**0.5 Credit, Grades 11-12**

Library Internship is a hands-on opportunity for creative-minded students in the MHS Learning Commons, working closely with the high school librarian. Gain real-world experience and build a portfolio of completed projects. Tasks include shelving and covering books, helping to create displays, and maintaining an orderly presentation of the library. Students will work with ongoing projects in the library makerspace, using equipment (such as a vinyl cutter, 3D printer, button maker, etc.). Interns will support the librarian in promoting the library through outreach, encouraging student engagement in the library, and helping to maintain a creative and inspiring space. Applicants are expected to be interested in tackling projects and new ideas, and have solid writing and communication skills.

***Prerequisite:** Interview with librarian and prior approval is required. To be successful in this course, a familiarity with Google Apps, design software and 3D printing is preferred.*

### 881 Online/ Blended Learning

**Level: PD/CP/H/AP**

**1 Credit, Grades 9-12**

In this course, students will engage in a program that blends traditional and digital learning. Students may elect to take any one of a variety of online courses. If enrolled in an online course, students will also be required to complete supplementary assignments under the guidance of the Academic Facilitator. If enrolled in a Blended Learning MHS class, students will complete part of their learning in the classroom with their teacher and part of their learning in the library. When in the library, students will use digital resources to learn and then apply knowledge.

***Prerequisite:** Appropriate to course, will be reviewed by a member of the MHS team.*

### 998.5 Peer Mentoring

**Level: Unleveled**

**0.5 Credit, Grades 9-12**

This elective course will allow for a unique experience in which peers provide support to students with disabilities under the supervision of the special education teacher. Peer mentors/tutors will spend an assigned block providing support, modeling positive attitudes and establishing relationships with students with disabilities. Support may include helping with classroom assignments, learning and modeling appropriate ways to interact in social groups, or participating in an elective class. Students will learn about different types of disabilities and gain ideas on how to help their peers with disabilities become active participants in daily school activities. Peer mentors/tutors will allow for increased positive social interactions and social relationships to grow within our high school community.

***Prerequisites:** application and referral*

### 098.5 Freshman FOCUS Lab

**Level: Unleveled**

**0.5 Credit, Grade 9**

This is a non-leveled, Grade 9, pass/fail credited course that will meet every other day for a full year. It is important to help students identify signs of stress, how it affects them, and what they can do about it. This lab period will allow students to

manage academic stressors brought on by extremely rigorous academic demands. Lab will be overseen by a teacher, who will assist the student in goal-setting, and progress-monitoring, and will conference with the student at regular intervals. Freshman FOCUS Lab will also include activities that help 9th-graders transition to MHS.

**099.5 FOCUS Lab**

**Level: Unleveled**

**0.5 Credit, Grade 10-12**

This is a non-leveled, Grade 10-12, pass/fail credited course and the class will meet every other day for a full year. It is important to help students identify signs of stress, how it affects them, and what they can do about it. This lab period will allow students to manage academic stressors brought on by extremely rigorous academic demands. Lab will be overseen by a teacher, who will assist the student in goal-setting, progress-monitoring, and will conference with the student regularly.

***Prerequisite:** Students in 10th and 11th grade may only take 0.5 credits of Lab. Students in 12th Grade may enroll in two 0.5 sections max.*

**956.5 ACCESS Academic Support**

**Level: Unleveled**

**0.5 Credit, Grades 9-12**

This is a non-leveled, pass/fail the credited course and this class will meet every other day for a full year. This intervention will help students identify and manage academic stressors, possible organizational challenges (executive functioning), and areas of growth in their student learning profile. The class will be overseen by a dual-certified special education / general education teacher, who will assist the student in goal-setting, and progress-monitoring, and will conference with the student at regular intervals. ACCESS is a relationship-based intervention model designed to meet the needs of students who are struggling in the classroom due to social and emotional difficulties and/or environmental stressors. The goal of the class is to create an environment in which the student receives individual academic and SEL support in order to develop the skills needed to succeed both academically and emotionally. Students can be part of ACCESS on either a short-term or long-term basis, depending on their individual needs. In emergency situations, students are automatically offered services and formal meetings are arranged to determine whether or not long-term interventions are necessary.

***Prerequisite:** Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into this course on their own.*

**957.5 AAA Intervention**

**Level: Unleveled**

**0.5 Credit, Grade 9-12**

This is a non-leveled, pass/fail the credited course and this class will meet every other day for a full year. This intervention will help students identify and manage academic stressors, possible organizational challenges (executive functioning), and areas of growth in their student learning profile through explicit and direct instruction & support. The class will be overseen by a teacher, in a small group environment, who will assist the student in goal-setting, and progress-monitoring, and will conference with the student at regular intervals. This intervention may also include a daily mini-lesson from the SMARTS curriculum to support students as they develop and organize their personalized learning toolkit.

***Prerequisite:** Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into this course on their own.*

**961 SSC: Student Success Center - English**

**Level: CP**

**1.0 Credit**

This is an unleveled, mixed-grade, full credit English Language Arts course. SSC English is an English class for students with possible behavioral or social-emotional needs who require specially designed instruction in a small group fashion. Students may or may not be on an ed plan, and may or may not carry a formal behavioral or emotional diagnosis. SSC English is a comprehensive course designed to provide students across all high school grade levels with the essential skills and knowledge expected in English studies. This class invites students to explore the English language through a curriculum that emphasizes both foundational skills and the development of critical thinking and communication abilities. Students will engage in literary analysis, class discussions, research, and writing exercises throughout the course.

***Prerequisite:** Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into these courses on their own.*

**962 SSC: Student Success Center - History**

**Level: CP**

**1.0 Credit**

This is an unlevelled, mixed-grade, full credit History course. SSC History is a History class for students with possible behavioral or social-emotional needs who require specially designed instruction in a small group fashion. Students may or may not be on an ed plan, and may or may not carry a formal behavioral or emotional diagnosis. This course is specifically tailored to cover world and U.S history topics, while focusing on the critical analysis of primary sources and enhancing analytical writing skills. The goal is to foster a deep understanding of historical events and their impact on the present, while encouraging students to think critically about the past.

**Prerequisite:** Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into these courses on their own.

**963      SSC: Student Success Center - Math                      Level: CP                      1.0 Credit**

This is an unlevelled, mixed-grade, full credit math course. SSC Math is a math class for students with possible behavioral or social-emotional needs who require specially designed instruction in a small group fashion. Students may or may not be on an ed plan, and may or may not carry a formal behavioral or emotional diagnosis. SSC Math covers the fundamental concepts of Geometry, Algebra I, and Algebra II, employing a personalized learning approach to meet the unique needs and learning paces of each student. By fostering a supportive and inclusive learning environment, this course aims to build a strong mathematical foundation and promote critical thinking and problem-solving skills.

**Prerequisite:** Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into these courses on their own.

**964      SSC: Student Success Center - Science                      Level: CP                      1.0 Credit**

This is an unlevelled, mixed-grade, full credit science course. SSC Science is a science class for students with possible behavioral or social-emotional needs who require specially designed instruction in a small group fashion. Students may or may not be on an ed plan, and may or may not carry a formal behavioral or emotional diagnosis. Students must simultaneously take Biology or must have already passed Biology. This course covers topics in chemistry, physics, environmental science, anatomy, and biotechnology, with a focus on exploring scientific phenomena through hands-on and real word application.

