Bridgewater-Raynham Regional High School

Bridgewater, Massachusetts

COURSE SELECTION BOOKLET
2025 - 2026

"Ask Not What Your Country Can Do For You, Ask What You Can Do For Your Country."
John F. Kennedy
January 20, 1961

Approved: Bridgewater-Raynham Regional School Committee
February 26, 2025

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ADMINISTRATION
Ms. Angela M. Watson
Principal

Mr. Jared Lucia, Assistant Principal
Mr. Tim Kaliff, Assistant Principal
Ms. Yolanda Beech, Assistant Principal
Mrs. Colleen Farrow, HS Special Education Administrator
Mr. William O'Connell, Direction of Athletics/Wellness

Guidance Department
Ms. Kristin Ferioli - Guidance Department Head
Mrs. Katelyn Carreau
Ms. Lisa Hallgren
Mrs. Lindsay Redfearn
Mrs. Michelle Smith
Mrs. Lauren Suarez – Adjustment Counselor
Mrs. Kathleen Curley - Adjustment Counselor
Ms. Abiann Tucker - Adjustment Counselor

Department Heads
Mr. Michael Hayhurst - English Language Arts
Mr. Justin LaMothe - Science and Technology
Mrs. Leigh Cooley - Mathematics
Mr. Bryan Bosworth – World Languages
Ms. Kristen MacCord – History & Social Studies

Please note: This booklet is available on our website at: www.bridge-rayn.org

Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON PUBLIC SECONDARY SCHOOLS

Accreditation Statement

Bridgewater-Raynham Regional High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated members include elementary through college institutions offering post-graduate instruction.

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

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

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

Commission on Public Schools New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA 01730-1433
1-781-271-0022

Dear Parents/Guardians,

On the next two pages you will find our school's Core Values and Beliefs about Learning and our Student Learning Expectations. The Core Values and Beliefs are based on our collective vision and philosophy as a school community. They assert our philosophy about teaching and learning, the priorities of the school, the relationship between the school and parent/guardian, and the curriculum and method of instruction.

The Student Learning Expectations are broken down into academic and civic/social competencies. After each departmental heading you will find the goals of each individual department and the Student Learning Expectation that is the responsibility of that department. The Administration is responsible for Expectations #7 and #8. Each of our eight Student Learning Expectations are associated with a scoring rubric. These rubrics can be found on our website and I encourage you to review them.

As per the New England Association of Schools and Colleges, BRRHS must "create and implement a formal process to communicate individual student progress in achieving the school's 21st century expectations for learning to students and families."

At the end of the fourth marking period (for full year courses) and second marking period (for semester courses) it is our goal to include a score which will show how your student is progressing in regard to our Student Learning Expectations. This score will be based on the above mentioned rubrics and will show in a column on the report card as either "E" for Exemplary, "P" for Proficient, "D" for Developing, or "B" for Beginning.

Please know that these scores, in regard to progress on the Student Learning Expectations, are not associated with the academic performance grade that students receive in their individual academic courses. It is simply our way of evaluating and communicating the student's progress in achieving BRRHS's expectations for learning.

We continue to analyze and update our Core Values and Beliefs about Learning and our Student Learning Expectations in order to best represent what we feel is imperative for students to know and demonstrate upon graduation.

Sincerely,
Angela M. Watson
Principal

Bridgewater-Raynham Regional High School
"Expect the Best"

Our Core Values and Beliefs about Learning

We Believe in….

Building Readiness

I. It is our responsibility to prepare students for work and life in the 21st Century. We, therefore, are committed to:
- A diverse curriculum that embraces 21st Century skills and abilities.
- Instructional strategies that are customized to meet the needs of all learners.
- Assessments that are fair, authentic and varied.

Building Respect

II. Students learn best in a safe, positive and welcoming environment. We, therefore, are committed to:
- A disciplinary code that is fair, consistent and appropriate.
- Maintaining a school climate that encourages respect for all with an open mind to learning about the various backgrounds and experiences of all BRRHS community members and beyond.

Building Resiliency

III. Fostering the development of students' personal and social growth is essential to our educational mission. We, therefore, are committed to:
- Developing and adapting a multi-tiered system of instruction and support that meets the academic, social, and emotional needs of all students..
- Providing students with a variety of enrichment and extracurricular activities.

Building Relationships

IV. Education is the shared responsibility of the community, parents/guardians, staff and students.
We, therefore, are committed to:
- Effective and respectful communication.
- Encouraging students to take a leadership role in a wide range of school programs.
- Including parents/guardians and community members in school initiatives, programs and activities.
- Fostering relationships between our students and staff

Approved by the Bridgewater-Raynham Regional High School Stakeholders
February 3, 2010
Reviewed and Re-Approved by the BRRHS Stakeholders annually

Student Learning Expectations

Upon graduation all Bridgewater-Raynham Regional High School students will be able to:

Academic

I. Read effectively.

II. Write effectively.

III. Communicate effectively.

IV. Demonstrate research literacy.

V. Use independent and critical thinking skills to identify and solve problems.

VI. Use traditional and electronic resources to analyze, integrate and apply knowledge.

Social & Civic

VII. Demonstrate personal responsibility.

VIII. Actively participate in school and/or community.

Approved by the Bridgewater-Raynham Regional High School Stakeholders:
April 7, 2010
Reviewed, Updated and Re-Approved by the BRRHS Stakeholders annually

GENERAL INFORMATION

Required for Graduation:
The policy of our school is to provide each student with an individualized program pattern. The following courses are required and must be successfully completed for graduation:

COURSE	NUMBER OF YEARS	GRADE
English	Four	9th – 12th
World History	One	9th
US History I	One	10th
U. S. History II	One	11th
Biology	One	9th
Science (in addition to Bio)	Two	10th – 12th
PE	One Semester	9th
Health/Fitness	One	10th
Algebra	One	9th
Geometry	One	10th
Math (in addition to Alg & Geo)	Two	11-12th
World Language	Two	9th – 12th
Music, Art, or Business	One Semester	
Community Service	15 Hrs. / Year	

AP Computer Science Principles can count as either a Math or Science course. When substituting for a Math course, it can only be substituted after a student has successfully passed Algebra II. When substituting for a Science course, it can only be substituted after a student has successfully passed Biology.

The MA ballot initiative eliminated the requirement that students pass MCAS to earn a Competency Determination. Instead, the language of the now law amends the definition by removing the reference to the MCAS and replacing it with "satisfactorily completing coursework that has been certified by the 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 test administered in 2023 (i.e Algebra, Geometry, ELA 9, ELA 10 and Biology or Physics).

"Mastery" is defined as earning a passing final grade in the course as measured by the garding policy at BRRHS.

"Coursework" is defined as earning full credit in accordance with the BRRHS grading/attendance policy in the following courses:

ELA - The equivalent of two years of high school ELA courses taken in grades 9-12
Math - The equivalent of one year of both Algebra I and Geometry courses, or the equivalent.
Science - The equivalent of one year of any one of the following: Biology, Physics or Chemistry.
US History - Beginning with the class of 2027, the equivalent of a 1-year United States History course taken in grades 9-12.

COURSE CREDITS

All full year courses earn five credits. Semester courses earn two and one-half credits.
Course Selection and Minimum Credit Requirements - Yearly Basis:

Grade 9 — All ninth grade students must carry a minimum of 30 class periods per week. To enter the tenth grade, a ninth grade student must have earned 30 credits.*

Grade 10—All tenth grade students must carry a minimum of 30 class periods per week. To enter the eleventh grade, a tenth grade student must have earned 60 credits.*

Grade 11—All eleventh grade students must carry a minimum of 30 class periods per week. To enter the twelfth grade, an eleventh grade student must have earned 90 credits.*

Grade 12—All twelfth grade students must carry a minimum of 30 class periods per week. A senior must have earned 115 credits to be eligible for graduation.
*Any student wishing to run for class office must be earning a minimum of 25 credits.

HOMEWORK

Homework is an integral component of one's academic success. No student can expect to do satisfactory work unless adequate time is given to systematic study at home each day. The amount of time necessary for home study varies with the student and the subject. However, daily home study is strongly recommended.

COURSE LEVEL PLACEMENT and STANDARDS

Bridgewater-Raynham Regional High School is committed to providing students with a "standards-based education". Our Core Values and Beliefs about Learning and Student Learning Expectations provide the school-wide vision and goals upon which our standards are based. Standards-based learning includes both rigorous content and performance outcomes for all students. Within this structure, curriculum which is aligned to state common core frameworks and data from multiple assessments is used to plan and differentiate instruction to insure student learning. The appropriate placement of students in course levels is a critical ingredient for student success in a standard-based school. Recommendations for levels are done by the teachers. Level recommendations will appear on second term report cards and are based on grade requirements as well as the teacher's recommendation. Please refer to Course Level Descriptions for details on the following page.

Level changes will only be permitted on a case by case basis (based upon the established criteria – please see page 11 for details). Students must obtain a minimum final grade of D- or better (60%) in order to pass a course and earn credit.

COURSE LEVEL DESCRIPTIONS

In order to meet the individual needs and learning styles of a wide range of students, Bridgewater-Raynham Regional High School offers a variety of courses taught at three levels. The objectives of the leveling system are to enable as many students as possible to attain a sense of mastery, to maximize success, and to minimize failure. Some students take courses at all three levels.

AP In Advanced Placement (AP) courses, students have a college-level work load that follows a national curriculum and they may earn college credit through an AP Exam. AP courses are recommended for students who are able to work independently, are highly motivated, have demonstrated ability in the subject area, and have a strong desire to take college-level courses in high school. Due to the expense of the AP Examination, the following regulations pertain to those students who wish to take these courses: **All students taking the course are expected to take the examination in May**. The cost of the exam varies from year to year. Last year, the cost was $110 ($150 for AP Seminar). The CollegeBoard requires the exam fee to be paid in full by October 24, 2025.

All students enrolling in an AP Course, must sign the BRRHS AP Contract. This contract must also be signed by their parent/guardian. Contracts will be provided to students during the course selection period. Due to the rigor of AP courses, it is recommended students consider taking no more than 3 AP courses in a school year. Taking a full course load of all AP courses could cause additional stress and negatively impact overall academic performance.

Accelerated Students have an intensive workload that emphasizes outside reading, writing, and research projects. Their work calls for critical analysis and interpretation. It involves working at an accelerated pace and is recommended for students with (or approaching) advanced reading and writing skills and have a desire to pursue post-secondary school. This would be considered our honors level. **In order to remain in an Accelerated class, students must have a final grade of 80% or better or have the teacher's recommendation.**

Academic Students have a challenging workload that emphasizes outside reading, writing and research projects. Their work calls for critical analysis and interpretation. This level is recommended for students with (or approaching) proficient reading and writing skills and who have a desire to succeed and move on to post-secondary school or a career. This would be considered our college preparatory level. **In order for a student to move from the Academic level to the Accelerated level, they must have a final average of 90% or better in the previous class as well as have their teacher's recommendation.**

Unleveled These courses do not count towards class rank/grade point average.

COURSE AND LEVEL CHANGES

Philosophy
Students may change courses and course levels based on established grade requirements, teacher recommendation, and within established limits:

1. All changes require parental approval and teacher recommendation.
2. All changes will be reviewed for appropriateness by the Department head and then be passed on to administration for final approval.
3. **Lateral changes (changes within the same course level) are not allowed.**

Types of Change

1. **Course changes** for a year-long course (including AP Courses) or first semester course, changes may be permitted up until the end of the 2nd week of school, based on availability. Course changes for a second semester course may be permitted up until the end of the second week of the second semester. Students are required to make up work that has been missed. **Course changes are not permitted after these times**.
2. **Level changes (UP only)** - from Academic to Accelerated - changes can be made the week following the posting of progress report grades. A teacher must approve this change. Once the student moves up to accelerated, they will not be able to move back down later in the term. Students may be held responsible for work that was missed, depending on the subject area or teacher's requirements.
3. **Level changes (UP or DOWN)** - can be made the week after Term 1 grades are posted and based on availability. The teacher of the new class will use grades from the original level. Level changes for semester-long courses will only be permitted up until the end of the 2nd week of that semester and will be contingent on availability and approval by administration.
4. Course or level changes are contingent on availability at the alternate level.

