

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL

2024-2025 Program of Studies



Acton-Boxborough Regional High School

36 Charter Road

Acton, MA 01720

Tel: (978) 264-4700

abrhs.abschools.org

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Acton-Boxborough Regional High School

*Mission
Statement*

*To develop engaged, well-balanced learners through collaborative,
caring relationships*

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2023-2024**

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Assistant Principals

Special Education Team Leader

Director of Athletics

Joanie Dean

Colby Baker

Jen Hagopian

Emily Mullin

Tina Vanasse

Sarah Turner

Jim Scanlon

ACTON-BOXBOROUGH DEPARTMENT LEADERS

English - Dianne Telicki

Math - Jessica Carabellese

Science - David Baumritter

Social Studies - David Green

World Language - Catherine Foster

Performing Arts - George Arsenault



Acton-Boxborough Regional High School

36 Charter Road, Acton, MA 01720 ♦ (978) 264-4700 ♦ abrhs.abschools.org

Dear Student:

This Program of Studies is your primary resource as you plan your high school course of study. In it, you will find graduation requirements, individual school department goals, and descriptions of all course offerings.

Acton-Boxborough has a wide variety of courses from which students can design a course of study to meet their individual needs. School administration and faculty review the curricular offerings each year, and changes are made based on the needs of the student community. Therefore, you should read the contents of this booklet carefully to understand the specific offerings for next year.

Thoughtful course selection will pave the way for a successful and appropriately challenging high school experience. After familiarizing yourself with the contents of the Program of Studies, you should consult with your guardians and your current teachers to help you make your choices. You may also wish to seek assistance from your school counselor and Department Leaders.

We look forward to helping you as you plan and make class choices for your next school year.

Sincerely,
Ms. Dean, Principal

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GENERAL INFORMATION

Our hope is that all of our students will develop schedules that provide an appropriate level of growth, learning, and challenge for them. Because there are no single “right” answers about what courses to take, we have developed a process that allows for thoughtful communication and interaction among students and adults in order to ensure that each student has the information and dialogue available to them to make choices about a collection of courses that will be engaging, balanced, and challenging.

Scheduling Process

Our Pupil Course Request (PCR) process is designed to meet the goals outlined above. As a first step, students should discuss their goals and interests with their teachers who will make recommendations for course levels. Those recommendations will then be available to students and families via the PowerSchool Parent/Guardian Portal. Students, with the help of their families, will then choose elective courses to round out the core courses recommended by teachers.

On occasion, students become interested in “overriding” a teacher's recommendation. Those overrides should be undertaken thoughtfully after an assessment of the student’s academic workload and outside activities to determine if the student has the interest and capacity to take on an additional challenge in this subject area.

Overrides may be requested by completing an Override Acknowledgement Form.

Graduation Requirements

In order to receive an Acton-Boxborough Regional High School diploma, students must:

- Earn 100 credits.
- Receive a “competency determination” by the Massachusetts Department of Elementary and Secondary Education based on performance on the Massachusetts Comprehensive Assessment System (MCAS) test.
- Earn passing grades in the following areas of study:
 - Four years of English
 - Three years of social studies (two of which must be U.S. History I and II)
 - Three years of science (one of which must be biology)
 - Three years of mathematics
 - Two years of World Language
 - Fitness for Living (AB’s integrated health and physical education course is taken by all 9th graders)
 - Three semesters of physical education over the course of the next three years (gr.10, 11, 12)
 - The equivalent of a one-semester daily course in Performing Arts, Visual Arts, Communication Arts or Industrial Arts.
 - One additional year of an elective in English, social studies, math, science, or world language

Certificate of Attainment: The Certificate of Attainment is available to students who have completed all local graduation requirements but who have not yet qualified for a high school diploma because they have not passed the required MCAS tests. This is a state-endorsed credential, based on specific criteria available through the Department of Education.

Certificate of Program Completion: A Certificate of Program Completion signifies the successful completion of an individualized program that must include the following areas: Functional Academics, Health and Wellness, Life Skills, Employability Training and Community Service

Additional Program Information

ABRHS requires all students to spend 990 hours per year in academic study. This time may include scheduled classes, directed studies, and activities directly related to each student's course of studies. Teachers need not be present during all 990 hours; however, all activities should carry the same academic rigor as that of classroom activities. Teachers make themselves available at published times to provide guidance in all areas of study. Students who are progressing toward graduation requirements at a consistent pace will fulfill their 990 requirements through required classes, electives, and associated activities. Directed studies may supplement any student's structured learning plan. Required learning activities include Science, English, Social Studies, Mathematics, and World Language portfolios associated with full-year and some semester courses in these departments.

Science Portfolios – 30 Hours

All students enrolled in a full-year science course will be expected to keep and maintain a Science Portfolio. It is expected that the portfolio materials will be completed outside of the classroom. Because of this time commitment, science courses will be credited with an additional 6 hours per credit of class time. For example, a 5-credit Biology course would add 30 hours to its actual hours of seat time, while a 7.5 credit Chemistry course would add 45 hours.

This portfolio will consist of one or more of the following items:

- formal lab reports
- lab notebooks
- supplemental experimental analysis
- independent research projects
- supplemental MCAS review material
- participation in an online community or the creation of other online materials such as web pages, blogs, wikis, podcasts, etc.

Mathematics – 30 Hours

Students in mathematics classes work outside of class time on review packets for most major examinations. These assignments are above and beyond the daily

homework assigned from the textbook. Some classes also do projects related to their curriculum. Other courses may work on MCAS or SAT materials outside of class time, beyond the regular homework assignments. Students in Advanced Placement classes attend after-school or weekend review sessions. The curricula will include one or more of these elements as appropriate for the subject matter and goals of the course.

English Portfolios – 30 Hours

As part of the writing process, all English students keep a writing portfolio, which is a collection of written work including assignments such as formal analytical papers, reading responses, creative pieces, MCAS prompts, in-class essays, process writing, and brainstorming. Students use the writing portfolio to progress in their writing skills; they review, edit, and rewrite assignments, as well as set academic goals, focusing on both strengths and weaknesses, for improving their writing.

Social Studies – 30 Hours

All students in social studies classes participate in at least one of the following: Research, summer reading, review packets, review sessions, portfolios, projects, movie reviews, and critical reviews of a monograph. Curricula will include one or more of these elements as appropriate for the subject matter and goals of each course.

World Languages – 30 Hours

Students in the World Language Department work beyond the classroom in a multitude of activities, which are different from the traditional homework assignments. Each term, students of the World Language Department complete both a speaking and writing assessment in addition to other testing. Speaking assessments include news broadcasts, theatrical skits, PowerPoint presentations, interviews, telenovela videos, telephone conversations, debates, mythology projects, and language lab recordings. Writing assessments include interpersonal and formal essays, literature-based critiques, postcards, dialogues, and cultural/historical units which may also have a speaking component.

Credit System

Satisfactory completion of a year's work in a course meeting daily will entitle a pupil to 5 credits toward graduation.

Satisfactory completion of a year's work in a course meeting alternate days will entitle a pupil to 2.5 credits toward graduation.

Satisfactory completion of a semester's work in a course meeting daily will entitle a pupil to 2.5 credits toward graduation.

Satisfactory completion of a semester's work in a course meeting alternate days will entitle a pupil to 1.25 credits toward graduation.

Satisfactory completion of an AP lab science course will award additional credit based on

lab frequency.

Unweighted Grade Point Average (GPA)

The unweighted GPA is listed on the transcript and, therefore, reported to colleges. Unweighted GPA is also used for membership in the various honor societies at ABRHS, and is also frequently requested on applications for internships, scholarships, or other extracurricular programs. The unweighted GPA is calculated yearly, is cumulative, and includes all courses.

Weighted Grade Point Average (WGPA)

The weighted GPA is listed on the transcript and, therefore, reported to colleges. The calculation of the weighted GPA takes into account the level of the courses taken and the number of credits each course is worth.