**Prerequisite:** Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into these courses on their own.

**931.5      SSC: Student Success Center - Wellness                      Level: CP                      0.5 Credit**

This is an unlevelled, mixed-grade, half credit Wellness course. SSC Wellness is a wellness class for students with possible behavioral or social-emotional needs who require specially designed instruction in a small group fashion. Students may or may not be on an ed plan, and may or may not carry a formal behavioral or emotional diagnosis. This course engages students in physical activity and covers the required health standards of the student's grade level.

**Prerequisite:** Recommendation of the SST Data Team Meeting/ TEAM meeting process. Students & families are not able to elect into these courses on their own.

## AP Capstone Diploma Program

AP Capstone™ is an innovative diploma program from the College Board that equips students with independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP® courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

AP Seminar is a prerequisite for AP Research. Students may not take AP Research without completing AP Seminar and all the required assessment components as they will not have developed the skills necessary to be successful in AP Research. Students who complete and earn scores of 3 or better on AP Seminar and AP Research exams as well as four additional AP courses will receive the **AP Capstone Diploma**.

### **940AP AP Seminar**

**Level: AP**

**1 Credit, Grades 10-12**

Curriculum for this course will develop and strengthen inquiry and argument-based communication skills. Students will discuss contemporary issues from multiple perspectives, evaluate the strength of an argument, and write and present their own perspectives that incorporate effective use of logic and credible evidence. Students will complete a multiple-component exam which includes a team project, an individual research-based essay and presentation, and a written exam. AP Seminar is open to sophomore and junior students.

**Prerequisite:** *Successful completion of grade 9 curriculum.*

### **950AP AP Research**

**Level: AP**

**1 Credit, Grades 11-12**

AP Research will build upon skills developed in AP Seminar in the framework of an independent academic research project. Students will create an original research question, situate their idea in existing academic literature, justify an appropriate methodology, and defend their work. Each student will be responsible for a paper of 5,000 words and an accompanying presentation and oral defense.

**Prerequisite:** *Successful completion of AP Seminar.*

## LATE START/EARLY RELEASE

Students who meet the following criteria may have the opportunity to participate in the **MHS Late Start/Early Release programs**: Credit accumulation that puts the student on track to graduate, approval of assigned guidance counselor, student's assigned Assistant Principal, *and* parent/guardian.

| <b>LATE START</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>EARLY RELEASE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students who meet the criteria for <b>LATE START</b> have the option of eliminating A or G-block from their schedule. This is designed to reduce the course load for students who are on target to graduate high school. Students who elect to participate in courses that only run A-block (ex. Orchestra) do not have an option for Late Start.</p> <p>Students with Late Start are required to sign in to school at the front desk every morning and if they arrive before the start of their first block must go directly to the Learning Commons. Abuse of this privilege, or failure to maintain passing grades, could result in its removal from a student schedule.</p> | <p>Students who meet the <b>EARLY RELEASE</b> criteria and are interested in career/college exploration have the option of an Early Release schedule. This schedule would 'clump' the student's required classes for graduation and allows students to attend work, job training, or conduct research in a formal program in the afternoon.</p> <p>Students who participate, do so by their own choice, accept full responsibility for their transportation, safety, and any associated costs upon leaving school property. Students with Early Release are required to sign out of school every day at the front desk and exit through the main doors. Abuse of this privilege, or failure to maintain passing grades, could result in its removal from a student schedule.</p> |
| <p style="text-align: center;"><b>Opt-out of Late Start/Early Release:</b><br/>Parents may opt their student out of either of these options by contacting Jason Merrill at 781-979-2202 or <a href="mailto:jmerrill@melroseschools.com">jmerrill@melroseschools.com</a></p>                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### 1001.5 Late Start

**Level: PD**

**No Credit**

Seniors who meet the following criteria may have the opportunity to participate in Melrose High School's Late Start and Early Release programs: Credit accumulation that puts the student on track to graduate, approval of student's guidance counselor, approval of student's assigned assistant principal, and approval of student's parents. Seniors who meet the above criteria have the option of eliminating A-block from their schedule and arriving at school for the start of second block on Days 1-6 and first block on Day 7. This option is designed to reduce student stress and provide students with more rest. Students who elect to participate in courses that only run A-block (ex. Orchestra) do not have an option for Later Start.

### 1002.5 Early Release

**Level: PD**

**No Credit**

Seniors who meet the following criteria may have the opportunity to participate in Melrose High School's Late Start and Early Release programs: Credit accumulation that puts the student on track to graduate, approval of student's guidance counselor, approval of student's assigned assistant principal, and approval of student's parents. Seniors who meet the above criteria and are interested in career and college exploration to have the option of an Early Release schedule. This schedule would 'clump' the student's required classes for graduation. This schedule would allow students to attend work, job training, or conduct research in a formal program in the afternoon. Students who participate, do so by their own choice, and accept full responsibility for their transportation, safety and any associated costs upon leaving school property.

## **SPECIAL EDUCATION**

The Office of Pupil Personnel Services within the Melrose School Department provides for the special needs of Melrose High School students through identification, assessment, and program development as required by both state and federal law. Pupil Personnel Services staff members at Melrose High School provide students with a variety of support and programming options designed to meet their unique needs of the students. Team meetings are held with parents, students and staff to review assessment information and student progress in their educational program. As part of this process, the Team will discuss the most appropriate support for the student based on his/her individual needs with the goal of assisting the student to achieve success in their educational pursuits. Individualized Educational Programs (IEP's) specify programming that supports the student in the least restrictive environment. Some examples of programming include facilitated inclusion which supports students with a special educator and a general educator in the general education setting or small group instruction by a special education staff member.

### **960.5 Academic Support Lab**

**Level: Unleveled**

**0.5 Credit, Grades 9-12**

Any Special Education student may take this course if the Special Education TEAM makes that appropriate determination. This is an intensive skill building course that focuses on teaching students the tools and techniques they need to successfully access the curriculum, coupled with the ability to apply these strategies to new learning situations. This course also includes a daily mini lesson for all students that may focus on, but is not limited to: transition skills, organization (executive functioning), SMARTS curriculum, MCAS prep, reading, writing, and fundamental math. The goal is to help students learn and enhance their skills, integrate new knowledge with previous learning, learn independently, and apply skills and knowledge to both new and familiar situations. This class will meet every other day.

***Prerequisite:** Special Education TEAM Decision*

### **954.5 Transition Skills Lab**

**Level: Unleveled**

**0.5 Credit, Grades 9-12**

Any grade 12 Special Education student may take this course if the Special Education TEAM makes the appropriate determination. Transition Skills is designed to improve the academic and functional achievement of Grade 12 students and to facilitate the student's movement to post-school activities including post-secondary education, vocational education, employment, adult services, independent living, and community participation. It includes academic instruction, related services, community experiences, development of employment, and other post-school adult and living objectives, and, when appropriate, the acquisition of daily living skills and functional vocational skills. Additionally, this course helps to support the post-secondary planning process that students do with their guidance counselors, Senior Capstone, and Senior Internship planning, while providing academic and executive functioning support. This class will meet every other day.