***AP Courses may ONLY be changed during the first two weeks of school.**

Procedure - Students must see their guidance counselor for a course/level change form.

GRADE INTERPRETATION CHART

Letter Grade	**Advanced Placement**	**Accelerated**	**Academic**	Numerical Equivalent
A+	5.3	4.8	4.3	97-100
A	5.0	4.5	4.0	93-96
A-	4.7	4.2	3.7	90-92
B+	4.3	3.8	3.3	87-89
B	4.0	3.5	3.0	83-86
B-	3.7	3.2	2.7	80-82

C+	3.3	2.8	2.3	77-79
C	3.0	2.5	2.0	73-76
C-	2.7	2.2	1.7	70-72
D+	2.3	1.8	1.3	67-69
D	2.0	1.5	1.0	63-66
D-	1.7	1.2	0.7	60-62
F	0.0	0.0	0.0	0-59

CLASS RANK

1. Class rank will be determined by averaging accumulated class rank value points that are weighted according to the level of the subject. The average for each year will be based on the number of courses the student takes or the minimum number of required courses if a student has an abbreviated program.
2. All courses will be included in the class rank determination with the exception of unleveled courses.
3. Students who have missed one or more full years (e.g. transfer students) or who are not enrolled in the prerequisite number of courses at Bridgewater-Raynham Regional High School cannot be ranked and therefore cannot be named as the Valedictorian and/or Salutatorian of the graduating class.
4. Valedictorian and Salutatorian determinations will be made using grades earned at BRRHS up through and including the first semester of senior year.
5. GPAs will be made available for parents and students to see online at the mid-year and the end-of-year only.

PROGRAM SUGGESTIONS

Requirements for admission to colleges and specialized schools frequently change, so it becomes increasingly important for each student to evaluate these schools and colleges for specific requirements, in order to plan his or her high school program appropriately. Some typical program plans to follow in high school based on your future desires are outlined for you. These plans represent the **MINIMUM** requirements. College admission requirements may be more or less demanding than these depending on the school or college you choose. See your school counselor for help in planning your high school program and to answer questions you might have.

MASS. STATE COLLEGE AND UNIVERSITY ADMISSION STANDARDS

Admissions standards for Massachusetts State Colleges and the University emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements. Meeting them does not guarantee admission, since a wide range of factors are considered in admissions decisions. It is important to note

that admissions standards for the state's community colleges have not changed. Community colleges may admit any high school graduate.

DUAL ENROLLMENT

Eligible Junior and Senior students may take undergraduate courses at Bridgewater State University or any other state universities through the Dual Enrollment Program. Eligible Freshman, Sophomore, Junior, and Senior students may take undergraduate courses at Massasoit or Bristol Community College through the Dual Enrollment Program as well. Students may choose to earn both college and high school credit. Semester courses taken at the college level will be considered to have the same credit value as a full year course offered at the high school (i.e. 5 credits). To be eligible to take classes at Bridgewater State University or any other 4-year state university, students must have an overall B average and obtain the recommendation of their guidance counselor. To be eligible to take classes at Massasoit or BCC, students must have an overall C average. Parents and students must assume responsibility for transportation to and from the college. You are further responsible for any tuition/fees and books for each course. Accelerated credit will be given to all dual enrollment classes placed on BRRHS's transcript. DUAL ENROLLMENT CLASSES ARE NOT CALCULATED IN A STUDENT'S GPA, RANK, or Honor Roll. For more information regarding the Dual Enrollment program, please contact your child's Guidance Counselor.

GENERAL INFORMATION ON YOUR CHOICE OF A HIGH SCHOOL PROGRAM

Students anticipating attending four-year or community colleges, nursing or technical schools should successfully complete:

4 years of English
2 or more years of one World Language (most want 3)
4 years of Mathematics including at least Algebra II
3-4 years of Science
3-4 years of Social Studies

This list is merely a suggestion of required courses to be part of the minimum of sixteen or more units submitted for college consideration. Individual schools and colleges may have more specific requirements, and should be referred to for actual course selection. Catalogs are available in the Guidance Library.

PRE-REQUISITES

WORLD LANGUAGE

World Language courses are expected to be taken sequentially.

MATHEMATICS

In order to take:	You must have successfully passed:
Geometry	Algebra I
Geometry/Algebra II	Algebra/Geometry
Algebra II	Algebra I and Geometry
Pre-Calculus	Algebra II
Calculus	Pre-Calculus
AP Calculus AB or BC	Pre-Calculus
AP Statistics or Statistics (Accelerated)	Algebra II or teacher recommendation
AP Pre-Calculus	Algebra II Accel. or Geometry/Alg II

BUSINESS

In order to take:	You must have successfully passed:
AP CS Programming	AP CS Principles or JAVA

*Any Accelerated or AP level Business class, you must have earned a "B" or better in Algebra I or obtain the teacher's recommendation.

ART

In order to take:	You must have successfully passed:
Adv. Drawing & Painting	Drawing & Painting or teacher's recommendation
Portfolio	2 years of art classes or teacher's recommendation
AP Studio Art	2 years of art classes or teacher's recommendation

MUSIC

In order to take:	You must have successfully passed:
AP Music Theory	Music Theory or passing score on AP Theory Pre-Test and have Teacher Recommendation

SCIENCE

***All sciences require successfully passing Biology**

In order to take:	You must have successfully passed:
AP Biology	Chemistry & Teacher Recommendation
AP Chemistry	Algebra II (or concurrent) or higher level math
Accelerated Physics	Alg II (or concurrent) & Teacher Recommendation
AP Physics I	Alg II (or concurrent)
AP Physics - C	Physics, AP Calc. (concurrent)
Academic Anatomy & Physiology	Chemistry
Accelerated Anatomy & Physiology	Chemistry & Teacher Recommendation
Pre-Engineering II and III	Previous course and Teacher Recommendation
Acad/Accelerated Exercise Science	Chemistry (or concurrent)
Academic Forensics	Chemistry
Accelerated Forensics	Chemistry & Teacher Recommendation
AP Environmental Science	Chemistry Accelerated (or concurrent)

HISTORY & SOCIAL STUDIES

Regardless of level (Academic, Accelerated, AP), Psychology may only be taken one time during a student's high school career.

***Some courses listed in this Course Selection Book may not be offered or run due to staffing or enrollment numbers.**

ART

Department Goals:

1. Students will develop an increased awareness of the significance of the visual arts.

2. Students will create original works of art that demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

3. Students will reflect verbally and in writing the impact of culture and society in contemporary and historical works of art.

4. Students will develop their own concepts and create artworks that communicate these ideas through research, self-reflection, critique, revisions, and refinement.

All students enrolled in any of the following Art classes will be assessed on Student Learning Expectation #6: Use traditional and electronic resources to analyze, integrate and apply knowledge.

DRAWING & PAINTING – (Academic) - Grade 9 – 12 – Semester
This exciting half year course with an emphasis on art making is designed to open one's eyes to his/her artistic potential. Students in this course will work from direct observation, abstraction, and imagination with a variety of media such as cut paper, ebony pencils, color pencils and watercolor as they develop an understanding of the elements of art and the principles of design in a positive, encouraging environment. STEAM topics such as perspective, proportion, and observation of natural objects will be included in the curriculum.

ADVANCED DRAWING AND PAINTING – (Accelerated & Academic) – 10-12 Grade
A full year course that builds on the visual language and skills learned in Drawing and Painting. Major projects in both drawing and painting will be presented such as self-portrait, still life, landscape, and fantasy. This class focuses on personal artistic growth in a positive supportive environment that encourages student interaction. STEAM projects include the effects of light, anatomy, and direction observation of natural objects. Prerequisite: Drawing and Painting or teacher's recommendation.

AP STUDIO ART DRAWING - (AP) – 12th Grade
This course is designed for highly motivated students seriously interested in art. During this course, students will develop an extensive portfolio of work. Two major concerns that will be stressed in the course are (1) a sense of quality in the students work; and (2) the student's investigation of a particular topic or idea. Included in this class are critiques and museum visits. An intensive amount of work is required by the student in and outside of class. Students send their portfolio digitally to the College Boards for evaluation in the spring. The standard AP fee applies to this course. Prerequisite: 2 years of Art classes or teacher's recommendation.

CERAMICS AND CRAFTS - (Accelerated & Academic) – Grades 11 & 12
An applied course that introduces students to ceramic hand-building and fine craft techniques through a variety of 3D ceramics and craft projects from around the globe. Ceramic projects may include instruments, vessels, tiles, and sculpture. Mixed media projects may include wire and assemblage, sculpture, collage, Batik (fabric dying with imagery), book arts, and more. STEAM concepts are included through the use of design thinking, material chemistry, anatomy and environmental study across units. Accelerated students will be required to keep a sketchbook and a process portfolio.

PORTFOLIO - (Accelerated & Academic) – 11 & 12 Grade
This course is for juniors and seniors with a piqued interest in art. Students will hone their skills and develop a personal style through studio work, classroom discussions and visiting college representatives. For each project, an individual choice of media will be encouraged that might include print making, acrylic painting, watercolor painting, or mixed media. This class may create an installation that would be exhibited at the Attleboro Art Museum. A solid background in preparation for AP Studio art, art school and/or college art classes will be provided. Students will receive guidance as they prepare portfolios for submission to the schools of their choice. Prerequisite: 2 years of Art classes or teacher's recommendation.

BUSINESS

Department Goals:

1. Business education plays a prominent role in preparing students to become responsible citizens, capable of making the astute economic decisions that will benefit their personal and professional lives.

2. Students will be taught the basics of personal finance, the decision-making techniques needed to be wise consumers, the economic principles of an increasingly international marketplace, and the processes by which businesses operate.

3. Students will be able to use various software applications.

4. Students will know and be able to do basic computer programming.

All students enrolled in any of the following Business classes will be assessed on Student Learning Expectation #4: Demonstrate research literacy.

For any Accelerated or AP level Business class, you must have earned a "B" or better in Algebra I or obtain the teacher's recommendation

PERSONAL FINANCE - (Accelerated & Academic) – Grades 10 - 12 - Semester
This course delivers essential money understanding in an easy to grasp and engaging way while meeting the Massachusetts High School Standards for Personal Financial Literacy. It offers up-to-date lessons and activities in personal finance that encourage and enlist participation. Students' discover new ways to maximize their earning potential and spending income, describe the benefits of traditional and mobile banking for saving money, describe the pros and cons of different investment strategies and why young people should invest, understanding their credit score, using credit and how it will impact their ability to borrow and discuss factors that impact insurance costs for protecting and insuring their assets. Content, exercises, and assessments in both academic and accelerated courses are similar. The differentiating factors are independent projects, category weighting, and student work ethic and quality

INVESTING FUNDAMENTALS – (Accelerated & Academic) – Grades 11 & 12 - Semester
This course introduces you to the world of money management. We will explore financial securities such as stocks, bonds, and funds. We will discuss a variety of approaches and philosophies with regards to investing and we will develop strategies for developing a comprehensive portfolio. Students will think critically for themselves and evaluate businesses and the world around them with insightful, long-term perspectives as well as get actual, hand-on experience evaluating companies, building financial models, and buying and selling stocks. Understanding the major concepts in this course will enable students to make wise investment decisions that will affect their financial future. Content, exercises, and

assessments in both academic and accelerated courses are similar. The differentiating factors are independent projects, category weighting, and student work ethic and quality.

PRINCIPLES OF BUSINESS – (Accelerated & Academic) – Grades 10-12
This course provides a comprehensive survey of business knowledge designed to help students understand how our economic systems operate and how they can contribute to the business society as a consumer, employee and entrepreneur. This course is invaluable in helping students develop a career pathway for making future employment and personal decisions. Content, exercises, and assessments in both academic and accelerated courses are similar. The differentiating factors are independent projects, category weighting, and student work ethic and quality.