GPA and WGPA Scales

All Courses		Courses Included in WGPA					
GPA Point Scale		Weighted GPA Point Scale				Grades by Percent	
Grade	All Courses	Grade	CP / CP1 / Foundations	Courses in English, Math, Science, Social Studies, World Language with no level designation & AE	Honors / AP		
A+	4.00	A+	4.00	4.50	5.00	A+	97-100
A	4.00	A	3.75	4.25	4.75	A	93-96
A-	4.00	A-	3.50	4.00	4.50	A-	90-92
B+	3.70	B+	3.25	3.75	4.25	B+	87-89
B	3.30	B	3.00	3.50	4.00	B	83-86
B-	3.00	B-	2.75	3.25	3.75	B-	80-82
C+	2.70	C+	2.50	3.00	3.50	C+	77-79
C	2.30	C	2.25	2.75	3.25	C	73-76
C-	2.00	C-	2.00	2.50	3.00	C-	70-72
D+	1.70	D+	1.75	2.25	2.75	D+	67-69
D	1.30	D	1.50	2.00	2.50	D	63-66
D-	1.00	D-	1.25	1.75	2.25	D-	60-62

Electives in the English, Mathematics, Science, Social Studies, and World Language departments began to be counted in the WGPA in the 2023-24 school year.

Class Ranking

ABRHS does not calculate rank in class and, therefore, rank is not listed on the transcript nor reported to colleges.

Prerequisites for Sequential Subjects in Math and World Language

Each succeeding course in math and world language may be taken only if the preceding course in the sequence is passed with a final grade of C- or better. (See individual course descriptions for requirements to continue in a specific level within the sequence). Students receiving a D+ or lower in a course and would like to continue in the sequence have several options:

1. Make up the course in summer school at Acton-Boxborough or an approved course in one of the surrounding communities or study independently and complete all course outline work. The final grade from summer school or independent study will be added to the student's transcript. However, this does not remove the original grade nor impact the student's W GPA. Credit will only be awarded to students who failed the course during the school year. If this grade is a C- or better, the student may advance in the sequence. Before taking the makeup final the student must present all course work assigned in the summer school course or independent study.
2. The student may repeat the course. Students repeating a sequential subject during the school year may receive credit a second time providing they earn a grade of C- or better. Although the course being repeated may count towards graduation credit, it will not be calculated into the student's grade point average.
3. The student may drop from the course sequence.

Auditing Courses

Any student requesting to audit a course (take a course for no credit) during the school year must be aware of the following criteria:

1. In addition to the course to be audited, the student must be scheduled for a minimum of five courses that meet on a daily basis.
2. Students may only request one audit per year (pending approval). The student must complete the "Audit Request Form" that can be obtained from his/her counselor. The completed form must be returned within two weeks of the close of the first marking term to the student's Assistant Principal.
3. If the audit request is approved, the student must adhere to the standards of the course. Failure to comply with the attendance, academic, and behavioral expectations of the classroom instructor will result in the student's withdrawal from the course with "W". Please remember that a student receives no credits for an audited course. The course will be reported on the transcript with an AU (Audit) grade.

Advanced Placement Programs

The AP designation indicates that the program of study recommended by the College Board is incorporated into the coursework. A student need not take the AP exam to enroll in this advanced level. Students have to meet prerequisites in order to take AP classes.

Advanced Placement Courses:

English IV AP

U.S. History II AP

European History AP

Psychology AP

Statistics AP

AB Calculus AP

BC Calculus AP

Computer Science AP

Environmental Science AP

Biology AP

Chemistry AP

Physics AP

French V AP

Spanish V AP

Special Education Programs

Special Education services are available to students who are qualified for an Individual Education Program with identified disabilities who require specialized instruction in school in order to make effective progress. Students may access their education until the age of 22 or upon receiving a regular high school diploma.

Students experiencing difficulty in the regular education program may be referred to the Instructional Support Team (IST). The IST may recommend interventions, a screening, or may refer a student for an evaluation to assist in the determination of a disability. Parents/caregivers who have a concern about their child's development or possibility of a learning disability may also refer their child for an initial evaluation. After completion of an evaluation, the Team convenes to determine eligibility for special education services. The Team consists of the student, parent/guardian, general educator, special educator and related service providers as required. If a student is found eligible for special education services an Individualized Education Program (I.E.P) is developed. Special education regulations are implemented to provide a free and appropriate public education (F.A.P.E.) as designated by the reauthorization of the Individuals with Disabilities Education Act, 2004. Student needs are met through consultation, support to the classroom and/or direct service, using both remedial and/or compensatory approaches, with a goal toward appreciating and incorporating individual styles of learning. Students may receive support in a variety of areas as defined by their I.E.P. Collaboration among special educators, teachers, parents/guardians, and the student is maintained for coordination of academic and social/emotional expectations, classroom accommodations, strategies, and student progress.

General Education Support Programs

Academic Success Center Grades 9-12

Prerequisite: The ASC requires a referral from the counselor and approval from the ASC Team.

Students attend the Academic Success Center (ASC) on alternate days (daily under certain circumstances). The ASC provides students with extra help on classwork, support with organization and study skill development, and reinforcement of course content. Peer Tutors work in the ASC to help students with material. Periodic consultations with classroom teachers and school counselors comprise an important part of the program.

Semester Course – alternate days 1.25 credits

The Alternative Curriculum Center (ACC)

Prerequisite: The ACC requires a referral from the student's counselor and associate/assistant principal in collaboration with the student's special educator, ASC teacher, STAR support team, or IST.

The Alternative Curriculum Center (ACC) is an alternative educational service that offers a supportive, small classroom community experience to students in general and special

education who experience significant academic, behavioral, and/or emotional difficulties that make it challenging for them to be in the traditional classroom setting despite numerous interventions. These difficulties may include absenteeism, inattention, impulse control, or repeated academic failure.

Through the ACC, students are able to acquire the academic and social skill sets that will help them access classes in the larger school setting. The ACC strives to foster supportive, positive peer and staff relationships in a structured community. Students benefit from the option of taking small group instruction in *two or more of the five core classes in addition to ACC Seminar*. English, math, history, science and seminar instruction are provided by a content area teacher who comes to the ACC classroom limiting the necessity of students transitioning in between some of their classes. Students enrolled in ACC science and Wellness are expected to transition to the science lab and or fitness center/gym.

9th Grade Transition Team

The Transition Team is available to a recommended group of incoming freshmen who would benefit from a small, structured, classroom environment. The support services provided in the transition team are designed to help students make a successful transition from the junior high school to the high school by providing the academic supports and skills needed to meet the demands of the high school curriculum. Students who are recommended for this program find a continuation of the team-based model as a part of their transition to the high school.

The services are provided by the mainstream teachers of the four major subject areas (English, World History, Environmental Science and Math) all working as part of a teaching team making use of an integrated curriculum. Each classroom teacher is supported by a teaching assistant and several mentors selected from the junior and senior classes. With the additional support, a variety of valuable services are possible on a regular basis. Regular weekly meetings of the four teachers, the teaching assistant, and the school counselor provide the opportunity to discuss student progress, coordinate curriculum, and conference with parents. Ultimately, the transition team model provides a comprehensive and coordinated approach for each student.

The transition team model provides services and support during the student's first crucial year in high school, a challenging time for all students but particularly for students whose successes have been inconsistent. With the support provided through the transition team, students are given an enhanced opportunity to realize success as freshmen and develop the skills, confidence and study habits needed for academic achievement for the remaining three years of high school.

Students participating in the Transitional Team must be recommended by the junior high school.

STAR (Supportive Therapeutic and Academic Resource) Program

The STAR Program provides temporary academic and therapeutic supports to high school students who have been unable to attend their classes due to medical and/or psychiatric

needs. Through tutoring support, students are able to access the academic work they miss due to their medical condition. This service is a supplemental support provided to students as they return to school and provides them with the therapeutic support they may require to make a smooth transition back to their academic program.

ENGLISH

The English discipline offers students a lens through which to more deeply understand themselves and the world around them and to communicate those understandings to others.

The goals of the English Department are to help students develop skill and confidence in these three areas:

1. **Critical thinking.** Students learn to react thoughtfully to texts. They inquire, research, analyze and propose and defend arguments about abstract ideas as well as moral and ethical issues emerging from texts of all kinds.
2. **Communication.** Students learn to communicate meaningfully in written and spoken discourse. Effective communication skills include mastery of narrative and argumentative structure, sentence construction, tone, and grammar as well as sharing and responding to ideas and perspectives during class discussions.
3. **Awareness.** Students develop their awareness of the individual and others on a local and global scale, finding connections and building empathy with those unlike themselves.

To meet the requirements of the English Department, each student will complete a four-year core program. The 12th grade English course must be taken at Acton-Boxborough or through a pre-approved equivalent program.

Recommendations for a student's course placement are made by English teachers. Recommended guidelines to move up a level placement are a student earns an A- or better in their current course or a student earns a teacher recommendation.