***Prerequisite:** Special Education TEAM Decision*

### **121, 122, 123 English 9, English 10, English 11**

**Level: Unleveled/CP**

**1.0 Credit, Grades 9-12**

Any Special Education student may take this course if the Special Education TEAM makes that appropriate determination. These courses are designed to guide students who have been challenged by the effects of a specific learning-based disability to acquire the reading, writing and critical thinking skills necessary to meet success on the MCAS and make effective progress on their individualized goals and objectives. Students study a rich variety of classic and contemporary literary works that include fiction/nonfiction, poetry, drama and authentic readings from various periods and cultures in order to explore a spectrum of human experiences, emotions and concepts. The application of brain-based strategies helps students develop critical thinking, expressive writing and analytical reading skills. The fundamentals of vocabulary, spelling, grammar, punctuation, and verbal and written expression are woven throughout units of study using a spiral approach. These classes will meet every day.

***Prerequisite:** Special Education TEAM Decision*

### **976.5 Daily Living Skills**

**Level: Unleveled**

**0.5 Credit, Grades 9-12**

Any Special Education student may take this course if the Special Education TEAM makes that appropriate determination. The DLC program instruction targets each student's individualized educational goals, provides access to general education

curriculum and increases functional communication, socialization with peers, independence, and generalization of skills throughout their day in school. These programming classes could meet every day, every other day, or multiple times a day. They are completely individualized to each student's needs per the IEP.

**Prerequisite:** *Special Education TEAM Decision*

**973.5 Academic Support / Daily Living Skills**

**Level: Unleveled**

**0.5 Credit, Grades 9-12**

Any Special Education student may take this course if the Special Education TEAM makes that appropriate determination. The DLC program instruction targets each student's individualized educational goals, provides access to general education curriculum and increases functional communication, socialization with peers, independence, and generalization of skills throughout their day in school. These programming classes could meet every day, every other day, or multiple times a day. They are completely individualized to each student's needs per the IEP.

**Prerequisite:** *Special Education TEAM Decision*

**NOTICE TO ALL STUDENTS:** *An important piece of legislation affecting the public school system was passed August, 1971. This law, Chapter 622 of the General Laws of 1971, is intended to prohibit discrimination in the public schools and guarantees each student the right to equal educational opportunity, as amended in December of 1993. "No child may be excluded from any school nor prohibited or discouraged from participating in any course, activity, or resource available in such schools on account of race, sex, color, national origin, religion, or sexual orientation." In selecting a course of study, each student should be aware that all courses have been made fully open and available to members of both sexes and all minority groups.*

## **ENGLISH LEARNER PROGRAM**

The English Language Learner (ELL) program provides comprehensive support for students developing English language proficiency. The program focuses on identifying, assessing, and meeting the unique linguistic and academic needs of ELL students. Our goal is to empower students to achieve academic success and full participation in the school community. ELL staff members work collaboratively with students, families, and teachers to provide a range of support services, including language proficiency assessment and sheltered instruction. Regular progress monitoring and communication with families are essential components of our program. Team meetings, involving parents, students, and educators, are held to review assessment data, discuss student progress, and adjust support strategies as needed. We strive to provide a supportive and inclusive learning environment where all students can thrive.

**120 English as a Second Language**

**Level: Unleveled**

**1.0 Credit, Grades 9-12**

Students who are English language learners are expected to take this course in conjunction with or as a replacement for an English class. In this small group class, students will have the opportunity to hone their skills in the four domains of language—listening, speaking, reading, and writing—with the guidance of a trained ELL teacher.

**Prerequisite:** *Students will be assessed annually to determine placement.*

## PATHWAYS OF STUDY

Students have the option of choosing one of our five Pathways of Study at Melrose High School. In addition to the well-established GEM and STEM pathways students have the opportunity to choose a pathway in Business, the Arts, and Humanities. Students who complete the GEM or STEM pathway programs will receive a special certificate at graduation. The Pathways of Study are designed to expose students to a focused curriculum that will further prepare them for college and career. Pathways of Study include some scheduling options, a capstone project and in some cases internship opportunities

### Global Education in Melrose (GEM): Pathway and Certificate Program



**Purpose and Philosophy:** The MHS Global Education in Melrose (GEM) Program is designed to foster students' global awareness, to recognize the accomplishments of students who represent the school around the globe, and to provide graduates with the essential skills for participating in and contributing to an increasingly global society. GEM is founded on the following principles:

- **Think Globally:** I can increase knowledge of my relationship to the world; think about issues from a global point of view; and gain an appreciation for other world cultures, viewpoints, and perspectives.
- **Communicate Effectively:** I can improve my world language skills and my ability to communicate with people across cultural and language differences.
- **Contribute Responsibly:** I can use my global knowledge to interact and build relationships with people from other cultures; actively seek world knowledge to develop my own values and opinions; demonstrate respect, open-mindedness, understanding, and flexibility in behavior and thinking; and help others to embrace multiple perspectives.

|    | <b>GEM Pathway and Certificate Requirements</b>                                                                                                                                                                                                                                                                                                           |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>UN Sustainability Project Development:</b> Students will learn about the <a href="#">United Nations Sustainable Development Goals</a> and identify one goal to focus on/research at the local, national, and global-level. Students will educate others about the issue, identify a potential product or campaign, and take action in their community. |
| 2. | <b>Academic Work:</b> Students will complete academic coursework that includes: World Languages level 2 - level 4 and earn a grade of B or above each year and/or obtain Intermediate-Mid level on the ACTFL proficiency guideline. In addition, students are required to enroll in at least 5 electives courses with a global focus.                     |
| 3. | <b>Academic Reflection:</b> Students will complete a reflection for each course they have taken in the GEM strand.                                                                                                                                                                                                                                        |
| 4. | <b>Global Community Service:</b> Students must complete 30 hours of GEM community service or 20 hours of GEM community service <i>and</i> 10 hours in one of the following: World Languages Club, Mock Trial, or Model                                                                                                                                    |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                |
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|     | UN.                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5.  | <b>Immersion with a Global Community:</b> Students will travel abroad through the MHS exchange program or experience an extended immersion with another culture in a local community.                                                                                                                                                                                                                          |
| 6.  | <b>Immersion with a Global Community Reflection:</b> Students will describe the ways in which their experience has expanded their cultural understanding, and how they will apply learning to their future endeavors.                                                                                                                                                                                          |
| 7.  | <b>Program Reflection:</b> Students will discuss their overall experience in the GEM Program, how the program has expanded their cultural understanding, and predict how they will apply learning to future endeavors.                                                                                                                                                                                         |
| 8.  | <b>Senior Portfolio Presentation:</b> Students will compile a portfolio of their work on the GEM Pathway and prepare a presentation of their learning and reflection for a public showcase.                                                                                                                                                                                                                    |
| 9.  | <b>Pathway Review:</b> In the spring of senior year, upon the completion of GEM requirements, students will electronically share all the corresponding documentation by the shared deadline. Following the GEM requirements review, students will be informed if they have successfully earned the GEM certificate.                                                                                            |
| 10. | <b>Pathway Showcase and Ceremony:</b> Students will present their UN Sustainability project to the Melrose community, which could include a live, recorded or printed performance given to the MHS community, the Human Rights Commission, the School Committee or the local print/digital media. Students will be awarded GEM certificates at graduation, upon successful completion of all program criteria. |

## Science, Technology, Engineering, and Mathematics (STEM) Pathway and Certificate Program

**Purpose and Philosophy:** The **STEM Pathway and Certificate Program** is designed to support students considering post-secondary education and careers in mathematics, scientific, engineering and health profession careers. Students will develop content-specific skills and knowledge in the classroom and apply these skills in community service opportunities and in capstone projects or student-initiated internships. STEM Pathway participants meeting all program requirements will earn a certificate at the end of the senior year, recognizing their ability to: research, experiment, and analyze to obtain results and draw conclusions, communicate efficiently and effectively with the use of technology, construct, design, and create innovative processes or structures, and be active problem solvers and critical thinkers.