BUSINESS LAW - (Accelerated & Academic) – Semester - 11th & 12th Grade - Semester
This course provides a look at the legal system and how it affects the business community. Our laws and legal system, ethics in our law, crimes, torts, contracts and will and estates are some of the areas studied.

COLLEGE ACCOUNTING I - (Accelerated & Academic) – Semester - Grades 10-12
This course gives the student an opportunity to explore their interests and aptitudes for work in the field of accounting. The student will receive instruction in all areas of the accounting cycle with emphasis in the development of accuracy, business ethics, promptness and independent thinking. The students will be working with computer applications and software in the field of accounting. Content, exercises, and assessments in both academic and accelerated courses are similar. The differentiating factors are independent projects, category weighting, and student work ethic and quality

COLLEGE ACCOUNTING II - (Accelerated & Academic) – 11th & 12th Grade
This course gives students a deeper knowledge of business ownership, management and accounting. It stresses technical competence and aids the students who plan to continue the study of accounting by providing them with a comprehensive foundation in the accounting field. Business trends, current economic problems, and financial planning, will be covered throughout the year. The students will be working with the latest computer software and equipment. Pre Requisite: Successful completion of College Accounting I

MARKETING & ENTREPRENEURSHIP – (Acc & Academic) – 10th - 12th Grade - Semester
Students will take a step by step journey through the entire process of owning your own business. They will select a product or service to sell, determine who the customers are, learn how to market their business, obtain financing, manage employees, put together a business plan and more. Students taking this course will recognize the customer-oriented nature of marketing and analyze the impact of marketing on activities on the individual, business and society. Content, exercises, and assessments in both academic and accelerated courses are similar. The differentiating factors are independent projects, category weighting, and student work ethic and quality.

BUSINESS COMPUTER APPLICATIONS - (Academic) – Semester
This computer application course is aligned with Massachusetts' Computer Literacy Standards and is designed to give students an introduction to different areas of computer applications. The students begin the year with a brief, intensive review of proper keyboarding techniques.

Training in the use of the internet and digital literacy and safety will be a focus. Students will complete assignments in word processing (GOOGLE DOCS), spreadsheets (GOOGLE SHEETS) along with presentation, form, and drawing applications. Students will learn 1.) how to open and turn in assignments in a digital learning environment, 2.) file management habits and 3.) how to collaborate effectively and work on assignments simultaneously. This course covers most applications and procedures that will be expected of students in their high school experience. This course is strongly recommended for all students, especially ninth graders.

PROGRAMMING/DESIGN FOR BEGINNERS - (Acc&Academic) - Semester - Gr. 9*-12
This half-year course is on the introduction to programming using the Python Programming language. Students will explore topics and careers in Computer Science and Software Engineering & Design. Students will work hands-on in the computer lab on a daily basis. Students who have an interest in Computer Science, Robotics, Mathematics, Engineering or Business are encouraged to take this course. Content, exercises, and assessments in both academic and accelerated courses are similar. The differentiating factors are independent projects, category weighting, and student work ethic and quality.

JAVA PROGRAMMING / SOFTWARE ENGINEERING - (Accelerated) – Grades 10-12
This full year course is an introduction to computer programming language and runs at a quick pace. The course will be project based using programming to solve problems. Topics include computer logic and components, flow charts and other coding tools, decisions, loops, code structure, arrays, methods, file operations, and object-oriented programming. Students will design, code, test, debug, execute their own computer programs and will also be expected to complete hand written and computerized assessments. Students should be prepared to complete homework on a daily basis. Students who have an interest in computer science, robotics, mathematics or engineering are encouraged to take this course.

AP COMPUTER SCIENCE – PROGRAMMING IN JAVA – (AP) – 11th & 12th
The curriculum of AP Computer Science in JAVA is based on the syllabus developed by the College Board. Topics include program design and implementation, algorithm analysis, standard data structures, and object-oriented programming desing. AP Computer Science in JAVA emphasizes programming methodologiy with an emphasis on problem solving and algorithm development. Students must have access to a computer outside of class for programming projects. This course is intended to serve both as an introductory course for Computer Science majors, and for students who will major in disciplines that require significant involvement with programming and/or computing. At the course's end, students are expected to take the AP Computer Science "A" test. If they pass, they may receive college credit. Prerequisite: JAVA or AP Computer Science Principles.

AP COMPUTER SCIENCE PRINCIPLES – (AP) – Grades 10 -12
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and global impact. AP Computer Science Principles will give students the opportunity to use

technology to address real-world problems and build relevant solutions. Students will learn to create computational artifacts, analyze problems and solutions, and collaborate with others.

AP MICROECONOMICS - (AP) - Grades 11 - 12
This course offers an extensive examination of the principles of Microeconomic theory. After the introduction of opportunity cost, the concept of scarcity and comparative advantage, the course will focus on the laws of supply and demand, marginal utility, diminishing returns and production costs. A major emphasis of this course will be on the development of critical thinking skills and the application of economic principles in problem solving. Students will use graphs, charts and data to analyze, describe and explain economic concepts. This course is modeled after the frameworks published by the College Board and students will be prepared for the Advanced Placement Exam in Microeconomics. It is expected that students enrolled in this course will take the AP exam.

PHOTOSHOP – (Accelerated & Academic) – Semester - Grades 10 – 12
This course is an introductory course where students will explore fundamental techniques in Adobe Photoshop. Students will edit and alter digital photos using layers, color enhancements and photo repair. Students will also create images from scratch using brushes and other tools. Students are not required to have access to the software at home. This course will consist primarily of hands-on classwork, projects and interactive lessons. Content, exercises, and assessments in both academic and accelerated courses are similar. The differentiating factors are independent projects, category weighting, and student work ethic and quality

WEB DESIGN – (Accelerated & Academic) – Semester – Grades 10-12
Students will acquire the basic skills needed to create web pages using a variety of programs. Participants will learn the basics of designing and creating a web site using the Hyper-Text Markup Language (HTML). Students will use Adobe programs such as Photoshop and DreamWeaver. This course will consist primarily of hands-on projects and interactive lessons/tutorials to enable students to produce an assortment of websites. Content, exercises, and assessments in both academic and accelerated courses are similar. The differentiating factors are independent projects, category weighting, and student work ethic and quality

VIDEO EDITING – (Accelerated & Academic) – Semester - Grades 10-12
This course focuses on maximizing the potential of multimedia as an effective communication and marketing tool through the audio-visual design of content and its presentation in the area of business as well as a medium of creative expression. This course will use audio and video to produce hands-on marketing projects such as commercials and other electronic presentations. **Students will also be expected to participate as "actors" in marketing projects. Students will be expected to work in groups outside of the regular school day.** Content, exercises, and assessments in both academic and accelerated courses are similar. The differentiating factors are independent projects, category weighting, and student work ethic and quality

CYBERSECURITY - (Accelerated) - Semester - Grades 10 - 12
This course will lay a foundation for understanding cyber law and policy, networking technology basics, risk assessment, digital citizenship, cryptography, and a variety of cybersecurity tools. Students will look closely at security breaches, social engineering, cyber

threats, ethics, and global impact. Students will work alone and in teams and should expect to complete homework on a daily basis.

ENGLISH

Department Goals:

1. Students will read a wide range of fiction and non-fiction texts to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

2. Students will read a wide range of literature from many periods in many genres to build an understanding of the philosophical, ethical and aesthetic dimensions of human experience.

3. Students will apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.

4. Students will adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students will apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss texts.

6. Students will conduct research on issues and interests by generating ideas and questions, and by posing problems. They will gather, evaluate and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

7. Students will use a variety of resources (e.g., libraries, databases, video) to gather and synthesize information and to create and communicate knowledge.

8. Students will develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

All students enrolled in any of the following English classes will be assessed on Student Learning Expectation #2: Write effectively.

ENGLISH 9 - (Academic)

This is a college preparatory class that offers the student sequenced instruction in vocabulary study, grammar review, composition and literary analysis. Attention is given to the formal study of grammar, to close reading of a variety of literary texts, to vocabulary study, and to instruction in the various forms of writing. Regular preparation for the ELA MCAS exam is also provided. There will be frequent writing assignments and regular practice in responding to open-ended essay questions. Students in Grade 9 will use the library's print and media

resources as well as the internet to gather information for papers, projects and presentations. Major texts may include: *Myths & their Meanings, The Odyssey, Romeo and Juliet, Of Mice and Men* and others.

ENGLISH 9 - (Accelerated)
This course is intended for students who read extensively on their own and wish to follow an intense program of studies which will prepare them for Accelerated level and AP courses in English. Critical thinking, discussion, writing, and creativity are integral components of course work and are encouraged in the form of independent research, class projects, oral and written compositions, and writing groups. Formal grammar units are initiated when class-wide problems are detected. Word mastery is stressed with particular attention to verbal reasoning as well as learning words in context. Students will use the library's print and media resources as well as the internet to gather information for papers, projects and presentations. Major texts may include: *The Odyssey, Romeo and Juliet, Mythology,* and others.

ENGLISH 10 - (Academic)
This college preparatory course aims to develop fluency in oral and written expression by stressing vocabulary training, grammar, proofreading, essay writing, and literature appreciation through continued analysis of different literary genres. Regular review and focused preparation for the ELA MCAS exam will be emphasized. There will be frequent writing assignments as well as long-term projects and performances. Students will continue to develop their skills using various technologies and library resources in papers and projects. In addition to short story and poetry anthologies, major texts may include: *Julius Caesar, Night, A Raisin in The Sun, To Kill a Mockingbird,* and others.

ENGLISH 10 - (Accelerated)
Critical thinking, discussion, writing, and creativity are integral components of this course. These areas are encouraged in the form of independent research, class projects, oral and written compositions and writing groups. Along with practice recognizing and appreciating the various literary genres, attention is paid to developing skills in verbal reasoning as well as learning words in context. Formal grammar units are initiated when class-wide problems are detected. Students will continue to use the library's print and media resources as well as the internet to gather information for papers, projects and presentations. They will demonstrate an understanding of the proper format for attributing outside sources and accept personal responsibility for academic honesty when citing outside sources. In addition to short story and poetry anthologies, major texts may include: *Julius Caesar, To Kill a Mockingbird, Night, A Raisin in the Sun,* and others.

AP SEMINAR (AP) - GRADE 10
AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistics works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate

information with accuracy and precision in order to craft and communicate evidence-based arguments. Traditional, core grade 10 long form texts will also be explored in conjunction with the prescribed AP curriculum.

ENGLISH 11- (Academic)
This course gives students a foundation in American Literature through a historical survey or thematic approach. Textbooks and readings are selected to broaden students' recognition of various writing styles, improve reading skills, and act as a link between American History and American Literature. There will be frequent writing assignments based on the literature that will require students to build thesis statements into coherent essays. Additionally, attention is given to formal vocabulary study. Students will research and write a research paper on a topic of their choosing using the library's resources as well as the internet. They will demonstrate an understanding of the proper format for attributing outside sources and accept personal responsibility for academic honesty when citing outside sources. In addition to the American Literature anthology, supplementary texts may include*: The Red Badge of Courage, Catcher in the Rye, The Great Gatsby, The Glass Menagerie, The Crucible* and others.

ENGLISH 11 - (Accelerated)
This course offers students the opportunity to study American Literature from a chronological or thematic approach. Significant demands are placed on students to do supplementary reading and writing. Further, students will practice writing sophisticated essays about the literature they read. Emphasis is placed on making writing exact and stylish as well as effective and logical. Vocabulary study will focus on verbal reasoning. Varied assessments will include: oral reports, performance assessments, portfolios, independent research, as well as traditional quizzes and tests. Students will also research and write a formal research paper on a topic of their choosing using the library's resources as well as the internet. They will demonstrate an understanding of the proper format for attributing outside sources and accept personal responsibility for academic honesty when citing outside sources. In addition to the American Literature anthology, supplementary works may include: *The Great Gatsby, Catcher in the Rye, Death of a Salesman, Huckleberry Finn* and others.