Each grade level course focuses on the same course-end learning objectives; however, instructional methods are targeted to the needs of students enrolled.

ENGLISH I (112) and ENGLISH I Honors (111)**Grade: 9****Prerequisite: by teacher recommendation**

Grade nine English is organized around the study of three or more broad thematic units that help students consider the essential questions of the course: What do stories teach us about ourselves and our world? How and why do authors craft their stories? Focusing on reading and writing skills, the freshman curriculum builds on the English program at the junior high school. Consistent with the junior high school program, the ninth-grade program teaches writing as a process with opportunities for students to refine and revise their work based on peer and teacher feedback. In both personal and literary papers, students develop purpose and focus in their writing and become more critical about their own work. Students read core works, both classic and contemporary, in a variety of genres. For choice reading, students choose from among thematically related works. Through their reading, students learn to question and explore ideas and to evaluate their conclusions. Sample texts for this course may include *Night*, *Clap When You Land*, *Romeo and Juliet*, *Twelfth Night*, *The Odyssey* and *To Kill a Mockingbird*.

Full year course, 5 credits**TRANSITION ENGLISH I (151)****Grade: 9****Prerequisite: Must be taken in conjunction with other Transition classes and enrollment must be reviewed by Transition Team Faculty**

Transition English is organized around the study of three or more broad thematic units that help students consider the essential questions of the course: What do stories teach us about ourselves and our world? How and why do authors craft their stories? Focusing on reading and writing skills, the curriculum builds on the English program at the junior high school and is closely related to the freshman curriculum. The Transition Program teaches writing as a process and provides opportunities for students to refine and revise their work based on peer and teacher feedback within a small, supportive environment. Students develop purpose and focus in their writing and become more critical about their own work. Similar to the program's focus on writing, the Transition Program focuses on reading as a process and provides students opportunities to build their reading strategies and overall sense of who they are as readers. Students read core works, both classic and contemporary, in a variety of genres. For choice reading, students choose from among thematically related works. Through their reading, students learn to question and explore ideas and to evaluate their conclusions. Sample texts for this course may include *Night*, *Clap When You Land*, *Romeo and Juliet*, *Twelfth Night*, *The Odyssey* and *To Kill a Mockingbird*.

Full year course, 5 credits**ENGLISH II (122) and ENGLISH II Honors (121)****Grade: 10****Prerequisite: English I or the equivalent; by teacher recommendation**

The tenth grade curriculum continues to enable students to develop their reading and writing skills. In this survey of American literature, students read works representative of

the diverse voices that comprise our country in three broad thematic units—identity, diversity, and justice and action. In this course, students study the craft of writing by reading varied genres including the novel, narrative nonfiction, memoir, poetry, drama, and short fiction. As in the ninth grade, students are given frequent writing opportunities in analytical and personal writing. At all levels, prewriting activities, peer review, teacher feedback, revision, and analysis of specific writing issues help students understand the need for and importance of writing as a versatile form of communication. Classroom activities are varied to accommodate different learning styles, encourage risk-taking, and provide opportunities for both independent and collaborative learning. Sample texts for this course may include *The Crucible*, *When the Emperor was Divine*, *Aristotle and Dante Discover the Secrets of the Universe*, *Sing Unburied Sing*, and the works of Emerson and Thoreau

Full year course, 5 credits

ENGLISH III (132/132x) and ENGLISH III Honors (131)

Grade: 11

Prerequisite: English II or the equivalent; by teacher recommendation

During their junior year, students read a wide range of classic and contemporary texts. This study of world literature allows students to consider different perspectives and make connections across contexts. Literature is organized around thematic units that encourage students to explore how an author responds to the social, cultural and political conditions of their times and how the lens through which we read literature affects our understanding of its meaning. Students continue their study of analytical writing, developing sophistication of ideas, structure, and style. These writings include opportunities for prewriting, collaborative planning, peer and teacher review and editing, and revision. Analytical essays and narrative writing assignments allow students to develop a personal voice and style. Sample texts for this course may include *Macbeth*, *Lord of the Flies*, *Homegoing*, *Exit West*, *The Remains of the Day*, and *Purple Hibiscus*.

Full year course, 5 credits

12TH GRADE ENGLISH

ENGLISH IV (162)

THE BLURRING OF FANTASY AND REALITY: THE STUDY OF THE WORLD AROUND US THROUGH SPECULATIVE FICTION

Grade: 12

Authors often invent elaborate hypothetical realities to urge their audiences to see their own world in a new way. How do artists, through these fabrications, describe reality? How can a fiction or a “lie” explain a truth? Students in this course will use science fiction, fantasy, literary classics, and choice reading to answer these questions and to explore how the blurring of fantasy and reality suggests ways that we might construct a more purposeful, positive, and productive society. Sample texts for this course may include “*Story of Your Life*,” *The Handmaid’s Tale*, *Brave New World*, *The Underground*

Railroad, and Severance.

Full year course, 5 credits

ENGLISH IV (163)

CHASING THE STORY: JOURNALISM, CREATIVE WRITING, AND THE ART OF TRUTH

Grade: 12

Stories both fiction and nonfiction, reflect and shape the way we process information, the way we view ourselves and others, and what we understand as truth. This course pays special attention to the choices authors and journalists make as they tell their stories, in genres including moral philosophy, creative nonfiction, persuasive communication, prose poetry, satire, and literary and experimental fiction. As they study each genre, students use the course texts to explore and debate the significant social, cultural, environmental, political, and moral issues of our time – and to experiment with storytelling techniques that develop their own voices and identities as writers. Sample texts for this course may include *Interpreter of Maladies*, *Brave New World*, *Severance*, *Extremely Loud and Incredibly Close*, and *the History of Love*.

Full year course, 5 credits

ENGLISH IV (164)

OUR SHARED HUMANITY: THE LITERATURE OF WHAT UNITES AND DIVIDES US

Grade: 12

It is part of the human condition to seek community, a lifestyle rooted in the familiar. We are brought together by common experiences: joy and sorrow, compassion and suffering, dignity and the desire for meaning, achievement, and loss. This course will help students explore, articulate, and illuminate those fence posts in their own lives and in literature. At the same time, what can cause harmony can often just as easily lead to conflict: athletic or sibling rivalry, marriage, politics and national pride, and individual identity. We will study the complex and at times paradoxical features of our collective and unique perspectives. Sample texts for this course may include *Salvage the Bones*, *The Things They Carried*, *Fences*, *The Great Gatsby*, and *The Handmaid's Tale*.

Full year course, 5 credits

SENIOR ENGLISH WITH PROJECT (146)

Grade : 12

Prerequisite: Teacher recommendation required

This course offers students the opportunity to design a research-based project that focuses on an area of personal interest while continuing to develop the reading and writing skills necessary to meet English IV course-end learning goals. The curriculum focuses on social justice as a way to understand the relationship between the self and the community. Course materials help students explore who they are and how they function within their community, and, in turn, inform the development of their independent projects. Components of the project include research, an annotated bibliography, an interview, a

written synthesis, an oral presentation with a visual or audio component, and participation in the Senior Project Exposition. Sample texts for this course may include *Between the World and Me*, *The Handmaid's Tale*, *Salvage the Bones*, *The Things They Carried*, *The Great Gatsby*, and *Interpreter of Maladies*.

Full year course, 5 credits

ENGLISH IV AP (141)

Grade: 12

Prerequisite: English III; B in English III H, or A in English III AE strongly recommended

This course will explore the power of language and how literature brings us closer to understanding the identities and experiences of others. Students will read deeply and write intensively about works that will expand our notions of four essential topics: privilege, morality, tradition, and agency. This structure accommodates a study of literature from different time periods and national and cultural perspectives, adding breadth to students' previous study of American and British literature. Teachers choose from a variety of core works and choice titles as appropriate. Seniors will continue to practice and develop skills in reading, analyzing, and discussing literary ideas. In addition, they will continue to refine their skills in analytical writing about literature, using clear organization and appropriate, detailed and well-developed evidence in support of a strong central idea. In addition, students will be given opportunities to practice both multiple-choice questions and essay responses tailored to the AP Literature and Composition Exam taken in the spring.

Sample texts may include: *The Great Gatsby*, *Salvage the Bones*, *Beloved*, *Hamlet*, *The Things They Carried*, *Interpreter of Maladies*, *Tess of the D'Urbervilles*, in addition to a significant selection of short stories and poetry.