**Please note:** in order to be considered for a STEM certificate, students must successfully complete the STEM pathway program for a minimum of two years.

|                                                                                                                                                                         |                                                                                                                                                                                                                                                           |                                                                                            |                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>STEM CERTIFICATE PROGRAM:</b> Students interested in extending their STEM experience past the requirements of the Pathway will complete these additional components. |                                                                                                                                                                                                                                                           |                                                                                            |                                                                                                                                |
| 1.                                                                                                                                                                      | <b>Required Academic Coursework:</b> Students must receive a grade of C or better in their STEM pathway courses <i>and</i> submit a portfolio that includes work samples from each course, and a reflection on their growth and progress in STEM courses. |                                                                                            |                                                                                                                                |
|                                                                                                                                                                         | <b>Foundational Science</b><br>Biology<br>Chemistry<br>Physics                                                                                                                                                                                            | <b>Foundational Math</b><br>Algebra 1<br>Geometry<br>Algebra 2                             | <b>Electives (3 Courses)</b>                                                                                                   |
|                                                                                                                                                                         | <b>Advanced Science (Select one)</b><br>AP Biology<br>AP Chemistry<br>AP Environmental Science                                                                                                                                                            | <b>Advanced Math (Select one)</b><br>Pre-Calculus<br>AP Calculus AB or BC<br>AP Statistics | <b>Technology or Visual Arts</b><br>Computer Aided Design<br>Computer Science<br>Robotics (0.5)<br>Introduction to Engineering |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                   |                                         |
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|    | AP Physics 1, 2, or C<br>AP Computer Science<br>Anatomy & Physiology<br>Astronomy<br>*Other course, with prior approval from<br>STEM Pathway Advisor and Director                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | AP Computer Science<br>Other course with approval | Any Visual or Performing<br>Arts course |
| 2. | <b>STEM PATHWAY MEETINGS:</b> Students are expected to attend each monthly STEM meeting. If a student is unable to attend a meeting, they must notify STEM advisors in advance of the meeting, and schedule a time to discuss meeting contents. STEM PATHWAY updates are provided to students via Google Classroom.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                   |                                         |
|    | <p><b>STEM Portfolio:</b> Students will develop a cumulative STEM Portfolio that includes representative samples from each STEM course and includes a reflection on their growth and progress in STEM courses, as well as a reflection on their STEM community service experiences. The portfolio must:</p> <p><input type="checkbox"/> <b>Annual Portfolio Review:</b> The STEM portfolio must be submitted for review at the end of each year a student is enrolled in the Certificate Program to monitor progress in the STEM Certificate Program.</p> <p><input type="checkbox"/> <b>Senior Deadlines/Requirements:</b> Seniors are typically asked to submit their portfolios and a copy of their transcript to the STEM Advisors <i>at least</i> one month prior to their presentations. Please consult with the STEM Pathway advisors to ensure that you meet the assigned deadline. Students will be notified if they have successfully completed requirements</p> <p><b>Please Note:</b> Students are advised to keep a copy of their completed portfolios for their own records. The portfolio for seniors will be reviewed and students will be notified of their successful completion of this portion of the program in May.</p> |                                                   |                                         |
| 3. | <b>Community Service:</b> The equivalent of 30 hours of Community Service must be STEM related. Examples of STEM related community service include assisting at math and science nights, judging elementary science fairs, refereeing at robotics events, volunteering at nursing homes or hospitals, etc. Students will be expected to reflect on these experiences and include this reflection in their portfolios.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                   |                                         |
| 4. | <b>Capstone Project:</b> The capstone project may include a summer project in a local laboratory, an internship with a STEM professional (City Planner, actuary, engineer), a comprehensive science fair project, or an engineering design project. Students will be expected to present this experience during their Senior Presentation. All Capstone Projects must be approved by the department directors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                   |                                         |
| 5. | <b>Senior Presentation/STEM Night:</b> Seniors who have successfully completed all other aspects of the program will present their STEM Portfolio and Capstone Project to a group of STEM educators, families, interested community members, and internship partners the spring of their senior year. Participation is required.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                   |                                         |

## Visual & Performing Arts Pathways



|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Purpose and Philosophy</b></p> | <p>The <b>Visual &amp; Performing Arts Pathway (VPA)</b> is designed to support students who have a strong interest in the arts. MHS will foster this passion by preparing students to further their education or career in the visual arts, music, theater, marketing, communications, film, video, advertising, teaching, etc. The Visual &amp; Performing Arts Pathway will expose students to the following 21st Century skills:</p> <ul style="list-style-type: none"> <li>• Explore and experiment with the creative process</li> <li>• Communicate effectively using Applied Arts terminology.</li> <li>• Collaborate with others on a creative process.</li> <li>• Be an active problem solver and critical thinker.</li> <li>• Learn how to give and receive feedback.</li> <li>• Revise and reflect on the creative process for continued improvement.</li> </ul> <p><b>Capstone Requirement:</b> In addition to successful completion of courses in this pathway of study, students are expected to complete a capstone project. This final capstone project will be individual in nature and will result in a college level portfolio. This Pathway is currently not a Certificate Program.</p>                                                                                                                                                                                                                                           |
| <p><b>Visual Arts</b></p>            | <p>The <b>Visual Arts Sequence</b> is a series of courses designed for students with a strong interest or desire to explore the subject matter. Introduction to Art or Art I are required prerequisites for <i>all</i> students before taking upper level classes including: 2-D Art (1, 2 &amp; 3), 3-D Art (1, 2 &amp; 3) and Photography (1, 2 &amp; Advanced). Students are encouraged to follow this pathway if they plan to pursue a college degree or career in the visual arts.</p> <ul style="list-style-type: none"> <li>• Students have the opportunity to receive Advanced Standing in art by submitting a portfolio to the Art Department in the spring of any year.</li> <li>• Another pathway option is to follow the series of Video Production courses.</li> </ul> <p><b>Visual Arts Department Courses:</b> A Brush Through History, Introduction to Art (<i>Prerequisite for Art I</i>), Art 1 (<i>Prerequisite for the following courses</i>): Art 2, 2-D, Art 3, 3-D, 3-D Art 1, 3-D Art 2, 3-D Art 3, Advanced Painting, Advanced Placement Studio Art, Portfolio Art, Photography 1, Photography 2, and Advanced Photography.</p> <p><b>Science, Technology, and Engineering Courses:</b> Video Production, Intermediate Video Production, Advanced Video Production, Advanced Video Production, Broadcast Journalism, and Computer Aided Design.</p> <p>The Marketing and CAD Courses, when applicable as STE Requirement</p> |
| <p><b>Performing Arts</b></p>        | <p>The <b>Performing Arts Department</b> supports student growth by offering courses and activities in large music ensembles like Band, Chorus or Orchestra and smaller specialty courses. Students are encouraged to join a music ensemble and explore specialty courses especially if they are planning to pursue a college degree or career in the performing arts.</p> <p><b>Courses that fulfill the Visual and Performing Arts Graduation Requirement:</b> Chorus, Band, Orchestra, Guitar, Guitar II, Piano, Music Studio Independent Study, Digital Music, Theory, and Composition, Theater, Advanced Acting Studio, Technical Theatre, and Creative Writing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Graduation Requirements Reference Table