AP LANGUAGE AND COMPOSITION (AP) - GRADE 11
AP Language is the equivalent to an entry-level college writing course. Students will study a wide variety of prose models and practice the major types of expository writing: explanation, analysis, argument, narration, comparison/ contrast, definition, etc. Emphasis will be placed on developing critical thinking and analytical skills in both discussion and essays. Students should understand that this is an intensive reading/ writing course with a focus on developing thesis statements into clear, cogent essays. Independent reading/research may be required. Students must be self-motivated, success-oriented, & willing to commit time and energy to the more intense demands of this course. The course will prepare students for the AP exam.

ENGLISH 12 - (Academic)
This integrated course combines a survey of world literature with composition. Prose, poetry, and drama are used as vehicles for examining culture and important authors outside of our national and cultural boundaries, as well as improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences. Special training in vocabulary

and verbal reasoning is stressed. Students are required to produce essays showing their ability to develop a thesis into a coherent piece of writing. Works may include: Beowulf, Macbeth, Purple Hibiscus, Born a Crime, Like Water for Chocolate, Balzac and the Little Chinese Seamstress, I Am Malala, and others.

ENGLISH 12 - (Accelerated)
This course gives students the opportunity to develop an appreciation of world literature based on an intensive study of cultures and authors from around the globe. Emphasis is placed on mastery in the art of reading, writing, speaking, and critical thinking. Students' essays are primarily based on the literature they read. Furthermore, students are expected to write clear thesis statements that are expanded into essays that contain well-developed lines of reasoning supported by textual evidence. Special training in college vocabulary and verbal reasoning is also stressed. In addition, students' participation in outside reading and writing is an essential component for success in this course. Works may include: Beowulf, Macbeth, Purple Hibiscus, Homegoing, In the Time of the Butterflies, Into the Beautiful North, and others.

AP LITERATURE AND COMPOSITION – (AP) GRADE 12
AP Literature is designed to be a college-level course. As such, it focuses on analyzing prose and poetry from the classics to the contemporary. In addition, students will read a wide variety of literature (novels, plays, short stories). The approach is thematic. Students will focus on developing critical thinking and analytical skills in both class discussions and essays. Students should understand this is a literature and writing course with a focus on developing thesis statements into clear, cogent essays. Students must be self-motivated, success-oriented, and willing to commit time and energy to the more intensive demands of the AP program. Texts may include: works by Shakespeare, Sophocles, Ibsen, Mary Shelley, Aldous Huxley, James Joyce, and others.

ELECTIVES:
MEDIA STUDIES - (Accelerated & Academic) – Grade 10-12
Enter the exciting, fast-paced world of media and journalism as we explore different genres such as news articles, documentaries, podcasting, advertising, and social media. Learn how to create content to appeal to a wide range of audiences; engage in project-based learning tailored to your interests; and work with your classmates to produce a regular newscast for our school community – all while practicing and honing skills from your core English class such as analysis, critical thinking, and nonfiction writing. Journalism and Media students will gain insight into the choices journalists and content-creators make to produce the content everyone encounters every day, and will hopefully become informed, responsible consumers of all kinds of media.

CREATIVE WRITING - (Accelerated & Academic) – Grades 10-12
This course is designed to encourage the exercise of imagination in written expression through the search for personal style and voice. Students will practice a variety of forms and approaches including: developing characters, observing details, writing detailed descriptions of both setting and action, and developing a logical plot. They will practice writing dialogue and explore the use of a wide variety of literary devices. Special projects are also developed either by individuals or in small groups. Feedback in the form of peer and teacher evaluations

is frequent. Students will set specific goals for each term and will be assessed on individual effort and progress towards achieving those goals. Students will also keep a portfolio of material written for the class. At the end of each term, students will be asked to select at least one piece from their portfolio to prepare for publication in a class booklet.

PERFORMANCE AND THEATER I & II - (Academic and Accelerated) - Grades 10-12
This course is an introduction to the many aspects of drama and theater. Students will begin the course with a brief introduction to public speaking by engaging with a series of assignments to enhance their ability to orally present information to an audience. The course then shifts to explore acting, writing, directing, and production. Students will take part in improvisational activities as well as learn more formal methods of acting. Students will write original one-act plays, short movie scripts, play and film reviews. Finally, students will have the opportunity to write, produce, direct, and act in their own one-act plays. Students enrolled in the Accelerated level should expect additional reading, writing, and project assignments throughout the course. Performance and Theater II continues the curriculum of the first course with added, in-depth focus on acting techniques, play and screenwriting, and play production.

INTRODUCTION TO COLLEGE WRITING- (Accelerated & Academic) - Grades 11& 12
This course is open to any student who wants to prepare for the rigor of college writing at a two- or four-year college. The course will cover many forms of writing, including expository, persuasive, and analytic essays, as well as writing business letters and resumes. The focus of the course is at the discretion of the teacher. For example, one writing class may spend the year focused on the short story, while another may be focused on the media. Although the focus is different, each course will cover the same forms of writing. Emphasis will be placed on the writing process, with individual writing conferences, as well as peer editing, as the focal point of revision.

DIVERSE VOICES IN LITERATURE - (Accel. & Academic) - Grades 11 & 12 - Semester
This course will examine how race, culture, and ethnicity shape identity. Our focus will be twofold: first, we will read a variety of texts produced by people who historically have been marginalized from the narrative of American literary and cultural studies. Reading, however, is not just the process of absorbing what others have written, but rather a means of connection. Accordingly, as we engage with the course texts, our second goal will be to investigate who we are, where we are from, and how our background influences us. We are living in a more globalized society, and therefore it is important to be able to acknowledge and address an array of voices, ideas, and identities. By the end of the course, students will demonstrate an ability to analyze literary texts and develop a critical and working vocabulary for approaching and discussing a wide range of human differences. Students will also be able to express greater interpersonal understanding, recognizing that human differences are complex and diverse.

FILM AS LITERATURE - (Accelerated & Academic) - Grades 11 & 12
This course emphasizes film as literature with a focus on film history, techniques, and genres. Using film as text, students explore the relationships in visual media among concept, theme, structure, and style. Focusing on film as an intellectual and visual puzzle to be discovered like a book or a short story, students are encouraged to develop analytical skills and refine their critical abilities through the viewing of modern and classic films. Students can expect required

readings, writing, discussions, and multimedia projects.

SPORTS MEDIA - (Academic and Accelerated) - Grades 11 & 12
In Sports Media, students will read and write about the region's local sports teams as well as important national and historic issues relating to athletics. The course will focus on the use of sports in literature and journalism and its relevance in today's society. Students will read traditional forms of text, including magazine and newspaper articles, short stories, and novels, and also will examine newer, long-form feature writing as well as social media portrayals of athletics. Students will practice their writing skills over multiple modalities, including biographies, game reports, and opinion pieces on current trends or controversial topics in sports. Students enrolled in the Accelerated level should expect additional reading, writing, and project assignments throughout the year.

WORLD LANGUAGE

Department Goals:

1. Students will demonstrate proficiency in basic conversational skills, effectively communicating in the target language about familiar topics.

2. Students will develop the ability to comprehend and respond to written texts in the target language, showcasing reading comprehension skills at an appropriate level.

3. Students will produce written work in the target language, showing grammatical accuracy and vocabulary usage aligned with their language proficiency level.

4. Students will actively engage in cultural activities related to the target language, demonstrating an understanding and appreciation for the customs, traditions, and perspectives of the culture of study.

5. Students will use technology resources and a variety of digital platforms to access authentic language materials, enhancing their language learning experience.

6. World language classes will encourage students to take risks and foster confidence in their ability to learn a second language.

All students in the following World Language classes will be assessed on Student Learning Expectation #3: Communicate Effectively.

FRENCH I (Academic)
This introductory French course is designed to cultivate proficiency in the four essential language skills: reading, writing, listening, and speaking. Through engaging lessons and interactive activities, students will develop a solid foundation in vocabulary, grammar, and pronunciation. Emphasis will be placed on real-life communication, fostering practical skills for effective language use. In addition to language proficiency, the course will explore French culture, providing insights into customs and traditions. By the end of French I, students will not only be equipped to navigate basic conversations but will also gain a deeper appreciation

for the cultural diversity within the French-speaking world.
ACTFL Proficiency Target: Novice Mid

FRENCH II (Accelerated)
In this accelerated course, students will delve deeper into language proficiency by enhancing their vocabulary, refining and building upon grammar skills and exploring more complex linguistic structures. Emphasis is placed on improving conversational abilities, comprehension of texts and written expression. Cultural awareness will be broadened through the exploration of diverse French-speaking customs and traditions. Various interactive activities and real-life contexts continue to be integral to the learning experience, fostering increased confidence in the language. This course is designed for students who have successfully completed French I and who are motivated and eager to continue learning French at an advanced level.
ACTFL Proficiency Target: Intermediate Low

FRENCH II (Academic)
French II builds upon the foundation established in French I. In this academic course, students will delve deeper into language proficiency by enhancing their vocabulary and building upon grammar skills. Emphasis is placed on improving conversational abilities, comprehension of texts and written expression. The depth of course material, the pacing and the assessments are adjusted to the level of the class. Cultural awareness will be broadened through the exploration of diverse French-speaking customs and traditions. Various interactive activities and real-life contexts continue to be integral to the learning experience, fostering increased confidence in the language. This course is designed for students who have successfully completed French I but would like to continue language learning at a foundational level.
ACTFL Proficiency Target: Novice High

FRENCH III (Accelerated)
French III is designed to strengthen the material learned in French I and French II, while adding new vocabulary and grammatical concepts. In this accelerated course, students are exposed to increasingly more complex language structures and vocabulary through the textbook as well as authentic resources such as audio and video selections, short readings, blogs, etc. Through this exposure, students will become more comfortable with their French speaking, listening, reading, and writing abilities. Students can expect to answer questions in the target language, complete reading activities, perform writing tasks, and complete other assignments that engage the use of the target language. The goal of this course is to increase the amount of French used during instruction and for students to continue to advance in their proficiency level. Students will continue to compare and contrast cultural products, practices and perspectives of the French speaking world with the United States.This course is designed for students who have successfully completed French I & II with a strong foundation of the language and who are motivated and eager to continue learning French at an advanced level.
ACTFL Proficiency Target: Intermediate Low-Mid

FRENCH III (Academic)
French III is designed to strengthen the material learned in French I and French II, while adding new vocabulary and grammatical concepts. In this academic course, students will engage in various learning activities to expose students to more reading, writing, listening and

verbal tasks that will build language learning confidence. Students will continue to compare and contrast cultural products, practices and perspectives of the French speaking world with the United States. The depth of course material, the pacing and the assessments are adjusted to the level of the class. This course is designed for students who have successfully completed French I & II with a strong foundation of the language but would like to continue language learning at a foundational level. ACTFL Proficiency Target: Intermediate Low

FRENCH IV (Accelerated & Academic)

French IV is designed for students looking to take language learning to the highest level during their high school career. In this course, students will build on their interpersonal, interpretive, and presentational skills in French. Building on the foundation laid in previous levels of French courses, French IV aims to refine students' linguistic skills, enhance vocabulary and deepen their understanding of French culture. Students looking to use more French to be ready for real world conversations and interactions should consider taking this course. French IV is designed for students who have successfully completed French III with a strong foundation of the language and who are motivated and eager to continue learning French. ACTFL Proficiency Target: Intermediate Mid - High

SPANISH I - (Academic)

This introductory Spanish course is designed to cultivate proficiency in the four essential language skills: reading, writing, listening, and speaking. Through engaging lessons and interactive activities, students will develop a solid foundation in vocabulary, grammar, and pronunciation. Emphasis will be placed on real-life communication, fostering practical skills for effective language use. In addition to language proficiency, the course will explore Hispanic culture, providing insights into customs and traditions. By the end of Spanish I, students will not only be equipped to navigate basic conversations but will also gain a deeper appreciation for the cultural diversity within the Spanish-speaking world.
ACTFL Proficiency Target: Novice Mid

SPANISH II - (Accelerated)