Full year course, 5 credits

ENGLISH LANGUAGE DEVELOPMENT EDUCATION (ELD)

ELD FOUNDATIONAL LEVEL (911)

Grades: 9-12

Prerequisite: Recommendation of ELD Teacher

English Language Development (ELD) classes provide English instruction to students who are acquiring English.

- ELD Foundational Level: Entering- Developing (WIDA Levels 1.0-3.0)

This course is for multilingual learners (MLs) who are performing at the Entering-Developing level on the World-class Instructional Design and Assessment (WIDA). MLs engage in intensive academic and social vocabulary development through complex reading, writing, listening, and speaking tasks. In alignment with grade-level standards, students in this course will engage in rigorous language and skill development to increase comprehension and production of English. MLs will use and develop language to interpret and access information, ideas, and concepts across various texts, media, and technology. These will be used to interpret and present different perspectives, build awareness of relationships, and affirm their identities. Students enrolled in this course receive two periods of English language instruction per day.

Full year course (2 Periods per day), 10 credits (5 English credits, 5 elective credits)

ELD TRANSITIONAL LEVEL (946)

Grades: 9-12

Prerequisite: Recommendation of ELD Teacher

English Language Development (ELD) classes provide English instruction to students who are acquiring English.

- ELD Transitional Level: Developing-Bridging

This course is for multilingual learners (MLs) who are performing at the Developing-Bridging level on the World-class Instructional Design and Assessment (WIDA). MLs continue to engage in intensive academic and social vocabulary development through complex reading, writing, listening, and speaking tasks. In alignment with grade-level standards, students in this course will engage in rigorous language and skill development to increase comprehension and production of English. MLs will use and develop language to interpret and access information, ideas, and concepts across various texts, media, and technology. These will be used to interpret and present different perspectives, build awareness of relationships, and affirm their identities. Students enrolled in this course receive ~~two~~ **one** periods of English language instruction per day.

Full year course (~~2~~ **1 Periods per day), ~~10 credits~~ (5 English credits, ~~5~~ **elective credits**)**

ELD WORLD HISTORY (289)**Grades: 9-12 ELD Foundational Level students****Prerequisite: Recommendation of ELD Teacher**

Students study the history and geography of civilizations and nations across the world while examining world cultures. Students will learn about the interactions among regions and governments and will study topics such as immigration, war, conquest, colonization, trade, and culture. There is an emphasis on primary sources. The core curriculum follows the World History curriculum, but provides language supports and linguistic scaffolds to support students at the foundational level of English Language Development using the WIDA Standard: The Language for Social Studies. Significant emphasis is placed upon acquisition of academic vocabulary, syntax and grammar as well as related reading and writing skills.

Full year course (1 Period per day), 5 credits (Social Studies credits)**ELD U.S. HISTORY (290)****Grades: 9-12 ELD Foundational Level students****Prerequisite: Recommendation of ELD Teacher**

In this course, the development of the United States is traced from the colonial period to the close of the Nineteenth Century when the United States emerged as one of the foremost powers in the world. This course emphasizes the internal development of the nation politically, economically, socially, and geographically - and the growth of a distinctive American way of life. The core curriculum follows the US History I curriculum, but provides language supports and linguistic scaffolds to support students at the foundational level of English Language Development using the WIDA Standard: The Language for Social Studies. Significant emphasis is placed upon acquisition of academic vocabulary, syntax and grammar as well as related reading and writing skills.

Full year course (1 Period per day), 5 credits (fulfills 1 year of US History requirement)

SOCIAL STUDIES

The Social Studies Department strives to engage students with skills, knowledge, and awareness necessary to act responsibly in their lives and in the world. To achieve this goal, the department seeks to develop understanding of how history, culture, and identity intersect both in the past and in current events. With focal points in American and world history, economics, political science, and the social sciences, students examine social structures, economic systems, political organizations, intellectual movements and the arts. Students also consider issues of equity and identity and how they are represented in various documents and sources. The department focuses on critical thinking, research, reading and writing skills to enable independent inquiry and exploration. Perhaps above all, the department seeks to foster love for social studies in the hope that students will pursue active citizenry, civic engagement, and independent study.

Students in social studies courses will work toward:

- Developing ownership over one's academic process.
- Interpreting the world around them as informed and active participants in society.
- Understanding that historical narratives are diverse and that no one narrative tells the whole story.
- Engaging history and the social sciences responsibly, with intellectual humility, and with open-mindedness.
- Developing an understanding and appreciation of one's own culture and other cultures.
- Valuing collaboration.
- Developing a growth mindset in order to become a lifelong learner.
- Thinking critically about primary and secondary sources, recognizing bias and viewpoint, and separating fact from fiction.
- Developing essential skills in research, analytical writing, and critical reading.
- Developing personal and intellectual resilience.

To meet these needs, the social studies curriculum consists of three core courses and various electives. All students are required to take three years of social studies, with the core program consisting of World History, United States History and Government I, and United States History and Government II.

WORLD HISTORY (212) and WORLD HISTORY Honors (211)**Grade: 9****Prerequisite: By teacher recommendation**

World History serves two general goals: 1) To continue the survey of World History started in the 8th grade including units focused on Africa, the Middle East, the Americas, and Europe up to the French Revolution to provide context for US History I in 10th grade. The course focuses largely on themes of government, economic development, religion, geography, and cultural heritage. 2) To provide the skills for Social Studies utilized in more specialized courses offered in grades 10 through 12. At the honors level, students are expected to demonstrate significant independence and success on formal reading and writing assignments and on assessments.

Full year course, 5 credits**TRANSITION WORLD HISTORY (285)****Grade: 9 Transition Team****Prerequisite: Must be taken in conjunction with other Transition classes and enrollment must be reviewed by the Transition Team Faculty.**

Transition World History is a course designed to serve two general goals: 1) To survey the development of civilization from the decline of Rome through Age of Exploration 2) to provide necessary background and analysis for more meaningful understanding and interpretation of recent events in a small, supportive setting. The course focuses largely on themes of government, economic development, religion, geography, and cultural heritage.

Full year course, 5 credits**U.S. HISTORY AND GOVERNMENT I (222/222x)****U.S. HISTORY AND GOVERNMENT I Honors (221)****Grade: 10****Prerequisite: World History (required course)****For 221(H): Teacher recommendation and A- in World History (H) strongly recommended in addition to demonstrated proficiency on formal assessments and in analytical writing.**

In this course, the development of the United States is traced from the colonial period to the close of the Nineteenth Century when the United States emerged as one of the foremost powers in the world. This course emphasizes the internal development of the nation politically, economically, socially, and geographically - and the growth of a distinctive American way of life. In parallel, it examines various narratives of people who experienced America's evolution in highly different ways, and in particular, the struggles of Black and Indigenous populations. The course emphasizes the role of the Declaration of Independence, the Constitution and Amendments, the Seneca Falls Declaration of Sentiments, and other core primary documents as the basis for the development of American government. At the honors level, students are expected to demonstrate significant independence and success on formal writing assignments and assessments.

Full year course, 5 credits

U.S. HISTORY AND GOVERNMENT II (232/232x)**U.S. HISTORY AND GOVERNMENT II AP (231)****Grade: 11****Prerequisite: U.S. History & Government I (required course)****For 231 (AP): B+ in U.S. History I (H) strongly recommended**

The second half of the two-year sequence in American History primarily focuses on the twentieth century. Drawing upon the foundation laid in the previous years, this course stresses three important themes: 1) the emergence of the United States as a global superpower 2) the evolving role of the federal government in domestic affairs 3) the significance of identity groups in social, economic, and political change.

The course provides excellent opportunities for students to build research and analytical skills and to connect history to current events.

Full year course, 5 credits**ECONOMICS (236)****Grades: 11-12****Prerequisite: By teacher recommendation**

This is an introductory course in economics stressing macro-economic concepts, theory, policies, problems, and issues such as supply and demand, the role of the public sector, unemployment, money and banking, and distribution of income. While the major objective of the course is to acquaint the student with the formal discipline of economics, there is a purposeful effort to examine practical economic factors as they occur week by week. The possibility of taking the AP examination exists for students willing to do individual review.

The possibility exists to dual enroll in this course and Middlesex Community College to receive college credit for this class. Please consult with the instructor or department leader for more information.