| <b>Courses that Count Toward the Credit Requirement</b><br><b>Note: Any course that is annotated with a “**” requires a placement process outside of normal prerequisites.</b> |         |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject Area                                                                                                                                                                   | Credits | Course #                                                                                                                                                           | Course Name                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>English</b>                                                                                                                                                                 | 4.0     | 101<br>102<br>103 & 103H<br>103AP<br>104 & 104H<br>104AP<br>*121, 122, 123<br>*961                                                                                 | English 1<br>English 2<br>English 3<br>AP English Language and Composition<br>English 4<br>AP English Literature and Composition<br>*English 9, English 10, English 11<br>*SSC English                                                                                                                                                                                                                                         |
| <b>Mathematics</b><br><br><b>Note:</b> Students must complete Algebra 1, Geometry and Algebra 2. After that, other courses may be chosen.                                      | 4.0     | 201<br>202<br>202.5<br>203 & 203H<br>208 & 208H<br>209<br>210H<br>211AP<br>212AP<br>213 & 213H<br>213AP<br>214<br>*204, 205, 206,<br>207<br>307AP<br>524AP         | Algebra 1<br>Geometry<br>Accelerated Geometry (0.5 credits)<br>Algebra 2<br>PreCalculus<br>Accelerated Algebra 2/PreCalculus<br>Calculus<br>AP Calculus AB<br>AP Calculus BC<br>Statistics,<br>AP Statistics<br>Advanced Mathematical Decision Making<br>*Integrated Math 1-4<br><br>AP Economics**<br>AP Computer Science**<br>**If using as 4th year of math, check with college to ensure fulfillment of their math credits |
| <b>Science &amp; Technology</b>                                                                                                                                                | 4.0     | 501<br>501AP<br>503 & 503H<br>503AP<br>506 & 506H<br>506AP<br>504 & 504H<br>504AP<br>541AP<br>505AP & 542AP<br>507H<br>540H<br>5<br>508<br>512<br><br>510<br>509.5 | <b>Lab-based Sciences</b><br>Biology<br>AP Biology<br>Chemistry<br>AP Chemistry<br>Environmental Science<br>AP Environmental Science<br>Physics<br>AP Physics 1<br>AP Physics 2<br>AP Physics C<br>Anatomy and Physiology<br>Anatomy and Physiology 2<br>Human Health and Disease<br>Marine Science<br>Biotechnology<br><br><b>Non-Lab-based Sciences</b><br>Bioethical Issues<br>Astronomy                                    |

|                                          |                                          | 511.5<br>561.5                                                               | Forensics<br>Botany<br><br><b>Additional Courses considered for Year 4 of Science</b><br>Computer Science (Including Video Production)<br>Any Technology and Engineering Course (CAD, Engineering, Robotics)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
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| Social Studies                           | 3.0                                      | 301<br>321<br>319 & 319H<br>325AP<br>304 & 304H<br>304AP                     | World Studies<br>AP World History: Modern<br>American Studies<br>AP United States History<br>Modern Global Studies<br>AP United States History 2<br><br><i><b>Note:</b> All students must earn credits in World Studies, Modern Global Studies (or AP U.S. History). Any elective that is listed in the Social Studies Program of Studies may count toward a Social Studies graduation requirement.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| Civic Action Project                     |                                          | Students will complete the Civics Project via MHS coursework in English 10H. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| Visual & Performing Arts                 | 2.0                                      |                                                                              | All Art, Music, Theatre Arts, CAD, Video Production, and Creative Writing Courses fulfill this requirement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
|                                          |                                          |                                                                              | *Business courses will continue to count towards Visual & Performing Arts credits for the Class of 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
|                                          |                                          |                                                                              | <table><thead><tr><th>Class of 2027*</th><th>Class of 2028, 2029, 2030</th></tr></thead><tbody><tr><td>1. Chorus 1.0</td><td>1. Chorus 1.0</td></tr><tr><td>2. Band 1.0</td><td>2. Band 1.0</td></tr><tr><td>3. Orchestra 1.0</td><td>3. Orchestra 1.0</td></tr><tr><td>4. Guitar .5</td><td>4. Guitar .5</td></tr><tr><td>5. Guitar II</td><td>5. Guitar II</td></tr><tr><td>6. Piano .5</td><td>6. Piano .5</td></tr><tr><td>7. Music Studio Independent Study .5/1.0</td><td>7. Music Studio Independent Study .5/1.0</td></tr><tr><td>8. Digital Music, Theory, Composition</td><td>8. Digital Music, Theory, Composition</td></tr><tr><td>9. Theater .5</td><td>9. Theater .5</td></tr><tr><td>10. Advanced Acting Studio</td><td>10. Advanced Acting Studio</td></tr><tr><td>11. Technical Theatre</td><td>11. Technical Theatre</td></tr><tr><td>12. A Brush Through History</td><td>12. A Brush Through History</td></tr><tr><td>13. Foundations in Art 1.0</td><td>13. Foundations in Art 1.0</td></tr><tr><td>14. Intro. To 2D Art .5</td><td>14. Intro. To 2D Art .5</td></tr><tr><td>15. Intro. To 3D Art .5</td><td>15. Intro. To 3D Art .5</td></tr><tr><td>16. Advanced 2D Art 1.0</td><td>16. Advanced 2D Art 1.0</td></tr><tr><td>17. Advanced 3D Art 1.0</td><td>17. Advanced 3D Art 1.0</td></tr><tr><td>18. AP Studio Art 1.0</td><td>18. AP Studio Art 1.0</td></tr><tr><td>19. Portfolio Development .5/1.0</td><td>19. Portfolio Development .5/1.0</td></tr><tr><td>20. Photo 1 1.0</td><td>20. Photo 1 1.0</td></tr><tr><td>21. Photo 2 1.0</td><td>21. Photo 2 1.0</td></tr><tr><td>22. Advanced Photo 1.0</td><td>22. Advanced Photo 1.0</td></tr><tr><td>23. Intro. To CAD</td><td>23. Intro. To CAD</td></tr><tr><td>24. Foundations of CAD</td><td>24. Foundations of CAD</td></tr></tbody></table> | Class of 2027* | Class of 2028, 2029, 2030 | 1. Chorus 1.0 | 1. Chorus 1.0 | 2. Band 1.0 | 2. Band 1.0 | 3. Orchestra 1.0 | 3. Orchestra 1.0 | 4. Guitar .5 | 4. Guitar .5 | 5. Guitar II | 5. Guitar II | 6. Piano .5 | 6. Piano .5 | 7. Music Studio Independent Study .5/1.0 | 7. Music Studio Independent Study .5/1.0 | 8. Digital Music, Theory, Composition | 8. Digital Music, Theory, Composition | 9. Theater .5 | 9. Theater .5 | 10. Advanced Acting Studio | 10. Advanced Acting Studio | 11. Technical Theatre | 11. Technical Theatre | 12. A Brush Through History | 12. A Brush Through History | 13. Foundations in Art 1.0 | 13. Foundations in Art 1.0 | 14. Intro. To 2D Art .5 | 14. Intro. To 2D Art .5 | 15. Intro. To 3D Art .5 | 15. Intro. To 3D Art .5 | 16. Advanced 2D Art 1.0 | 16. Advanced 2D Art 1.0 | 17. Advanced 3D Art 1.0 | 17. Advanced 3D Art 1.0 | 18. AP Studio Art 1.0 | 18. AP Studio Art 1.0 | 19. Portfolio Development .5/1.0 | 19. Portfolio Development .5/1.0 | 20. Photo 1 1.0 | 20. Photo 1 1.0 | 21. Photo 2 1.0 | 21. Photo 2 1.0 | 22. Advanced Photo 1.0 | 22. Advanced Photo 1.0 | 23. Intro. To CAD | 23. Intro. To CAD |
| Class of 2027*                           | Class of 2028, 2029, 2030                |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 1. Chorus 1.0                            | 1. Chorus 1.0                            |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 2. Band 1.0                              | 2. Band 1.0                              |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 3. Orchestra 1.0                         | 3. Orchestra 1.0                         |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 4. Guitar .5                             | 4. Guitar .5                             |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 5. Guitar II                             | 5. Guitar II                             |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 6. Piano .5                              | 6. Piano .5                              |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 7. Music Studio Independent Study .5/1.0 | 7. Music Studio Independent Study .5/1.0 |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 8. Digital Music, Theory, Composition    | 8. Digital Music, Theory, Composition    |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 9. Theater .5                            | 9. Theater .5                            |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 10. Advanced Acting Studio               | 10. Advanced Acting Studio               |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 11. Technical Theatre                    | 11. Technical Theatre                    |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 12. A Brush Through History              | 12. A Brush Through History              |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 13. Foundations in Art 1.0               | 13. Foundations in Art 1.0               |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 14. Intro. To 2D Art .5                  | 14. Intro. To 2D Art .5                  |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 15. Intro. To 3D Art .5                  | 15. Intro. To 3D Art .5                  |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 16. Advanced 2D Art 1.0                  | 16. Advanced 2D Art 1.0                  |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 17. Advanced 3D Art 1.0                  | 17. Advanced 3D Art 1.0                  |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 18. AP Studio Art 1.0                    | 18. AP Studio Art 1.0                    |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 19. Portfolio Development .5/1.0         | 19. Portfolio Development .5/1.0         |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 20. Photo 1 1.0                          | 20. Photo 1 1.0                          |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 21. Photo 2 1.0                          | 21. Photo 2 1.0                          |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 22. Advanced Photo 1.0                   | 22. Advanced Photo 1.0                   |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 23. Intro. To CAD                        | 23. Intro. To CAD                        |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |
| 24. Foundations of CAD                   | 24. Foundations of CAD                   |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                           |               |               |             |             |                  |                  |              |              |              |              |             |             |                                          |                                          |                                       |                                       |               |               |                            |                            |                       |                       |                             |                             |                            |                            |                         |                         |                         |                         |                         |                         |                         |                         |                       |                       |                                  |                                  |                 |                 |                 |                 |                        |                        |                   |                   |