Spanish II builds upon the foundation established in Spanish I. In this accelerated course, students will delve deeper into language proficiency by enhancing their vocabulary, refining and building upon grammar skills and exploring more complex linguistic structures. Emphasis is placed on improving conversational abilities, comprehension of texts and written expression. Cultural awareness will be broadened through the exploration of diverse Spanish-speaking customs and traditions. Various interactive activities and real-life contexts continue to be integral to the learning experience, fostering increased confidence in the language. This course is designed for students who have successfully completed Spanish I and who are motivated and eager to continue learning Spanish at an advanced level.
ACTFL Proficiency Target: Intermediate Low

SPANISH II - (Academic)

Spanish II builds upon the foundation established in Spanish I. In this academic course, students will delve deeper into language proficiency by enhancing their vocabulary and building upon grammar skills. Emphasis is placed on improving conversational abilities, comprehension of texts and written expression. The depth of course material, the pacing and the assessments are adjusted to the level of the class. Cultural awareness will be broadened

through the exploration of diverse Spanish-speaking customs and traditions. Various interactive activities and real-life contexts continue to be integral to the learning experience, fostering increased confidence in the language. This course is designed for students who have successfully completed Spanish I but would like to continue language learning at a foundational level.
ACTFL Proficiency Target: Novice High

SPANISH III - (Accelerated) ACTFL Proficiency Target: Intermediate Low-Mid
Spanish III is designed to strengthen the material learned in Spanish I and Spanish II, while adding new vocabulary and grammatical concepts. In this accelerated course, students are exposed to increasingly more complex language structures and vocabulary through the textbook as well as authentic resources such as audio and video selections, short readings, blogs, etc. Through this exposure, students will become more comfortable with their Spanish speaking, listening, reading, and writing abilities. Students can expect to answer questions in the target language, complete reading activities, perform writing tasks, and complete other assignments that engage the use of the target language. The goal of this course is to increase the amount of Spanish used during instruction and for students to continue to advance in their proficiency level. Students will continue to compare and contrast cultural products, practices and perspectives of the Spanish speaking world with the United States.This course is designed for students who have successfully completed Spanish I & II with a strong foundation of the language and who are motivated and eager to continue learning Spanish at an advanced level.

SPANISH III - (Academic)
Spanish III is designed to strengthen the material learned in Spanish I and Spanish II, while adding new vocabulary and grammatical concepts. In this academic course, students will engage in various learning activities to expose students to more reading, writing, listening and verbal tasks that will build language learning confidence. Students will continue to compare and contrast cultural products, practices and perspectives of the Spanish speaking world with the United States. The depth of course material, the pacing and the assessments are adjusted to the level of the class. This course is designed for students who have successfully completed Spanish I & II with a strong foundation of the language but would like to continue language learning at a foundational level. ACTFL Proficiency Target: Intermediate Low

SPANISH IV (Accelerated) ACTFL Proficiency Target: Intermediate Mid - High
Spanish IV is designed for students looking to take language learning to the highest level during their high school career. In this accelerated course, students will build on their interpersonal, interpretive, and presentational skills in Spanish. Building on the foundation laid in previous levels of Spanish courses, Spanish IV aims to refine students' linguistic skills, enhance vocabulary and deepen their understanding of Hispanic culture. Students looking to use more Spanish to be ready for real world conversations and interactions should consider taking this course. Spanish IV is designed for students who have successfully completed Spanish III with a strong foundation of the language and who are motivated and eager to continue learning Spanish at an advanced level.

SPANISH IV - (Academic)
Spanish IV is designed for students looking to take language learning to the highest level during their high school career. In this academic course, students will build on their interpersonal, interpretive, and presentational skills in Spanish. Building on the foundation laid in previous levels of Spanish courses, Spanish IV aims to refine students' linguistic skills, enhance vocabulary and deepen their understanding of Hispanic culture. The depth of course

material, the pacing and the assessments are adjusted to the level of the class. As far as possible the class is conducted in Spanish with explanations in English when needed. Spanish IV is designed for students who have successfully completed Spanish III with a strong foundation of the language but would like to continue language learning at a foundational level. ACTFL Proficiency Target: Intermediate Mid

SPANISH FOR THE WORKPLACE - (Accelerated & Academic) - Semester
This half year elective is for students who are seeking basic conversational Spanish skills for use in their future day-to-day communications in the workplace. This course will facilitate basic communication with employees and clients and colleagues whose native language is Spanish. Emphasis will be placed on specific vocabulary used in medical, business, education, law, and culinary contexts. Vocabulary pertinent to other careers will be explored based on individual student interest and career aspirations. Students in this course will increase active vocabulary by practicing real world conversations though mock job interviews and skits. Students will be equipped with the Spanish essentials to be more marketable and to be stronger candidates to enter the workforce. Students must have successfully completed Spanish II or currently be enrolled in Spanish III or IV.
ACTFL Proficiency Intermediate Low-Mid

¡HABLEMOS ESPAÑOL! A JOURNEY INTO SPANISH COMMUNICATION - (Accelerated) - Semester
This half year elective is for students who have successfully completed Spanish III or IV (or currently enrolled in Spanish IV) and would like to improve their speaking ability in Spanish. In this accelerated course students will delve into immersive conversational exercises to refine pronunciation and build confidence in expressing themselves fluently. Students with a strong background in the fundamentals of the Spanish language looking to polish their skills and want to build oral proficiency should consider taking this course. Students will be expected to speak Spanish, participate in role-plays and skits, and give presentations.
ACTFL Proficiency Intermediate Mid

MATHEMATICS

Department Goals:

1. Students will achieve mathematical competency through a variety of methods for problem solving.
2. Students will express mathematical ideas coherently.
3. Students will develop reasoning skills by making connections and using various types of representations.
4. Students will make sense of real word data, perform operations with numbers, articulate and justify solutions to problems.

All students enrolled in any of the following Mathematics classes will be assessed on Student Learning Expectation #5: Use independent and critical thinking skills to identify and solve problems.

The Mathematics Department would like to offer students in **Accelerated** Algebra I who have earned their teacher's recommendation and a final grade of 90% or better, an opportunity to double up the following year in **Accelerated Geometry and Accelerated Algebra II**. This is intended to give these students the opportunity to eventually take Calculus (Accelerated or AP). This opportunity is not intended for students earning an A or greater who repeated Algebra I or who received the "A" in summer school or some other remedial program.

GRADE 9 ALGEBRA/GEOMETRY – (Accelerated)
This accelerated course is designed for grade 9 students that have taken Accelerated math in grade 8 and have successfully passed the placement exam and/or received their teacher's recommendation. This course will integrate both Algebra I and Geometry topics with a heavy emphasis on coordinate geometry. Algebra topics that will be covered are a continuation of grade 8 Accelerated math and include linear equations, linear systems, quadratic equations, and factoring. Geometry topics include, but are not limited to, planar geometry, angle relationships, congruent triangles, quadrilaterals, similar polygons, constructions, area of polygons, surface area and volume of 3-D figures, extensive work with two-column, flow, paragraph and indirect proofs and transformation of figures. The use of applicable software will assist students with Algebra concepts, vocabulary, and concepts of Geometry along with properties and characteristics of the plane figures.

ALGEBRA I - (Accelerated)
This intensive course is designed to teach the fundamentals of elementary algebra at an accelerated pace. The major topics of study include: solving equations and inequalities, linear equations, linear functions, systems of linear equations and inequalities, exponents and

exponential functions, polynomials and factoring, quadratic functions and solving quadratic equations, statistics, and problem solving. Throughout the year, students will be expected to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations and exhibit increased confidence in their ability to solve mathematical problems.

ALGEBRA I – (Academic)
This is a course in modern Algebra. Its emphasis is learning and reinforcing algebraic skills and operations necessary for successful problem solving and subsequent math courses. Topics covered include simplifying expressions, computation, solving equations, inequalities, systems of equations, solving quadratic equations, operations on polynomials, properties of exponents, and probability. Mathematical modeling and integration of calculators are often utilized during the course.

GRADE 10 GEOMETRY/ALGEBRA II - (Accelerated)
This is an intensive course, which is a continuation of the concepts begun in Algebra I/Geometry (Accelerated) with additional topics in trigonometry; quadratic functions and relations; operations of quadratic and polynomial functions; systems of linear equations and inequalities (in two or more variables); rational expressions and equations; complex numbers; equations of circles; polynomial functions and exponential functions. The properties of linear, quadratic, polynomial and rational functions are studied in depth and challenging problems are used to reinforce concepts. Mathematical applications to real world situations are studied when applicable. It is recommended students have graphing calculators for this course.

GEOMETRY – (Accelerated)
It includes plane and analytical geometry with emphasis on logical reasoning, coordinate geometry and the development of mathematical systems involving the study of angle relationships, perpendicular and parallel lines and planes, congruent triangles, quadrilaterals, similar polygons, circles, constructions, area of polygons, lateral area, surface area, volume of three-dimensional figures, extensive work with proofs including 2-column proofs and right triangle trigonometry. Analytical relationships will be established, as topics from algebra and discrete mathematics are integrated, using transformations of points and figures on the Cartesian Coordinate system. The use of applicable software will assist students in learning the vocabulary and the concepts of geometry along with the properties and characteristics of the plane figures. A brief study of the history of mathematics, famous mathematicians and their contributions to the development of geometry over the centuries will be included in this course

GEOMETRY – (Academic)
This course is for sophomore students who have passed Algebra I (Academic). It includes plane and analytical geometry with emphasis on logical reasoning, coordinate geometry and the development of a mathematical system involving the study of angle relationships, perpendicular and parallel lines and planes, congruent triangles, quadrilaterals, similar polygons, circles, constructions, lateral area, surface area, volume of three-dimensional figures, proofs, and right triangle trigonometry. Analytical relationships will be established, as topics from algebra and discrete mathematics will be integrated, using transformations of points and figures on the Cartesian Coordinate system.

ALGEBRA II – (Accelerated)

This is an intensive course, which extends and develops the topics in Algebra I (Accelerated) with additional topics in quadratic relations and systems, exponential functions, logarithms, complex numbers, and trigonometry. The properties of linear, quadratic, polynomial and rational functions are studied in depth and challenging problems are used to reinforce concepts. Mathematical applications to real world situations are studied when applicable.

ALGEBRA II – (Academic)
This course extends mathematical skills from Algebra 1 and focuses on examining functions graphically, numerically, verbally and analytically. Students will analyze linear, quadratic, polynomial, rational, radical, exponential, logarithmic and trigonometric functions. A scientific calculator is required for this course.

AP PRECALCULUS - (AP) - Grades 11 & 12
This course is offered to students who have successfully completed Geometry/Algebra 2 hybrid or Algebra 2 Accelerated. By examining functions graphically, numerically, verbally and analytically, students will build a deep mastery of polynomial, rational, exponential, logarithmic, trigonometric, and polar functions. Throughout the course students will strengthen their procedural and symbolic fluency skills needed for higher level mathematics. Modeling is a key feature of the course and students will apply the mathematical tools they have learned to create function models and gain a deeper understanding of the nature and behavior of functions. All students are expected to take the AP Precalculus exam in May. This exam may be used to determine college placement/credit. Graphing calculators are required for this course. (TI 84/84 Plus is recommended.) This course is not a prerequisite for and does not have to be followed by AP Calculus AB or BC.

PRE-CALCULUS – (Accelerated)
This is an intensive course which extends and develops topics in Algebra II Accelerated. Topics include, but are not limited to rational, exponential, logarithmic, and polar functions. Strong emphasis is on graphing and mathematical modeling. The rigor of this course is designed to prepare students to take Calculus their freshman year in college. Graphing calculators are expected for this course (TI 84 plus is the department's recommendation).

PRE-CALCULUS – (Academic)
This course is offered to students who have successfully completed Algebra II (academic). This course further develops concepts begun in Algebra II. Topics included are matrices, polynomial, exponential, and trigonometric functions, sequences and series. There is a strong emphasis on graphing and mathematical modeling. A graphing calculator is expected for this course. The recommendation for this course is a grade of 80% or higher in Algebra II.