Full year course, 5 credits**INTERNATIONAL RELATIONS Honors (241)****[not offered 2024-25]****Grade: 12****Prerequisite: U.S. History and Government I & II**

International Relations uses a multidisciplinary approach to examine the question of how countries gain influence, security, and wealth. Given complex variations in answers to this question worldwide, the course framework is regional, with units focusing on China, South Asia, and the Middle East. In each unit, students will first develop a historical and cultural understanding of the region and its political and economic structures. The course will then apply this geopolitical knowledge to current events in the region as well as themes such as comparative politics, international security, international finance, and developmental economics.

Full year course, 5 credits**PSYCHOLOGY (252) and PSYCHOLOGY AP (251)**

Grades: 11-12 for 252 Psychology**Grade 12 only for 251 Psychology AP**

Prerequisite AP: Successful completion of US History II AP or by teacher recommendation.

Psychology introduces students to the concepts, principles, theories, and methodologies within the general field of psychology, which studies the behavior and mental processes of humans and animals. Topics addressed in this class include but are not limited to research methodology, neuroscience, sensation and perception, cognition, intelligence, learning, memory, consciousness, child and adolescent development, personality, psychological disorders and therapies. The course parallels many ideas and principles addressed through the behavioral and social sciences. Throughout this course, there is an emphasis on relating and applying ideas and concepts addressed in class, the text, and outside literature to current events and social trends that impact our local community, our students' lives and the world at large. Most students who take AP take the AP exam in May.

Full year course, 5 credits

PSYCHOLOGY AND THE GOOD LIFE (254)**Grades: 11-12**

Prerequisite: None

An elective, half-year course taken by students in their junior or senior year, Psychology and the Good Life (PGL) is based on the Yale University course of the same name and is Yale's most popular course in over 300 years, with almost one out of four students enrolled. While not prescriptive, this adapted curriculum from Dr. Laurie Santos explores what the science of psychology says about how to live a life that's happier and more fulfilling through employing a set of scientifically-validated strategies for living a more satisfying and meaningful life. Throughout this course, students will explore the current scientific findings from the field of psychology on how to be happier, feel less stressed, and to flourish more. Students will have a chance to put these scientific findings into practice by building habits that will not only allow them to live a happier and more fulfilling life but to also explore how to use this new knowledge and skill set to make their communities and our planet better. This course is taught using various teaching methods including co-teaching, large group lecture, small group collaborative work, whole class discussion, guest speakers, and practical application of strategies and techniques.

Semester course, 2.5 credits

UNDERSTANDING RACE (260)**Grades: 10-12**

Prerequisite: None

This course will explore a variety of topics around understanding race. It will begin with an intentional focus on community-building within the classroom, inviting students to be vulnerable and ask hard questions. After developing personal narratives around race and identity, students will examine historical conceptions of race, utilizing readings from a variety of perspectives to develop a deeper understanding of how racial myths are created and sustained in societies. Students will also explore historically pivotal case studies on

race. The course will culminate with a capstone project focusing on local racial issues affecting the high school or the greater Acton-Boxborough community.

Semester course, 2.5 credits

UNDERSTANDING RACE Honors (261)

Grades: 10-12

Prerequisite: Teacher recommendation suggested but not required

In addition to completing the requirements of Understanding Race (260), students in the honors option will be required to complete additional work to be outlined by the instructor at the beginning of the course.

Semester course, 2.5 credits

GENOCIDE AND CONFLICT RESOLUTION (263)

Grades: 10-12

Prerequisite: None

As the world witnesses increasing acts of intolerance, this course will examine historical, psychological, and sociological explanations for such behavior. One primary historical case study of the course is the Holocaust. This focus will be accompanied by units that examine other historical and contemporary cases of prejudice and injustice and how society reacts to them. In studying these topics basic essential questions will be examined: What factors lead people to become bystanders and allow injustice to occur? How can we take the lessons from the past and empower ourselves to avoid such injustices in the future? How can we take such lessons and apply them to the decisions we make every day? How do we work to resolve and reconcile after conflict? This course utilizes aspects of the Facing History curriculum, and it asserts that students must be trusted to examine history in all of its complexities, including its legacies of prejudice, discrimination, resilience, and courage. All of these themes will be explored through a series of readings, videos, guest speakers, discussions and personal journals.

Semester course, 2.5 credits

GENOCIDE AND CONFLICT RESOLUTION Honors (264)

Grades: 10-12

Prerequisite: Teacher recommendation strongly recommended

In addition to completing all the requirements of Genocide and Conflict Resolution (263), students in the Honors option will be required to complete additional work encompassing extra papers and projects to be outlined by the instructor at the beginning of the course.

Semester course, 2.5 credits

POLITICAL SCIENCE (272)

Grades: 11-12

Prerequisite: None (Elective)

This course is designed as a basic introduction to the study of political science on the federal, state, and local levels. Special emphasis is placed on the tools of the political scientist and on topics of current interest. Students study the electoral process at the

federal, state and local levels. The course considers the relationship between political theory and historical and current events. Active participation in political activity is an important component of the class. The possibility of taking the AP examination exists for students who are willing to do some additional preparation.

Semester course, 2.5 credits

SOCIOLOGY (276)

Grades: 11-12

Alternate Year course, expected to be offered in 2025-26

Prerequisite: None (Elective)

Sociology, the study of social behavior and societies, introduces students to the concepts, principles, theories, and methodology of the general field of sociology with an emphasis on contemporary American society and current controversial social issues. Topics addressed in the class include but are not limited to culture, norms, roles, gender, race-ethnicity, socialization, morality, crime, deviance, social control, social stratification, class inequality, race-ethnicity, and social institutions. This course parallels many ideas and principles addressed through the behavioral and social sciences. Throughout this course, there is an emphasis on relating and applying ideas and concepts addressed in class, the text and outside literature to current events and social trends occurring in the local community and the world at large.

Semester course, 2.5 credits

YOU AND THE LAW (282)

Grades: 10-12

Prerequisite: None (Elective)

You and the Law is a one-semester course that explores many facets of the American legal system and more specifically how it relates to and impacts students' everyday lives. Areas covered include constitutional, criminal, juvenile and civil law. The course includes class and small group discussions, trial case studies, current events, and videos.

In addition, there are visits from several guest speakers, including a local police officer, judge, lawyer, probation officer and an FBI agent. Students will take field trips to a state prison facility and Superior Court to observe criminal trials.

Semester course, 2.5 credits

EUROPEAN HISTORY AP (284)

Grade: 12

Prerequisite: U.S. History II; B in U.S. History II (AP) strongly recommended

This course is comparable in scope and sequence to a collegiate introductory course in European history. Its principal aim is to provide students with an overall knowledge of basic chronology, significant events, and trends in European history from 1450 to present. Furthermore, its aim is to foster, through intensive study of specific topics, a deeper understanding of political, social, economic, and intellectual forces in history. As part of political history, the growth of the modern nation-state, the development of absolutism, constitutionalism, revolution, the balance of power, diplomacy and international

peacekeeping efforts will be considered. Intellectual and cultural history, changes in religious and secular thought, trends in literature, music, and arts, and the interrelationship of the arts historically are studied. From the socio-economic point of view, the influence of social classes, the changes in economic structures, the roles of commerce and industrialization, and the development of imperialism and Europe's influence on the rest of the world will be analyzed. Traditionally most students take the AP examination given in May.

Full year course, 5 credits

MATHEMATICS

The ABRHS mathematics department seeks to engage students in meaningful mathematics that develops conceptual understanding of math principles, strategies, formulas and applications.

The mathematics curriculum follows closely with the Massachusetts Curriculum Standards. Lessons and activities in all courses are designed to engage students in the mathematics practice standards: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively (3) Construct viable arguments and critique the reasoning of others. (4) Model with Mathematics (5) Use appropriate tools strategically (6) Attend to precision (7) Look for and make use of structure (8) Look for and express regularity in repeated reasoning.

Three years of high school math are required to graduate from ABRHS. Recommendations for courses are determined using a student's performance on tests and quizzes in conjunction with other key math success indicators such as perseverance and tolerance of productive struggle, rate of learning new material, precision and reasoning, retention, ability to recognize and use connections between concepts, ability to apply concepts to novel situations, and fluidity of math computations.

When making course selections, student's should keep in mind that teachers make recommendations on a variety of factors to place students in the class that will best strengthen the individual student's understanding of math. We encourage families to collaborate with their students' classroom teachers so we can best develop the student's mathematical understanding, enjoyment of the subject, and self-confidence as a learner.