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|                        |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <div> <div> 25. Intermediate CAD for Architecture<br/> 26. Intermediate CAD for Engineering<br/> 27. Advanced Projects in CAD<br/> 28. Advanced Projects in Architecture<br/> 29. Advanced Projects in Engineering<br/> 30. Video Production<br/> 31. Intro. To Video Production<br/> 32. Advanced Video Production<br/> 33. Broadcast Journalism<br/> 34. Video Special Projects<br/> 35. Marketing<br/> 36. Creative Writing<br/> 37. Intro to Computer Science<br/> 38. Computer Science Principles<br/> 39. Advanced Computer Science<br/> 40. Computer Science A<br/> 41. AP Computer Science<br/> 42. Game Design<br/> 43. Web Design<br/> 44. Business Management<br/> 45. Business Management 2<br/> 46. Accounting<br/> 47. Accounting 2<br/> 48. Personal Finance </div> <div> 25. Intermediate CAD for Architecture<br/> 26. Intermediate CAD for Engineering<br/> 27. Advanced Projects in CAD<br/> 28. Advanced Projects in Architecture<br/> 29. Advanced Projects in Engineering<br/> 30. Video Production<br/> 31. Intro. To Video Production<br/> 32. Advanced Video Production<br/> 33. Broadcast Journalism<br/> 34. Video Special Projects<br/> 35. Marketing<br/> 36. Creative Writing </div> </div> |
| <b>World Languages</b> | 2.0  | <p><b>Graduation requirement:</b> Two years of the same language: French, German, Italian, Latin, Spanish. Levels are listed as follows: Beginner Level 1, Beginner Level 2, Intermediate Level 3, Intermediate Level 4, Intermediate Level 5/AP/Dual Enrollment.</p> <p><b>Note:</b> If a student switches to another language, after completing one year of a language, the student is required to complete two years of the new language.</p> <p><b>Electives:</b> include any level of a language, or a second language, after the two years are complete.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Wellness</b>        | 2.0  | 901.5<br>902.5<br>903.5<br>*912.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Wellness 1 (0.5 credits)<br>Wellness 2 (0.5 credits)<br>Wellness 3 (0.5 credits)<br>*Unified Fitness (0.5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Electives</b>       | 3.0  | Any course taken in addition to/ beyond graduation requirements to reach 24 total credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Total Credits</b>   | 24.0 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Elective Offerings Reference Table