TRIGONOMETRY - (Accelerated) – 11^{th} & 12^{th}
This course is for students who would like to learn the fundamentals of trigonometry at greater depth. The course begins with an introduction to the six trigonometric functions with emphasis on the relation to the unit circle, circular functions, and the rectangular coordinate plane. The course continues with applications of trigonometry including, but not limited to,

right triangle trig., radian measure, the graphs of the trig functions, fundamental identities, oblique triangles as the law of sines, law of cosines, vectors, complex numbers, polar equations, and parametric equations.

APPLICATIONS OF TRIGONOMETRY IN THE REAL WORLD – (Academic) – 12th
This course offers students who completed Algebra II with an in-depth study of trigonometry topics. The course includes but is not limited to- trigonometric functions, acute angles and right triangles, radian measure, circular functions and their graphs, trigonometric identities, applications of trigonometry, oblique triangles, vectors, and polar coordinates. This is a course for students who are interested in learning math as it applies to their daily lives. Students will use their quantitative reasoning and analysis skills to make connections between their algebra and geometry content knowledge.

SELECTED TOPICS IN MATHEMATICS – (Academic) – 12th Grade
This course is designed for senior students who have successfully completed Algebra II (or are taking it concurrently, or have the teacher's recommendation). It explores the role of mathematics in society, emphasizing information literacy, fostering mathematical citizens, and enhancing algebraic and mathematical reasoning skills. The course includes topics such as problem solving strategies, set theory, logic, elementary number theory, probability, statistics, personal finance (understanding interest, credit, loans, mortgages, car and home ownership), voting methods and fair division. A scientific calculator is recommended for this course.

AP CALCULUS AB - (AP) – 12th Grade
This course covers derivatives and antiderivatives. The included are from the approved Advanced Placement Course of Study. Students must have their own TI 84/84 Plus graphing calculators. The use of graphing calculators is now required on the AP Exam. The AP Calculus AB Exam may be used to determine college placement and/or credit and all students are expected to take the exam in May.

AP CALCULUS BC - (AP) – 12th Grade
This course covers derivatives, anti-derivatives, and analysis of sequences and series. The included are from the approved Advanced Placement Course of Study. Students must have their own TI 84/84 Plus graphing calculators. The use of graphing calculators is now required on the AP Exam. The AP Calculus BC Exam may be used to determine college placement and/or credit and all students are expected to take the exam in May.

CALCULUS – (Accelerated) – 12th Grade
This course begins with an in-depth study of limits and continuity. The course then covers topics such as differentiation, concavity, points of inflections and extrema both relative and absolute. The course provides real-life applications of differentiation as related rates and optimization (or maximum and minimum) problems are studied. There is a connection to Physics as the course covers the position function and its relationship to velocity and

acceleration. This is followed by topics involving both the definite and the indefinite integral. A graphing calculator is expected in this course. The prerequisite for this course is a grade of 77%/ better in Precalculus.

AP STATISTICS – (Advanced Placement) – 11th & 12th grade
Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real-world data. Ideas and computations presented in this course have immediate links and connections with actual events. All students are expected to take the Advanced Placement Statistics Exam in May. This exam may be used to determine college placement/credit. Graphing calculators will be required for this course (TI 83/84 required).

STATISTICS – (Accelerated) – 11th & 12th Grade
Statistics will cover descriptive statistics and graphical representations at a conceptual level. The major areas to be covered include, but are not limited to describing data with graphs, interpreting graphs, describing distributions with numbers, measuring central tendencies and dispersion, the normal distribution, scatter plots, correlations, regression and tests for significance. All of the areas of study will be motivated by interactive activities which include both verbal and mathematics components. The use of a computer and/or a graphing calculator is expected for this course.

STATISTICS – (Academic) – 12th Grade
This course is for senior students and will cover the following topics: numerical and graphical descriptions of data, sampling and surveying methodology, design and analysis of experiments, theoretical and empirical probability, and other statistics in real world areas. To enroll in this course, you must receive a teacher recommendation.

MUSIC GOALS

1. Students will sing, alone and with others, a varied repertoire of music.

2. Students will read music written in standard notation.

3. Students will play instruments, alone and with others, to perform a varied repertoire of music.

4. Students will improvise, compose, and arrange music.

5. Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

6. Students will describe the purposes for which works of dance, music, theater, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

7. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

8. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where artworks were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

9. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

10. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

All students enrolled in any of the following Music classes will be assessed on Student Learning Expectation #1: Read effectively.

MUSIC EXPLORATION – (Academic) – Grades 9-12 – Semester
Music Explorations is a half-year academic level music class for ninth graders interested in learning about a wide variety of music styles, instruments, disciplines. The class will cover units on jazz, rock, and hip hop, beginning guitar and drums, musical theater and opera, film

and video game music, and will end with a survey of music business and careers. Students will get a chance to listen to and learn about their own music, as well as play instruments and explore music from a variety of styles and time periods.

CONCERT CHOIR - (Academic & Accelerated) – Grades 9-12
Concert Choir is a full-year vocal ensemble. Evaluation and grades are based on performance participation and musical proficiency. This is a performance-based class and concert participation is mandatory. Appropriate concert attire consisting of a black shirt and black pants or skirt is required. This course may be repeated each year for credit. Upon successful completion of this course, students should be able to 1) effectively perform their part in rehearsal and concerts, 2) work cooperatively to create a balanced musical ensemble, 3) interpret and execute standard music notation through reading and writing, 4) acquire appropriate music skills related to vocal performance and apply these skills to concert repertoire, 5) demonstrate personal, social, and civic responsibility through school and community performances.

ENROLLMENT IN CONCERT CHOIR AT THE ACADEMIC LEVEL REQUIRES THE FOLLOWING: 1. Attendance at all rehearsals and performances. 2. Preparation and performance of a solo chosen from a list of acceptable selections for mid-term and/or final examination. 3. Completion of assigned homework including practice and preparation of choral music, ensemble music, and technical studies. 4. Preparation and audition for SEMSBA and District music festivals is encouraged and recommended, although not mandatory. 5. Private instruction is recommended, but not mandatory.

ENROLLMENT IN CONCERT CHOIR AT THE ACCELERATED LEVEL REQUIRES THE FOLLOWING: 1. Attendance at all rehearsals and performances. 2. Periodic playing/singing evaluations throughout the course of each semester. 3. Preparation and performance of a solo for mid-term and/or final examination, plus a written assessment. 4. Completion of assigned homework including practice and preparation of chamber music, ensemble music, and technical studies. 5. Preparation and audition for SEMSBA and District music festivals is encouraged and recommended, although not mandatory. 6. Private instruction recommended, but not mandatory.

SYMPHONIC BAND - (Accelerated) -- Grades 10-12
Prerequisite: Proficiency in instrumental playing and reading music at an advanced level. Symphonic band is a full-year instrumental ensemble. The band will provide students with an excellent opportunity for music expression in a variety of surroundings at a more advanced level. The band performs at school events, community events, and seasonal concerts. This is a performance-based class and participation at all events is mandatory. Appropriate concert attire consisting of a black shirt and black pants or skirt is required. Upon successful completion of this course, students should be able to 1) effectively perform their part in rehearsal and concerts, 2) work cooperatively to create a balanced musical ensemble, 3) interpret and execute standard music notation through reading and writing, 4) acquire appropriate music skills related to instrumental performance and apply these skills to concert repertoire, 5) demonstrate personal, social, and civic responsibility through school and community performances.

ENROLLMENT IN SYMPHONIC BAND REQUIRES THE FOLLOWING: 1. Attendance at all rehearsals and early attendance to help set up for performances. 2. Periodic playing/singing evaluations throughout the course of each semester. 3. Preparation and performance of a solo for mid-term and/or final examination, plus a written assessment. 4. Completion of assigned homework including practice and preparation of chamber music, ensemble music, and technical studies. 5. Participation in a small chamber group as assigned by the director. 6. Preparation and audition for SEMSBA and District music festivals is encouraged and recommended, although not mandatory. 7. Private instruction recommended, but not mandatory.

CONCERT BAND - (Academic) – Grades 9-12
Prerequisite: Proficiency in instrumental playing and reading music
Concert Band is a full-year instrumental ensemble. The band will provide students with an excellent opportunity for musical expression in a variety of surroundings. The band performs at school events, community events, and seasonal concerts. This is a performance-based class and participation at all events is mandatory. Appropriate concert attire consisting of a black shirt and black pants or skirt is required. Upon successful completion of this course, students should be able to 1) effectively perform their part in rehearsal and concerts, 2) work cooperatively to create a balanced musical ensemble, 3) interpret and execute standard music notation through reading and writing, 4) acquire appropriate music skills related to instrumental performance and apply these skills to concert repertoire, 5) demonstrate personal, social, and civic responsibility through school and community performances.

ENROLLMENT IN CONCERT BAND AT THE ACADEMIC LEVEL REQUIRES THE FOLLOWING: 1. Attendance at all rehearsals and performances. 2. Preparation and performance of a solo chosen from a list of acceptable selections for mid-term and/or final examination. 3. Completion of assigned homework including practice and preparation of choral music, ensemble music, and technical studies. 4. Preparation and audition for SEMSBA and District music festivals is encouraged and recommended, although not mandatory. 5. Private instruction is recommended, but not mandatory.

JAZZ BAND - (Accelerated) - Grades 9-12 - Semester
Prerequisite: Proficiency in instrumental playing and reading music. Experience performing whether in or out of school.
Jazz band is a half-year instrumental ensemble. The band will provide students with an excellent opportunity for music expression in a variety of classic jazz, blues, latin and modern jazz. The band performs at school events, community events, and seasonal concerts. This is a performance-based class and participation at all events is mandatory. Appropriate concert attire consisting of black shirt and black pants or skirt is required. Upon successful completion of this course, students should be able to 1) effectively perform their part in rehearsal and concerts, 2) work cooperatively to create a balanced musical ensemble, 3) interpret and execute standard music notation through reading and writing, 4) acquire appropriate music skills related to instrumental performance and apply these skills to concert repertoire, 5) demonstrate personal, social, and civic responsibility through school and community performances.

MUSIC THEORY - (Accelerated) – Grades 10-12

This course is intended for students who have a serious interest in music, and it is a necessity for students planning to pursue music in college and beyond. Students will develop an understanding of the fundamentals of music theory through analyzing, composing, playing, listening, and singing. Students will be given the opportunity to create and compose through the use of music software. This course may be repeated for credit. Upon successful completion of this course, students should be able to 1) communicate effectively with other musicians by demonstrating a working knowledge of traditional music theory and notation, 2) use music practices effectively to compose pieces, 3) analyze their own compositions and the works of other composers, 4) develop basic theory skills through effective work and study, 5) develop listening skills to identify intervals and chord qualities.

AP MUSIC THEORY - (Advanced Placement) – Grades 11 & 12
AP Music Theory corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are an important part of the course. Through this course, students will develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. Prerequisite: Successful completion of Music Theory I OR passing of AP Theory Pre-test and teacher's recommendation. Also, students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

PHYSICAL EDUCATION & WELLNESS

Department Goals:

1. Students will familiarize themselves with the body systems and human anatomy through participation in team and individual sport and also fitness/wellness activities and instruction.
2. Students will develop competence and proficiency in motor skills in Team and Individual sport and fitness/wellness activities.
3. Students will be able to apply safe practices, rules, procedures and sportsmanship etiquette while participating in team and individual sport and fitness/wellness activities.
4. Students will enhance their health/wellness literacy by learning approaches for positive decision making as well as engaging in health conscious behaviors.
5. Students will use skills, attitudes and functional knowledge to improve personal well-being and quality of life.

PHYSICAL EDUCATION - (Unleveled) - Grade 9 - (Semester)
An instructional program designed to promote competence in a variety of sport, recreation and lifetime activities. Emphasis will be placed on skill development, rules and strategies. Students will learn in an environment that appreciates and supports individual differences and ability levels. Students will familiarize themselves with daily routines in a gymnasium setting and practice behaviors that embody good sportsmanship. Areas to be covered may include but are not limited to: football, ultimate football, ring hockey, scooter hockey, basketball, badminton, pickleball, volleyball, table tennis, track and field, base games, invasion/territory games, soccer, speedball, team handball and cooperative games.