ALGEBRA I (313) and ALGEBRA I H (310)**Grade: 9**

Algebra I is the introductory course for students preparing for college entrance. Topics include a review of fundamentals with directed numbers, the solution of linear equations and inequalities, the solution of related word problems such as consecutive integers, angles, coin, mixture, and motion, an introduction to functions in verbal, tabular, and equation format, graphing lines, and finding the equations of lines in various forms given a variety of information. Topics such as percents, probability, rates of change, and direct and inverse variation are also covered, as are systems of equations in 2 variables, operations with monomials and polynomials, factoring polynomials, solving quadratic equations by factoring, and the simplification of square root radicals. Additional topics at the H level include the field properties of the real numbers, more involved algebraic word problems, the solution of quadratic equations by completing the square and the quadratic formula, more extensive work with radicals, graphs of quadratic and exponential functions and related word problems. Introductory topics from Statistics, as well as Transformations of Linear, Quadratic, Absolute Value, Exponential, and Quadratic Graphs, will also be included.

Full year course, 5 credits

ALGEBRA I ACADEMIC SUPPORT (319)**Grades: 9-12****Prerequisite: Concurrent enrollment in Algebra 1**

Math Academic Support provides students with extra support for their coursework in Algebra 1. Concepts from class will be previewed and reviewed. Reteaching of prerequisite concepts and skills will also be incorporated throughout the year. Math Academic Support will also be available for Algebra 1 students to drop in on an ad-hoc basis when space is available.

Year course, alternate days, 2.5 credits

FOUNDATIONS OF ALGEBRA (315)**Grade: 9**

This course will build up the mathematical background of the students enrolled. Topics will include: operations with integers, fractions, decimals and percents, operations with directed numbers, the solution of equations and inequalities, proportions, graphing lines, etc. The goal of this course is to prepare students to successfully enroll in Algebra I the following year. [This course is calculated in the WGPA on a 4.0 scale.]

Full year course, 5 credit

TRANSITION ALGEBRA I-1 (360/360x)**Grade: 9**

Prerequisite: Must be taken in conjunction with other Transition classes and enrollment must be reviewed by Transition Team Faculty

Transition Algebra I-1 is the first year of a two year sequence covering the basics of Algebra I. This course is intended to suit the student who requires more time to practice

and develop the concepts of Algebra I within a smaller, supportive environment. The presentation leans toward an informal approach with limited deductive reasoning.

Full year course, 5 credits

ALGEBRA I-1 (316)

Grade: 9

Algebra I-1 is the first year of a two year sequence covering the basics of Algebra I. This course is intended to suit the student who requires more time to practice and develop the concepts of Algebra I. The presentation leans toward the informal intuitive approach with limited deductive reasoning. Topics include those listed under Algebra 1 CP up to “finding the equations of lines given various information”.

Full year course, 5 credits

ALGEBRA I-2 (326)

Grade: 10

Prerequisite: C- in Algebra I-1

This is the second year of the two-year Algebra I sequence. The course reviews the topics in Algebra I Part 1 for quarter one and then completes the equivalent content from Algebra I CP for the rest of the year. Upon successful completion of this course, the student will have acquired the two years of credit necessary for graduation as well as all of the Algebra background needed to take Geometry.

Full year course, 5 credits

GEOMETRY (322/322x), and GEOMETRY Honors (311)

Grades: 9-12

Geometry Prerequisite: C- in Algebra I, C- in Algebra I AE or grade 8 Algebra I, C- in Algebra I-2

Geometry H Prerequisite: 80% in Algebra I AE (312) or 83% in grade 8 Algebra 1; students with an A/A+ in grade 9 Algebra I (313) who are interested in this course should discuss with the math department leader

This course, more than either Algebra I or Algebra II, emphasizes the role of deductive reasoning and problem-solving in mathematics. Students are required to write proofs of theorems, and at the H level to solve a variety of original problems. Covered in this course are such topics as the role of undefined terms, postulates, and theorems in Geometry, parallel and perpendicular lines, congruence and similarity of triangles and other polygons, applications of corresponding parts of congruent and similar triangles, properties of right triangles, right triangle trigonometry, circles, coordinate geometry, and introductory transformational geometry. The honors sections also study logic, truth tables, basic Constructions, Coordinate Geometry, and Transformational Geometry.

Full year course, 5 credit

GEOMETRY with Algebra Concepts (323/323x)

Grades: 10-12

Prerequisite: C- in Algebra I or C- in Alg. I-2

This course is designed for those students who would benefit from additional review and practice of Algebra I while also exploring the state standards and MCAS expectations of geometric concepts and applications of plane and space figures. Geometric topics included will be points, lines, planes, angles, polygons, solid figures, parallel and perpendicular lines, circles, congruence, and symmetry. Algebraic topics will be responsive to the needs of students enrolled in the course.

Full year course, 5 credits

ALGEBRA II CP1 (334)

Grade: 12

Prerequisite: C- in Geometry

This course will build upon the Algebra that students learned in Algebra I Part I and Part 2 sequence or the Algebra I CP course before proceeding on to new material. Topics will include: Simplifying expressions and solving linear equations, graphing lines and finding the equations of lines, solving systems of equations, simplifying polynomials, factoring, solving quadratic equations by all three methods, simplifying rational expressions, solving rational and radical equations, the midpoint, and distance formulae, and an introduction to graphing the quadratic relations conic sections. As time permits, additional material on matrices, sequences and series, probability, and/or exponential functions may be included in the course.

Full year course, 5 credits

ALGEBRA II CP (333), ALGEBRA II AE (332), and ALGEBRA II Honors (321)

Grades: 10-12

Algebra II CP Prerequisite: C- in Geometry CP/AE/H, or B in Geo CP1

Algebra II AE Prerequisite: B- in Algebra I AE or Grade 8 Algebra 1 AND C+ in Geo AE, or A+ in Algebra I CP AND A in Geometry CP

Algebra II H Prerequisite: A- in Algebra I AE or Grade 8 Alg 1 AND C+ in Geo H

Algebra II reviews and extends the concepts developed in the first course before introducing new materials. Topics include the solution of equations and inequalities, including those with absolute values, linear equations and inequalities, systems of linear equations and inequalities, systems of equations in 3 variables, matrices, polynomials, factoring, radicals, complex numbers, various solution methods for quadratic equations, the conic sections, systems of simultaneous quadratics, polynomial functions, function composition and inverses, variation problems, the arithmetic of rational expressions, solving radical equations, and rational equations, and an introduction to Sequences and Series. The AE and H sections also study complex fractions, a wider variety of word problems, the theory of higher degree equations, conic section theory, exponential and logarithmic functions as well as permutations, combinations, and Probability.

Full year course, 5 credits

Double-Up Opportunity: Geometry H & Algebra II AE

Students in grade 9 who have at least a 90 for the year in Algebra I AE may opt to take Geometry and Algebra 2 together in grade 10. (Usually, completion of Geometry is a

prerequisite for taking Algebra 2) To do this they should contact the Math Department Leader during course registration time. Students must maintain at least an 80 average in each class.

Summer Study Opportunity:

Students who take Algebra II in grade 11 who are interested in a pathway to Calculus AE in grade 12 may study Precalculus over the summer at an accredited college or university. Following successful completion of their summer course, students will also take the ABRHS Precalculus / Intro to Calculus AE final exam. [Click here for more information.](#)

PRECALCULUS CP (353)

Grade: 12

Prerequisite: C- in Algebra II

(Note: It is recommended that students with a grade of C or C- in Algebra II complete summer review work to strengthen their Algebra II background if they wish to enroll, please contact the department leader for more information)

This course aims at strengthening the mathematical backgrounds of students for future studies. Its degree of difficulty assumes that those enrolling in the course have the ability, interest, and self-motivation necessary to master the advanced topics. The first half of the year includes the study of Coordinate Geometry emphasizing the equations of lines and quadratic functions, solving quadratic, rational, and radical equations by a variety of methods, polynomial curve sketching, various types of inequalities, the theory of functions including amplitude, periodicity, shifts, composition and inverses, and also rational exponents and logarithms. The second half of the year covers the major topics of circular and triangle trigonometry.

Full year course, 5 credits

PRECALCULUS/INTRODUCTION TO CALCULUS AE (352)

Grades: 11-12

Prerequisite: B- in Geometry AE/H and B- in Algebra II AE; or C- in Algebra II H
Students with an A in Algebra II CP who are interested in taking this class should discuss summer study options with the department leader.