| Subject Area                      | 9th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 10th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 11th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 12th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Business</b>                   | 601 Business Management<br>602 Accounting 1<br>604.5 Personal Finance (0.5)                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 601 Business Management<br>607AP AP Business with Personal Finance<br>602 Accounting 1<br>604.5 Personal Finance (0.5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 601 Business Management<br>607AP AP Business with Personal Finance<br>602 Accounting 1<br>603H Accounting 2<br>604.5 Personal Finance (0.5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 601 Business Management<br>607AP AP Business with Personal Finance<br>602 Accounting 1<br>603H Accounting 2<br>604.5 Personal Finance (0.5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Engineering and Technology</b> | <u>Technology and Engineering:</u><br>514.5 Introduction to CAD for Architects and Engineers (0.5)<br>514 Foundations of CAD for Architects and Engineers<br>515H Intermediate CAD for Architectural Design<br>516H Intermediate CAD for Engineering Design<br>518.5 Introduction to Engineering (0.5)<br><br><u>Computer Science:</u><br>523AP AP Computer Science Principles<br>525AP AP Cyber: Security<br>580.5 Intro to Game Design (0.5)<br>581.5 Intro to Web Design (0.5)<br><br><u>Video Production:</u><br>526 Video Production | <u>Technology and Engineering:</u><br>514.5 Introduction to CAD for Architects and Engineers (0.5)<br>514 Foundations of CAD for Architects and Engineers<br>515H Intermediate CAD for Architectural Design<br>516H Intermediate CAD for Engineering Design<br>518.5 Introduction to Engineering (0.5)<br><br><u>Computer Science:</u><br>523AP AP Computer Science Principles<br>524AP AP Computer Science A<br>525AP AP Cyber: Security<br>580.5 Intro to Game Design (0.5)<br>581.5 Intro to Web Design (0.5)<br><br><u>Video Production:</u><br>526 Video Production<br>527 Intermediate Video Production | <u>Technology and Engineering:</u><br>514.5 Introduction to CAD for Architects and Engineers (0.5)<br>514 Foundations of CAD for Architects and Engineers<br>515H Intermediate CAD for Architectural Design<br>516H Intermediate CAD for Engineering Design<br>517H-A/E Advanced Projects in CAD<br>517.5A Advanced Projects in Architecture (0.5)<br>517.5E Advanced Projects in Engineering (0.5)<br>518.5 Introduction to Engineering (0.5)<br><br><u>Computer Science:</u><br>523AP AP Computer Science Principles<br>524AP AP Computer Science A<br>525AP AP Cyber: Security<br>580.5 Intro to Game Design (0.5)<br>581.5 Intro to Web Design (0.5)<br><br><u>Video Production:</u><br>526 Video Production<br>527 Intermediate Video Production<br>528H Advanced Video Production<br>529H Broadcast Journalism<br>530H Video Special Projects | <u>Technology and Engineering:</u><br>514.5 Introduction to CAD for Architects and Engineers (0.5)<br>514 Foundations of CAD for Architects and Engineers<br>515H Intermediate CAD for Architectural Design<br>516H Intermediate CAD for Engineering Design<br>517H-A/E Advanced Projects in CAD<br>517.5A Advanced Projects in Architecture (0.5)<br>517.5E Advanced Projects in Engineering (0.5)<br>518.5 Introduction to Engineering (0.5)<br><br><u>Computer Science:</u><br>523AP AP Computer Science Principles<br>524AP AP Computer Science A<br>525AP AP Cyber: Security<br>580.5 Intro to Game Design (0.5)<br>581.5 Intro to Web Design (0.5)<br><br><u>Video Production:</u><br>526 Video Production<br>527 Intermediate Video Production<br>528H Advanced Video Production<br>529H Broadcast Journalism<br>530H Video Special Projects |
| <b>English</b>                    | 105.5 Creative Writing (0.5)<br>113.5 Creative Writing: Poetry (0.5)<br>107.5 Journalism (0.5)<br>131.5 Public Speaking for Multilingual Learners (0.5)<br>*115.5 Dystopian Literature (0.5)<br>*112.5 Women's Literature (0.5)                                                                                                                                                                                                                                                                                                           | 105.5 Creative Writing (0.5)<br>113.5 Creative Writing: Poetry (0.5)<br>107.5 Journalism (0.5)<br>131.5 Public Speaking for Multilingual Learners (0.5)<br>111 Yearbook and Publishing (1.0)<br>*115.5 Dystopian Literature (0.5)<br>*112.5 Women's Literature (0.5)<br><br>940AP AP Seminar                                                                                                                                                                                                                                                                                                                  | 105.5 Creative Writing (0.5)<br>113.5 Creative Writing: Poetry (0.5)<br>107.5 Journalism (0.5)<br>131.5 Public Speaking for Multilingual Learners (0.5)<br>111 Yearbook and Publishing (1.0)<br>*115.5 Dystopian Literature (0.5)<br>*112.5 Women's Literature (0.5)<br><br>940AP AP Seminar<br>950AP AP Research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 105.5 Creative Writing (0.5)<br>113.5 Creative Writing: Poetry (0.5)<br>107.5 Journalism (0.5)<br>131.5 Public Speaking for Multilingual Learners (0.5)<br>111 Yearbook and Publishing (1.0)<br>*115.5 Dystopian Literature (0.5)<br>*112.5 Women's Literature (0.5)<br><br>940AP AP Seminar<br>950AP AP Research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <b>Mathematics</b>                  | 202.5 Accelerated Geometry*<br><br>*Requires teacher approval                                                                                                                                                                                                                                                                                                                                     | 202.5 Accelerated Geometry*<br><br>*Requires teacher approval<br><br>In addition to the above electives, students may take two 2.0 math classes with administrator approval. See list on <a href="#">Graduation Requirements Reference Table</a> .                                                                                                                                                                          | 202.5 Accelerated Geometry*<br><br>*Requires teacher approval<br><br>In addition to the above electives, students may take two 2.0 math classes with administrator approval. See list on <a href="#">Graduation Requirements Reference Table</a> .                                                                                                                                                                                                             | Students may take two 2.0 math classes with administrator approval. See list on <a href="#">Graduation Requirements Reference Table</a> .                                                                                                                                                                                                                                                                                                                      |
| <b>Science</b>                      | 511.5 Forensics (0.5)                                                                                                                                                                                                                                                                                                                                                                             | 509.5 Astronomy (0.5)<br>510 Bioethical Issues (1.0)<br>511.5 Forensics (0.5)<br>561.5 Botany (0.5)<br><br>In addition to the above electives, students may take two 1.0 science classes or AP Classes. See list on <a href="#">Graduation Requirements Reference Table</a> .                                                                                                                                               | 509.5 Astronomy (0.5)<br>510 Bioethical Issues (1.0)<br>511.5 Forensics (0.5)<br>561.5 Botany (0.5)<br><br>In addition to the above electives, students may take two 1.0 science classes or AP Classes. See list on <a href="#">Graduation Requirements Reference Table</a><br><i>Example: A student can take AP Environmental Science as their core science and Anatomy as an elective.</i>                                                                   | 509.5 Astronomy (0.5)<br>510 Bioethical Issues (1.0)<br>511.5 Forensics (0.5)<br>561.5 Botany (0.5)<br><br>In addition to the above electives, students may take two 1.0 science classes or AP Classes. See list on <a href="#">Graduation Requirements Reference Table</a><br><i>Example: A student can take AP Environmental Science as their core science and Anatomy as an elective.</i>                                                                   |
| <b>Social Studies</b>               | 313.5 Sports in Society (0.5)<br>314.5 History through Film (0.5)<br>315.5 American Pop Culture of the 20th Century (0.5)<br>320 Holocaust and Genocide Studies (1.0)<br>324.5 History of Boston (0.5)                                                                                                                                                                                            | 321AP AP World History: Modern<br>313.5 Sports in Society (0.5)<br>314.5 History through Film (0.5)<br>315.5 American Pop Culture of the 20th Century (0.5)<br>317.5 Media Literacy through Current Events (0.5)<br>320 Holocaust and Genocide Studies (1.0)<br>324.5 History of Boston (0.5)                                                                                                                               | 306H Psychology<br>306AP AP Psychology<br>307H Economics<br>307AP AP Economics<br>308 AP AP United States Government and Politics<br>321AP AP World History: Modern<br>313.5 Sports in Society (0.5)<br>314.5 History through Film (0.5)<br>315.5 American Pop Culture of the 20th Century (0.5)<br>317.5 Media Literacy through Current Events (0.5)<br>320 Holocaust and Genocide Studies (1.0)<br>335H Introduction to Law<br>324.5 History of Boston (0.5) | 306H Psychology<br>306AP AP Psychology<br>307H Economics<br>307AP AP Economics<br>308 AP AP United States Government and Politics<br>321AP AP World History: Modern<br>313.5 Sports in Society (0.5)<br>314.5 History through Film (0.5)<br>315.5 American Pop Culture of the 20th Century (0.5)<br>317.5 Media Literacy through Current Events (0.5)<br>320 Holocaust and Genocide Studies (1.0)<br>335H Introduction to Law<br>324.5 History of Boston (0.5) |
| <b>Visual &amp; Performing Arts</b> | <u>Music</u><br>701&701H Band<br>703&703H Chorus<br>705&705H Orchestra<br>706.5 Intro. To Piano (0.5)<br>707.5 Guitar (0.5)<br>709.5 Guitar II (0.5)<br>708.5 Digital Music, Composition, and Theory (0.5)<br>702.5 Music Studio (0.5)<br><br><u>Performing Arts: Theater</u><br>812.5 Theatre Arts (0.5)<br>815.5 Technical Theater and Stage Design (0.5)<br>816.5 Advanced Acting Studio (0.5) | <u>Music</u><br>701&701H Band<br>703&703H Chorus<br>705&705H Orchestra<br>706.5 Intro. To Piano (0.5)<br>707.5 Guitar (0.5)<br>709.5 Guitar II (0.5)<br>710.5 Guitar III (0.5)<br>708.5 Digital Music, Composition, and Theory (0.5)<br>702.5 Music Studio (0.5)<br><br><u>Performing Arts: Theater</u><br>812.5 Theatre Arts (0.5)<br>815.5 Technical Theater and Stage Design (0.5)<br>816.5 Advanced Acting Studio (0.5) | <u>Music</u><br>701&701H Band<br>703&703H Chorus<br>705&705H Orchestra<br>706.5 Intro. To Piano (0.5)<br>707.5 Guitar (0.5)<br>709.5 Guitar II (0.5)<br>710.5 Guitar III (0.5)<br>708.5 Digital Music, Composition, and Theory (0.5)<br>702.5 Music Studio (0.5)<br><br><u>Performing Arts: Theater</u><br>812.5 Theatre Arts (0.5)<br>815.5 Technical Theater and Stage Design (0.5)<br>816.5 Advanced Acting Studio (0.5)                                    | <u>Music</u><br>701&701H Band<br>703&703H Chorus<br>705&705H Orchestra<br>706.5 Intro. To Piano (0.5)<br>707.5 Guitar (0.5)<br>709.5 Guitar II (0.5)<br>710.5 Guitar III (0.5)<br>708.5 Digital Music, Composition, and Theory (0.5)<br>702.5 Music Studio (0.5)<br><br><u>Performing Arts: Theater</u><br>812.5 Theatre Arts (0.5)<br>815.5 Technical Theater and Stage Design (0.5)<br>816.5 Advanced Acting Studio (0.5)                                    |