HEALTH, FITNESS AND INDIVIDUAL PURSUITS- (Unleveled) - Grade 10 - (Full Year)
A learner centered program focusing on equipping students with the skills and knowledge to make choices towards a healthy, fulfilling life. Participation in classroom based health education will assist students in obtaining accurate information as it pertains to mental, physical and emotional health. Students will acquire information in a way that may influence them to make sound decisions and take positive actions about their personal health.
The fitness component to this course will complement the classroom activities by allowing students to explore and achieve fitness/wellness goals in order to establish their own personal plan for an active lifestyle. Areas to be covered may include but are not limited to: power walking, yoga, pilates, dance, athletic strength and conditioning, circuit training, and fitness testing.

SCIENCE/TECHNOLOGY/ENGINEERING

Department Goals:

1. All students should have a comprehensive science/technology/engineering program based on a minimum of three full-year laboratory-based science/technology/engineering courses. It is recommended that all students take Biology, Chemistry and Physics to develop a strong core in STE. Students are encouraged to investigate areas of science through the growing list of electives and to take advantage of the opportunity to participate in advanced study through advanced placement courses.
2. An effective science/technology/engineering program builds students' understanding of the fundamental concepts of each domain of science and the connections across these domains and to basic concepts in engineering and technology. Students understand that much of the scientific work that is done in the world draws on multiple disciplines.
3. Science/technology/engineering is integrally related to mathematics. Students understand that mathematics is an essential tool for scientists and engineers because it specifies in precise and abstract (general) terms many attributes of natural phenomena and manmade objects. Mathematics facilitates precise analysis and prediction.
4. Students are innately curious about the world and wonder how things work. An effective program in science/technology/engineering addresses students' prior knowledge and misconceptions.
5. Investigations introduce students to the nature of original research, increase students' understanding of scientific and technological concepts, promote skills development, and provide entry points for ALL learners. Investigation, experimentation, and problem solving are central to science/technology/engineering education.
6. Reading, writing and communication skills are necessary elements in learning and engaging in science/technology/engineering. Therefore, an effective science/technology/engineering program builds upon and develops student' literacy skills and knowledge.

All students enrolled in any of the following Science classes will be assessed on Student Learning Expectation #6: Use traditional and electronic resources to analyze, integrate and apply knowledge.

BIOLOGY - (Academic) – Grade 9
Biology is the study of life and builds upon students' prior knowledge from middle school. The basis of this course is an understanding of cellular processes as they apply to all living

things. Students will engage in the practice of science as they explore topics like genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment. One key theme to this course is biological evolution, which students will learn through exploring the diversity and unity of life. Each student will develop laboratory skills such as asking questions, developing and using models, and constructing scientific explanations.

BIOLOGY – (Accelerated) – Grade 9
Biology is the study of life and builds upon students' prior knowledge from middle school. The basis of this course is an understanding of cellular processes as they apply to all living things. Students will engage in the practice of science as they explore topics like genetics, the functioning of organisms, and interrelationships between organisms, populations, and the environment. One key theme to this course is biological evolution, which students will learn through exploring the diversity and unity of life. Each student will develop laboratory skills such as planning and carrying out investigations, analyzing and interpreting data, and constructing scientific explanations.

AP BIOLOGY – (AP) - Grades 11& 12
AP Biology is equivalent to an introductory college-level biology course for biology majors. Students develop scientific inquiry skills as they foster a deep understanding of the processes of life. Students will actively engage in the practice of science and will learn to design experiments, collect and analyze data, apply mathematical routines, perform statistical analysis and justify claims using evidence. The content of the course is framed around four big ideas, which include energy use in living things, the storage and transmission of information, interactions between living systems and how the process of evolution drives the diversity and unity of life. All students are required to register for and attend a Biology Lab class. Students enrolled in AP Biology are expected to work independently and required to take the AP exam.

CHEMISTRY - (Academic) - Grades 10 – 12
This course provides a strong foundation of chemical principles for the college-bound student. The major focus of chemistry is on matter and its interactions as well as understanding the role of energy in chemical reactions. Considerable time is spent on problem solving emphasizing the mole concept. Laboratory experiments are performed in association with class instruction.

CHEMISTRY - (Accelerated) - Grades 10 – 12
This course offers the student a more rigorous study of chemical principles than the standard chemistry program. The major focus of chemistry is on matter and its interactions as well as understanding the role of energy in chemical reactions. The laboratory experiments performed illustrate the various principles discussed. The mole concept is stressed throughout the course.

AP CHEMISTRY - (AP) - Grades 11 & 12
Advanced Placement Chemistry is a 2nd year course in chemistry. The curriculum is based on

the freshman chemistry course followed at any four-year college. Students will explore the major concepts of chemistry in depth with the ultimate goal of applying and understanding concepts of Chemistry at the college level. The laboratory will be a major component of the course. Students will be expected to do independent work in both theory and lab. Students are required to register for a Chemistry Lab class which will meet two times per cycle. All students must take the AP exam in the spring in order to potentially receive AP college credit.

ORGANIC CHEMISTRY – (Accelerated) - Grades 11 – 12
This course studies organic molecules, the carbon based molecules of life. Students will work extensively with the properties, structures, and reactions of these molecules while developing a strong understanding of the different classes of organic molecules. Significant time will be dedicated to laboratory experiments showing the interactions of various organic molecules as well as essential organic chemistry laboratory skills. This course will be valuable to any student interested in careers in biology, chemistry, medicine, and nursing as it will help prepare you for college level organic chemistry.
Pre Req: Successful completion of Biology and Chemistry

INTRODUCTORY PHYSICS - (Academic) - Grades 10 - 11
This is an introductory program for 10th and 11th grade students that is designed to integrate physics and mathematics. Students are expected to apply science and engineering practices to some of the core ideas of physics including energy, motion, forces, and waves. The associated laboratory experiments illustrate the various principles discussed. Students will learn to develop and use models, analyze and interpret data, and use mathematical and graphical representations for the development of explanations and arguments. This class will also prepare students for the Physics MCAS exam.

PHYSICS - (Accelerated) - Grades 11 & 12
Accelerated Physics is a rigorous and fast paced introductory college-prep physics course for 11th and 12h grade students. Students are expected to solve problems that are conceptually challenging with a high degree of mathematical rigor. A fair amount of instructional time will be devoted to hands-on laboratory work where students will explore topics that include energy, motion, forces, and waves. Students will learn to develop and use models, analyze and interpret data, and use mathematical and graphical representations for the development of explanations and arguments. Although the accelerated physics course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the accelerated physics course itself.

AP PHYSICS I (AP) - Grades 10 - 12
AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. A fair amount of instructional time will be devoted to hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices such as; design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. Students should have earned an 80 or higher in Geometry and be concurrently

taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. All students enrolled must take the AP Physics 1 Exam in May.

PHYSICS - (AP-Mechanics C) - Grade 12
AP Physics C: Mechanics is a 2nd year course in physics. This course is taken concurrently with AP Calculus (AB or BC). The curriculum is based on the introductory mechanics course followed at any four-year college. Students will explore calculus based mechanics in depth with the ultimate goal of using calculus in an applied science setting. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. The laboratory will be a major component of the course. Students will be expected to do independent and group work in both theory and lab. By confronting complex physical situations or scenarios, the course is designed to enable students to develop the ability to reason about physical phenomena using important science practices, such as creating and analyzing representations of physical scenarios, designing experiments, analyzing data, and using mathematics to model and to solve problems. All students enrolled must take the AP Physics C: Mechanics exam in May.

EXERCISE SCIENCE – (Accelerated & Academic) – Grades 11 &12
Students will explore the principles of exercise science including adaptation, specificity, rest and recovery, overload, and reversibility. Other topics include: energy system physiology, neuromuscular physiology, nutrition, flexibility, sports medicine, and strength training. Students will learn how to design training plans that incorporate appropriate stimulus and recovery. Students will actively participate in exercise science laboratory experiments to explore course concepts. The accelerated credit will be earned through further research, independent study, and analysis in each of these topics.

ANATOMY & PHYSIOLOGY - (Academic) - Grades 11 & 12
This course will provide an overview of the systems of the human body, including the structures (anatomy) and functions (physiology) of the organs in those systems. Students will be exposed to hands-on activities, laboratory simulation, and dissections. The focus of this course will be on ―form vs. function and the development of our body systems from an evolutionary viewpoint. The interaction of all body systems to maintain homeostasis will be a core theme. The course is recommended for students who wish to better understand their own bodies.

ANATOMY & PHYSIOLOGY - (Accelerated) - Grades 11 & 12
This course is designed to give an intensive examination of the development (Embryology), structure (Anatomy) and function (Physiology) of the human body. Students will develop a working knowledge of anatomy and physiology that is based on conceptual understanding, medical terminology and clinical applications to broaden their knowledge beyond the core biological principles. The level and depth of this course will challenge those students who wish to pursue a career in the medical or research fields.

PRE-ENGINEERING I - (Academic) - Grades 9 – 12

Pre-Engineering I involves the implementation of STEAM (Science, Technology, Engineering, Art, and Math) topics to problem solve by designing systems and products that meet human needs. Students will design solutions to a series of real-world engineering problems, using 3D design software (CAD). A variety of software applications including Google Apps and Microsoft Office will be used throughout the course. A continuous focus of the course will be the Design Process as described in the Massachusetts State frameworks for Science and Engineering Grades 9 – 12.

PRE-ENGINEERING I - (Accelerated) – Grades 9 – 12
Pre-Engineering I involves the implementation of STEAM (Science, Technology, Engineering, Art, and Math) topics to problem solve by designing systems and products that meet human needs. Students will design solutions to a series of real-world engineering problems, using 3D design software (CAD). A variety of software applications including Google Apps and Microsoft Office will be used throughout the course. A continuous focus of the course will be the Design Process as described in the Massachusetts State frameworks for Science and Engineering Grades 9 – 12. Students will be required to present selected completed projects using a variety of digital media.

PRE-ENGINEERING II – (Accelerated) - Grades 10 – 12
This course offers students an opportunity to experience ―real world‖ engineering situations and build on the skills learned in Pre-Engineering I. Students will solve engineering problems using advanced CAD techniques while completing a series of hands-on projects. A continuous focus of the course will be the Design Process as described in the Massachusetts State frameworks for Science and Engineering Grades 9 – 12. Specific topics include: Advanced engineering design, Energy and Power Technology, and basic residential and commercial architecture.

PRE-ENGINEERING III – (Accelerated) - Grades 11 & 12
This course offers students an opportunity to experience real-world engineering situations and build on the skills learned in Pre-Engineering II. Students will be required to identify a problem in their local community that has an engineering solution and make a proposal for solving that problem. Students will use 3D design software (CAD) and a variety of other resources for problem solving. An electronic portfolio created by the student will be used for assessment.

FORENSIC SCIENCE – (Accelerated & Academic) – Grades 11 &12
This class will be an introductory course that focuses on practices and analysis of physical evidence found at crime scenes. Areas of fingerprinting techniques and material issues, basic DNA principles, hair analysis, blood spatter and splatter, crime scene investigations, fibers and textiles, and soil examinations for decomposition will be explored. Accelerated credit will be earned through detailed Chemistry principles in fingerprint powders, DNA from both blood and genetics and hair analysis to determine which makes each specimen individual based on physical and cross-sectional cuts. Physics principles will be used to determine and read blood spatter and splatter and in-depth crime scene analysis. An outside research project focusing on different applications from the class is also used to determine who committed a crime.

Academic students will be responsible for the same topics, but in-depth analysis and the additional research project will not be required.

MARINE BIOLOGY – (Accelerated) - Grades 10-12
This course is designed to provide an intensive investigation between the physical, chemical, and biological aspects of aquatic habitats. Students will investigate the role of technology used to study the world's oceans and analyze the impact of human society on the marine environment. Students will perform an in-depth laboratory examination of aquatic organisms of each major taxonomic group. Students will be responsible for designing and carrying out laboratory investigations and independent research projects.