This course is for those students in grades 11 and 12 who are strong in mathematics and are planning on taking Calculus the following year. Students are expected to have excellent retention of the material from previous courses. It begins by reviewing and extending a number of prerequisite topics from Algebra II AE. These include Linear Functions, Quadratic Functions, Polynomial Functions, inequalities in 1 or 2 variables, properties of functions, inverses, and graphs of functions, etc. from an algebraic and geometric viewpoint. A comprehensive course in Trigonometry is then presented. Following this material, there is complete coverage of Analytic Geometry including Polar Coordinates, Vectors, parametric equations, graphs of algebraic and rational functions, and exponential and logarithmic functions. Additional topics include Matrices and elementary concepts from Differential Calculus such as computations of limits and derivatives, the use of derivatives in graphing, and the solution of max/min word problems. Students must

have access to a graphing calculator for classwork and homework.

Full year course, 5 credits

PRECALCULUS/INTRODUCTION TO CALCULUS H (331)

Grade: 11

Prerequisite: B- in Algebra II H, or A (95) in Algebra II AE

This course is for those students in Grade 11 who are strong in mathematics and who desire to take Calculus in Grade 12. It provides very strong preparation for students planning a career in math or science. It begins by reviewing and extending a number of prerequisite topics from Algebra II H. These include: Linear functions, Quadratic functions, Polynomial functions, inequalities in 1 or 2 variables, properties of functions, inverses, and graphs of functions, etc. from an algebraic and geometric viewpoint. A comprehensive course in Trigonometry is then presented for the remainder of the first semester. In the second semester, there is complete coverage of Analytic Geometry including Polar Coordinates, Vectors, parametric equations, Equations of lines and planes in space, graphs of algebraic and rational functions, exponential and logarithmic functions, conic sections, translations, and rotations, etc. Additional topics include Sequences and Series from a more advanced viewpoint, matrices, and elementary concepts from Differential Calculus such as computations of limits and derivatives, and the use of derivatives in graphing and the solution of max/min word problems.

Students must have access to a graphing calculator for classwork and homework.

Full year course, 5 credits

CALCULUS AE (343)

Grade: 12

Prerequisite: C- in Precalculus/Intro to Calculus AE/H; A- in PreCalc CP

This course will introduce the concepts, mechanics, and applications of Differential and Integral Calculus. It initially reviews the content of Precalculus/Intro to Calculus and continues to revisit these topics throughout the year as new material is introduced. The material covered in the course will include functions, limits, derivatives of algebraic and trigonometric functions, definite and indefinite integration, as well as many of the applications of differentiation and integration; however, this course is not specifically designed to prepare students for the Advanced Placement examination in Calculus. While some students may be eligible for advanced standing in College Calculus, all students will be thoroughly prepared for a beginning college Calculus class.

Full year course, 5 credits

AB CALCULUS AP (342)

Grade: 12

Prerequisite: C- in Precalculus/Intro to Calculus H or B in Precalculus/Intro to Calculus AE

This course is intended for seniors who have completed either Precalculus/Intro to Calculus H or AE. The material covered in this course include: functions, limits, derivatives of algebraic and trigonometric functions, integration, differential equations,

and initial value problems, applications of differentiation and integration, and methods of integration. The course closely follows the ETS recommendations for the AB advanced placement program in Calculus. Students must have access to a graphing calculator for classwork and homework. This course is equivalent to college Calculus I, although many Calculus II topics are included as well.

Full year course, 5 credits

BC CALCULUS AP (341)

Grade: 12

Prerequisite: B+ in Precalculus/Intro to Calculus H or A (95) in Precalculus/Intro to Calc AE

This is a rigorous and fast-paced course for those seniors who have successfully completed four years of mathematics and who are willing to give the time and effort necessary to master the study of calculus. The material covered in this course includes functions, limits, derivatives of algebraic and trigonometric functions, integration, differential equations, and initial value problems, applications of differentiation and integration, methods of integration, advanced topics in analytic geometry, hyperbolic functions, advanced topics in polar coordinates, infinite sequences and series, and Taylor expansions of functions. The course closely follows the ETS recommendations for the BC Advanced Placement program in Calculus. Students who complete this course and score well on the Advanced Placement exam can place out of a full year of college-level calculus, thereby allowing them to take sophomore calculus when they are freshmen in college. Students must have access to a graphing calculator for classwork and homework. This course is equivalent to college Calculus I and Calculus II

Full year course, 5 credits

STATISTICS AND PROBABILITY (348)

Grades: 11-12

Prerequisite: C- in Algebra II or Department Leader approval

This year-long course will introduce students to topics in probability and statistics such as permutations, combinations, dependent and independent events, conditional probability, expected value, as well as statistical concepts such as quantitative and categorical data, linear regression, the measures of central tendency, the measures of variability, the normal distribution, and so on. Students will also study the proper design of experiments and how to collect authentic data. Additional topics such as the binomial probability distribution, random variables, confidence intervals and hypothesis testing, will be covered during the second semester as time permits.

Full year course, 5 credits

STATISTICS AND PROBABILITY AP (349)

Grades: 11-12

Prerequisite: C- in Algebra II H or B- in Algebra II AE or A- in Precalculus CP

This year-long college-level course will introduce students to topics in Probability and Statistics such as permutations, combinations, dependent and independent events,

conditional probability, Bayes Theorem, expected value, as well as statistical concepts such as measurement, scales, tabulation data, measures of central tendency, measures of variability, the normal distribution, and so on. Additional topics such as the binomial probability distribution, sample distributions, the Central Limit Theorem, estimation, hypothesis testing, regression and correlation, the Chi-Square, F and students t-distribution, and confidence intervals will be covered. A brief introduction to nonparametric statistics will also be presented. This course will thoroughly cover all topics in the ETS syllabus pertaining to an Advanced Placement Algebra-based Statistics course.

Full year course, 5 credits

ACCOUNTING (623)

Prerequisite: Grade 12 or successful completion of Geometry

Accounting is designed to allow students to be exposed to topics related to the finances of a business. Students may wish to use the skills from this class for both their personal use and possibly in their occupational career choice. Achievement in accounting will be based on the student's knowledge and understanding of the Generally Accepted Accounting Principles (GAAP) followed by businesses. Areas to be stressed within the course will include the identification of business forms, journalizing and posting business transactions, preparation and interpretation of financial reports, payroll operations, and banking activities. The first semester will focus on the financial operations of a service business and students will learn the financial operations of a merchandising business during the second semester. Throughout the course, students will be exposed to a variety of technology including the use of spreadsheets and accounting software. Students with an interest in studying business beyond high school are highly encouraged to enroll.

Full year course, 5 credits

CONSUMER MATHEMATICS (345)

Grades: 11-12

Prerequisite: Successful completion of another high school math class

Consumer mathematics will provide students with practical information and skills for their own personal finance. Topics include Gross and Net Income, Record Keeping, Checking and Savings Accounts, Purchases by Cash, Debit, and Credit, Loans, Vehicle and Transportation Costs, Housing Costs, Insurance, Investments, Purchasing and so on. As time permits, introductory material from Accounting may be introduced as well.

Full year course, 5 credits

EXPLORING COMPUTER SCIENCE (365)

Grades: 9-12

Prerequisite: Concurrent enrollment in Algebra I or a higher course in mathematics

Exploring Computer Science (ECS) is a year-long introductory course consisting of seven units developed around a framework of Computer Science content and computational practice, much of it mapped to the Common Core Standards as well as the Computer Science Teachers Association Standards. The units presented will include Human-Computer Interaction, Problem Solving, Web Design, Programming, Robotics,

and other computer science concepts.

Full year course, 5 credits

INTRODUCTION TO JAVA PROGRAMMING (358) (Semester 1 Course)

Grade: 12 only

Prerequisite: B- grade in Algebra II AE or H, or permission of Department Leader

This course will serve as an introduction to computer programming using the Java Language. The language and syntax and semantics will be discussed, as well as the elements of algorithm design and development. The basics of object-oriented programming will be introduced. Students who perform well in this introductory course may enroll in the second-semester class.

Semester course, 2.5 credits

COMPUTER SCIENCE AP (357) (Semester 2 Course)

Grade: 12 only

Prerequisite: B- in Intro to Java Programming or permission of Department Leader

This course is designed for students who have programming experience. It will follow the Advanced Placement course description for Computer Science using JAVA. The course will emphasize these aspects of the programming problem-solving process: object-oriented programming, problem specifications and organization, algorithms, coding, debugging, the elements of good programming style, and the means of producing a high quality finished product. This course is only offered during the second semester and the student must enroll in Introduction To Java Programming semester 1 to meet the prerequisites for this course.