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|                                          | <u>Visual Art</u><br>801 Foundations in Art<br>801.5 Intro to 2D Art (0.5)<br>803.5 Intro to 3D Art (0.5)<br>804 Photography I<br>813.5 Brush Through History (0.5)                                                                                                                                                                        | <u>Visual Art</u><br>801 Foundations in Art<br>801.5 Intro to 2D Art (0.5)<br>803.5 Intro to 3D Art (0.5)<br>802H Advanced 2D Art I<br>802.2H Advanced 2D Art II<br>802.3H Advanced 2D Art III<br>803H Advanced 3D Art I<br>803.2H Advanced 3D Art II<br>803.3H Advanced 3D Art III<br>811AP AP Studio Art<br>811 Portfolio Development<br>811.5 Portfolio Development (0.5)<br>804 Photography I<br>805H Photography II<br>813.5 Brush Through History (0.5) | <u>Visual Art</u><br>801 Foundations in Art<br>801.5 Intro to 2D Art (0.5)<br>803.5 Intro to 3D Art (0.5)<br>802H Advanced 2D Art I<br>802.2H Advanced 2D Art II<br>802.3H Advanced 2D Art III<br>803H Advanced 3D Art I<br>803.2H Advanced 3D Art II<br>803.3H Advanced 3D Art III<br>811AP AP Studio Art<br>811 Portfolio Development<br>811.5 Portfolio Development (0.5)<br>804 Photography I<br>805H Photography II<br>806H Advanced Photography<br>813.5 Brush Through History (0.5) | <u>Visual Art</u><br>801 Foundations in Art<br>801.5 Intro to 2D Art (0.5)<br>803.5 Intro to 3D Art (0.5)<br>802H Advanced 2D Art I<br>802.2H Advanced 2D Art II<br>802.3H Advanced 2D Art III<br>803H Advanced 3D Art I<br>803.2H Advanced 3D Art II<br>803.3H Advanced 3D Art III<br>811AP AP Studio Art<br>811 Portfolio Development<br>811.5 Portfolio Development (0.5)<br>804 Photography I<br>805H Photography II<br>806H Advanced Photography<br>813.5 Brush Through History (0.5) |
| <b>World Languages</b>                   | 450.5 Ancient Greek Mythology<br><br>“Electives” would be any level of the language -- or a second language -- after those two years are complete.<br>Levels are generally listed as the following:<br>Beginner Level 1<br>Beginner Level 2<br>Intermediate Level 3<br>Intermediate Level 4<br>Intermediate Level 5 / AP / Dual Enrollment |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Wellness</b>                          | 904.5 Lifetime and Recreational Activities (0.5)<br>907.5 Strength and Conditioning (0.5)<br>912.5 Unified Fitness (0.5)                                                                                                                                                                                                                   | 904.5 Lifetime and Recreational Activities (0.5)<br>907.5 Strength and Conditioning (0.5)<br>912.5 Unified Fitness (0.5)                                                                                                                                                                                                                                                                                                                                      | 904.5 Lifetime and Recreational Activities (0.5)<br>907.5 Strength and Conditioning (0.5)<br>912.5 Unified Fitness (0.5)                                                                                                                                                                                                                                                                                                                                                                   | 904.5 Lifetime and Recreational Activities (0.5)<br>907.5 Strength and Conditioning (0.5)<br>912.5 Unified Fitness (0.5)                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Additional Learning Opportunities</b> | 098.5 Freshman FOCUS Lab (0.5)                                                                                                                                                                                                                                                                                                             | 099.5 FOCUS Lab (0.5)                                                                                                                                                                                                                                                                                                                                                                                                                                         | 099.5 FOCUS Lab (0.5)<br>997.5 Library Intern (0.5)                                                                                                                                                                                                                                                                                                                                                                                                                                        | 099.5 FOCUS Lab (0.5)<br>997.5 Library Intern (0.5)<br>1001 Late Start<br>1002 Early Release                                                                                                                                                                                                                                                                                                                                                                                               |