MARINE BIOLOGY– (Academic) - Grades 10 - 12
This course is designed to foster an appreciation of marine and freshwater environments. Discussions of the nonliving (physical and chemical) and living (biological) aspects of each environment will be included. In depth laboratory examination of the microbiological organisms, Plant and Animal Kingdoms will be highlighted. Relevant current critical issues will be explored.

EARTH AND ENVIRONMENTAL SCIENCE - (Academic) - Grade 11&12
This course offers a history of planet Earth and an understanding of our planet's place in the universe. Students will use models to study Earth's systems including energy flow, chemical cycles, plate tectonics, weather and climate. Interaction between human activity and Earth will be explored with the goal of understanding natural hazards, our dependencies on natural resources and the environmental impacts of human activities.

EARTH AND ENVIRONMENTAL SCIENCE - (Accelerated) - Grades 11 &12
This course offers a history of planet Earth and an in-depth understanding of our planet's place in the universe. Students will develop models to study Earth's systems including energy flow, chemical cycles, plate tectonics, weather and climate. Interaction between human activity and Earth will be explored with the goal of understanding natural hazards, our dependencies on natural resources and the environmental impacts of human activities. Students will apply engineering design to examine solutions to challenges facing long-term human sustainability on Earth.

AP ENVIRONMENTAL SCIENCE (AP) - Grades 10 - 12
This 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. Big Ideas covered within this course include: energy transfer, interactions between earth systems, interactions between different species and

the environment and sustainability. This course is for the highly motivated student interested in analytical thinking and problem solving.

ZOOLOGY – (Accelerated & Academic) – Grades 10 – 12
This course is a one semester course that focuses on the study of the animal kingdom. Topics will include comparative anatomy and physiology, classification and taxonomic relationships, animal behavior, and ecological role. Special attention will be given to natural selection, evolution of species, and adaptation. Laboratory exercises include behavioral observations and dissections to reinforce topics discussed in lecture.

HEALTHCARE SCIENCE - (Accelerated and Academic) - Grades 11&12
The focus of this semester-long course is to provide students who are interested in Healthcare careers a foundational understanding of the many avenues of Health Science. Topics covered include public health, first aid, epidemiology, bioethics, vital signs, healthcare systems, and career exploration. Modes of learning include case studies, hands-on activities, independent research, laboratory activities, group projects, and classroom presentations. As a method of increasing employability, interested students will receive assistance in enrolling for CPR/AED certification. In addition, students will engage with guest speakers and potentially career exploration field trips. This course is highly encouraged for students who have interest in medical careers especially nursing, pathology, pharmacology, laboratory technology, and public health.

HISTORY & SOCIAL STUDIES

Department Goals:

1. Our history and social studies courses are designed to prepare students to live in a modern global economy and cope with the complexities of life in the 21st century.

2. By understanding historical events, students will gain an understanding of the forces that guide our world.

3. Students will understand how varied government systems operate and will critically examine what each offers to its citizenry.

4. Students will understand how the issues of one time period can impact the experiences and decisions of subsequent generations.

5. Students will learn how re-evaluations of the past continue to shape the way historians see the world.

6. Students will describe historical events from multiple perspectives.

7. Students will master information literacy in their research.

All students enrolled in any of the following History classes will be assessed on Student Learning Expectation #1: Read effectively.

MODERN WORLD HISTORY – (Accelerated) - Grade 9
This course is a challenging and intensive examination of turning points in world history since 1350 AD. It requires that students have the requisite skills and motivation to succeed at this level. This course makes extensive use of primary source materials as both instructional and assessment tools. It is expected that students entering this accelerated course have advanced skills in reading comprehension and written expression.

MODERN WORLD HISTORY – (Academic) - Grade 9
Through the utilization of primary and secondary source materials, and from a multicultural and interdisciplinary perspective, students in this college preparatory course will enhance their note taking, independent research, analytic, geographic, and cooperative learning skills.

Modern World History emphasizes epochal revolutionary and evolutionary turning points that have shaped both Western and non-Western civilization since 1350 AD.

U.S. HISTORY I – (Accelerated) - Grade 10
U.S. History I is the first course in a two-year sequence of American history. This course is for students ready to be challenged by extensive reading and analysis of historical events and primary sources. Through class discussion and written work, students will strengthen their critical thinking and analytic skills. Successful completion of this course, in conjunction with other determining factors, may indicate a readiness for Advanced Placement U.S. History in the junior year.
U.S. HISTORY I – (Academic) - Grade 10
U.S. History I is the first course in a two-year sequence of American history. This course is college preparatory and demanding. Reading and research objectives are commensurate with grade level expectations. Class activities are designed to increase students' knowledge while connecting them to their American heritage.

AP U.S. HISTORY – (Advanced Placement) - Grade 11
This course will examine the economic, political, cultural, and social factors that have transformed the United States from its colonial roots to the present day. Students will analyze and assess the significance of historical events, issues, and experiences which led to the development of modern America. This reading and writing-intensive course will include a summer assignment. The class will culminate with students taking the Advanced Placement (AP) exam in the spring. A passing score may earn credit at many colleges and universities. Students will conclude this course by designing and executing a mandatory, non-partisan civics project.

U.S. HISTORY II – (Accelerated) - Grade 11
U.S. History II is the second course in a two-year sequence of American history. This course is for students ready to be challenged by extensive reading and analysis of historical events and primary sources. Through class discussion and written work, students will strengthen their critical thinking and analytic skills. Students will conclude this course by designing and executing a mandatory, non-partisan civics project.

U.S. HISTORY II – (Academic) - Grade 11
U.S. History II is the second course in a two-year sequence of American history. This course is college preparatory and demanding. Reading and research objectives are commensurate with grade level expectations. Class activities are designed to increase students' knowledge while connecting them to their American heritage. Students will conclude this course by designing and executing a mandatory, non-partisan civics project.

FULL YEAR ELECTIVE COURSES

SOCIOLOGY – (Academic & Accelerated) - Grades 11 & 12
In this course students will learn concepts that help them understand how people interact with each other. It consists of a study of what makes up the individual person in society, how that person affects society, and what effect society has on the individual. The broad-based

objective of Sociology is to have students better understand themselves, other people and the problems they face. Building on these concepts, students will look at different issues in society from a sociological perspective. Among the issues studied and discussed are personality traits, family, culture, deviance, gender, race and ethnicity.

PSYCHOLOGY – (Academic & Accelerated) - Grades 11 & 12
The first half of this course will emphasize the use of the scientific method to understand human behavior and mental processes. The course will explore human sensation and perception and analyze how humans navigate and understand the world around them. Students will participate in various experiments that test the limits of memory and demonstrate how humans and animals learn. A focus on social psychology will help students understand the difference in how people think and behave alone, as compared to in group settings. The second half of the course will focus on normal and abnormal human development, from childhood to the creation of an individual's personality and identity. Other topics may include: sleep and the interpretation of dreams, psychoactive drugs and addiction, stress identification and reduction, or problem solving. The course culminates with the opportunity for students to research, design and conduct their own psychological experiments.

PSYCHOLOGY – (Advanced Placement) – 11th and 12th grade
This is a college level course that is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics & methods psychologists use in their science and practice. Themes of the course include the debate over the influence of nature and nurture on behavior as well as the presence of psychological theories in everyday life. This is a reading intensive class that will include summer assignments. The class will culminate with students taking the Advanced Placement (AP) exam in the spring.

CRIMINAL LAW – (Academic & Accelerated) – Grades 11 & 12
This course is designed to provide practical information and problem-solving opportunities that develop in students the knowledge and skills necessary for survival in our society. The curriculum includes case studies, mock-trials, role plays, small group exercises and visual analysis activities. This course draws upon the expertise of local attorneys and law enforcement officials. The goal of this course is to have students become more aware of their rights and responsibilities as adult citizens.

SEMESTER ELECTIVE COURSES

CURRENT EVENTS – (Academic) – Semester - Grades 11-& 2
This course will focus on world, national, state, and local events and issues that impact modern life. The course will stress knowledge of these events and their impact, as well as critical thinking, investigation, examination, and analysis of the events and issues. The treatment of these events and issues by various media outlets will also be examined. Course content varies according to major current events and issues.

SPEECH & DEBATE – (Accelerated & Academic) – Semester – Grades 9-12
This course is designed to give each student the opportunity to acquire the skills of public

speaking, with an emphasis on debate. Sophisticated oral as well as written communication and argumentation skills will be taught, empowering students to take a well-substantiated position on current and historic issues. Critical thinking, research, writing, oral presentation and teamwork will all come together in this course, making students more aware of the world around them and how to expertly convey and substantiate their opinions on issues facing our world.

20th CENTURY DICTATORS & DISASTERS – (Academic & Accel.) – Grades 11 & 12

This semester course examines the life and rule of twenty of the fiercest dictators of the last hundred years. This group begins with Lenin, proceeds through World War II with Hitler and Stalin, continues with post-war dictators like Idi Amin, and concludes with more recent tyrants such as Kim Jong Il. The disasters segment of this course looks not only at the events themselves, but also the conditions that caused them and their aftereffects. Among these disasters are the Spanish Flu, the Great Molasses Spill, the My Lai Massacre, Jonestown, and the bombing of Pan Am Flight 103. This elective course is an excellent companion or follow-up to U.S. History II, as it gives students an opportunity to study modern events in greater detail, from the perspectives of those who lived through them.

Bridgewater-Raynham Regional High School
English Learner Education Program_2025-2026

By law, all school-aged English Learners (ELs) are eligible for English as a Second Language (ESL) courses. These classes provide systematic, explicit, and sustained English language instruction that prepares students for success in general education by focusing on the development of both academic and social language. The English Learner Education (ELE) program is for students whose first language is not English. These students are developing the necessary English skills to be successful in the core content classes of math, science, and history. The ELE program is offered in grades nine through twelve and works to prepare students for college and careers. Placement and length of time in the ELE program will be determined by English Language Development (ELD) proficiency levels, ACCESS, and MCAS scores. Students in ESL classes will take core content classes with SEI (Sheltered English Immersion)- endorsed teachers.

English Learner Education Course Descriptions

English as a Second Language Level 1: Entering
Grade Level: 9-12
Credits: 5
Length of Course: YEAR
Prerequisite: None
ESL Level 1 focuses on teaching basic English across the four language domains of listening, writing, speaking, and reading for beginning English Learners. This class develops the social and academic language needed for the core classes of math, science, and history and focuses on the WiDA Standards/Can-Do Descriptors, as well as the Massachusetts Curriculum Frameworks for ELA. Students are placed in this course as a result of their most recent WiDA ACCESS scores (ELD 1+), and consultations with their ELE team. This is a full year course and students receive a numerical grade. A student could potentially be dually enrolled in ESL Level 1 and MLS Support.

English as a Second Language Level 2: Emerging
Grade Level: 9-12
Credits: 5

Length of Course: YEAR
Prerequisite: None
ESL Level 2 focuses on teaching English across the four language domains of listening, writing, speaking, and reading for intermediate English Learners. This class continues developing the social and academic language needed for the core classes of math, science, and history and focuses on the WiDA Standards/Can-Do Descriptors, as well as the Massachusetts Curriculum Frameworks for ELA. Students are placed in this course as a result of their most recent WiDA ACCESS scores (ELD 2+), and consultations with their ELE team. This is a full year course and students receive a numerical grade. A student could potentially be dually enrolled in ESL Level 2 and MLS Support.

English as a Second Language Level 3: Developing
Grade Level: 9-12
Credits: 5
Length of Course: YEAR
Prerequisite: None
ESL Level 3 focuses on teaching English across the four language domains of listening, writing, speaking, and reading for advanced English Learners. This class further develops social and academic language with increased fluency, and focuses on the WiDA Standard/Can-Do Descriptors, as well as the Massachusetts Curriculum Frameworks for ELA. Students are placed in this course as a result of their most recent WiDA ACCESS scores (ELD 3+), and consultations with their ELE team. This is a full year course and students receive a numerical grade. A student could potentially be dually enrolled in ESL Level 3 and MLS Support.