Semester course, 2.5 credits

SCIENCE

EDUCATIONAL PHILOSOPHY:

Students will engage in the process of science through scientific inquiry and the application of the underlying scientific concepts. Students will use qualitative as well as computational thinking to analyze and interpret data. Students will develop the necessary skills to generate, and interpret qualitative and quantitative data, evaluate scientific claims and provide evidence for scientific conclusions.

GUIDING PRINCIPLES:

- Students will engage with the process of science by participating in hands-on activities and labs that help students to gain a better understanding of underlying concepts, elucidate concepts and relationships or develop inquiry-based experiments
- Students will apply their computational skills to interpret and represent data
- Students will be able to evaluate the merits of conceptual models and apply the appropriate models and relationships
- Students will be able to support scientific claims, provide evidence for those claims and make conclusions based on qualitative and quantitative data
- Students will work collaboratively

ENVIRONMENTAL SCIENCE (413)**Grades: 9****Prerequisite: By 8th-grade teacher recommendation**

In Environmental Science, students will build a foundation in the fundamental concepts of geology, meteorology, hydrology, oceanography, and how these natural and human-caused interactions influence the earth, the environment, and climate. Students will be able to apply what they have learned to make informed decisions about the environment and climate. Lab work, lab skills, fieldwork, and other cooperative hands-on lab activities are a significant component of this class which are designed to allow students of various learning styles to explore the natural world in a teacher-supported environment.

Full year course, 5 credits**TRANSITION ENVIRONMENTAL SCIENCE (485)****Grade: 9****Prerequisite: Must be taken in conjunction with other Transition classes and enrollment must be reviewed by Transition Team faculty**

In Transition Environmental Science students will build a foundation in the fundamental concepts of geology, meteorology, astronomy, oceanography and how these natural and human-caused interactions influence the earth, the environment, and climate. Students will be able to apply what they have learned to make informed decisions about the environment and climate. In a small, mentor/assistant supportive, teacher-supported environment, students will build a foundation through lab work, fieldwork, and other cooperative hands-on lab activities that are a significant component of this class. They are designed to allow students of various learning styles to explore the natural world and apply scientific models to their everyday experiences.

Full year course, 5 credits**ENVIRONMENTAL SCIENCE Honors (411)****Grades: 9****Prerequisite: By 8th-grade teacher recommendation**

In Environmental Science (H), students will explore how the natural and human-caused interactions influence the earth, the environment, and climate. Students will examine experimental evidence in soil, water, and the atmosphere as they relate to the history of the Earth and how the Earth has changed over time. Students will also learn about the sourcing and economics of traditional and renewable energy sources. Students will be able to apply what they have learned to make informed decisions about the environment and climate. Students will be asked to design experiments modeling natural phenomena. This rigorous curriculum challenges students and fosters scientific problem-solving. Students will be expected to synthesize and apply several abstract concepts concurrently with increasing frequency throughout this course. Students should be able to make connections between several concurrent abstract concepts as well as apply these concepts to new scenarios that may also include computational thinking. Students will be expected to develop strong self advocacy skills and independently manage concurrent long and short term assignments.

Full year course, 5 credits**ENVIRONMENTAL SCIENCE AP (459)****Grades: 9-12****Prerequisite: By teacher recommendation**

The Environmental Science (AP) is designed to be the equivalent of a one-semester introductory college course in environmental science. The course stresses scientific principles and includes laboratory and field investigations as part of the class. Through case studies, students will consider the principles, concepts, and methodologies needed to understand the interrelationships of the natural world in order to identify and analyze environmental problems. Emphasis is placed on examining alternative solutions for resolving and preventing such problems. Areas of study include ecology and population dynamics, energy, land use, and global climate change. Students completing this course may take the Advanced Placement Exam in Environmental Science.

Full year course, 5 credits**PRINCIPLES OF BIOLOGY (425)****Grades: 9-12****Prerequisite: By teacher recommendation**

Principles of Biology is a language focused, project based course that aligns with the themes outlined in the State Frameworks in the biological sciences including ecology, biochemistry, heredity, and evolution. It is geared toward students that would benefit from a modular, non-sequential approach. Students will be guided through the course using appropriately differentiated and scaffolded activities and laboratory investigations. Students will learn how to ask questions to design investigations, use mathematics to analyze and interpret data, and use evidence, reasoning, and modeling to demonstrate their understanding of biological concepts. The class is intended to complement Biology of Life to prepare students for the Biology MCAS.

Full year course, 5 credits**BIOLOGY OF LIFE (426) (offered in 2025-2026)****Grades: 9-12****Prerequisite: By teacher recommendation**

Biology of Life is a language focused, project based course that aligns with the themes outlined in the State Frameworks in the biological sciences including ecology, biochemistry, heredity, and evolution. It is geared toward students that would benefit from a modular, non-sequential approach. Students will be guided through the course using appropriately differentiated and scaffolded activities and laboratory investigations. Students will learn how to ask scientific questions, design investigations, use mathematics to interpret data, develop models, construct scientific arguments, and build scientific literacy. The class is intended to complement Principles of Biology to prepare students for the Biology MCAS.

Full year course, 5 credits

BIOLOGY (423)**Grades: 10****Prerequisite: By teacher recommendation**

Biology covers themes in biological sciences including ecology, biochemistry, evolution, cellular biology, genetics, and structure and function in regard to the human body, as well as how living systems store, process, and respond to information essential to life processes. Students will be guided through the course through appropriately scaffolded activities and laboratory investigations. Students will design experiments to explore content in more depth, formulate evidence-based claims and construct models to evaluate predictions of natural processes.

Full year course, 5 credits**BIOLOGY Honors (421)****Grades: 10****Prerequisite: By teacher recommendation**

Biology (H) emphasizes energy flow and the cycling of matter, the structure and function of biological systems, evolution, and feedback loops as they pertain to ecosystems, the biochemistry, and metabolism of cells, heredity, and the expression and maintenance of the genome. Students will be expected to make connections between several concurrent abstract concepts and apply their understanding to new scenarios. Students will be expected to effectively apply their computational skills and effectively manage short and long-term concurrent assignments. Students are expected to self-advocate, effectively communicate and work collaboratively in groups as part of the class and laboratory experience. A significant emphasis is placed on developing laboratory skills and reasoning abilities as students test hypotheses and examine evidence.

Full year course, 5 credits**BIOLOGY AP (451)****Grades: 10-12****Prerequisite: By teacher recommendation.****Students must enroll in Biology Lab AP 450 concurrently**

This first- or second-year biology course is designed to give students the opportunity to pursue college-level studies while still in high school. This course includes an in-depth study of topics including molecules and cells, heredity and evolution, organisms and populations, and ecology. Students will have opportunities to engage in hands-on activities to help apply the concepts learned in class. Students may take the Biology Advanced Placement Exam after completing this course.

Full year course, 7.5 credits**BIOLOGY LAB AP (450)****Grades: 10-12****Prerequisite: By teacher recommendation.****Students must enroll in Biology AP 451 concurrently**

Biology Lab AP will complement Biology AP 451. Students will participate in a robust laboratory experience where students will apply the concepts learned in Biology AP 451 in the laboratory setting. Students will develop advanced laboratory techniques, and engage in experimental design and data analysis critical for success on the Advanced Placement Biology Exam. *Grades and credits for this course will be awarded through Biology AP (course #451).*

Full year course meets alternate days

CHEMISTRY (433)

Grades: 11

Prerequisite: By teacher recommendation

Chemistry is a course designed to provide students with a fundamental understanding of major concepts in chemistry. Concepts and mathematical problem-solving are both important aspects of this course. Through laboratory experiments, students gain laboratory skills and are able to appreciate the experimental foundation of chemical concepts. The course covers such topics as the mole, stoichiometry, periodicity, atomic structure, bonding, chemical reactions, chemical energy, equilibria solutions, and acids and bases.

Full year course, 5 credits

CHEMISTRY Honors (431)

Grades: 11

Prerequisite: By teacher recommendation

Students in Chemistry (H) will study, in depth, the major theoretical concepts and ideas of chemistry such as the mole, stoichiometry, periodicity, atomic structure, bonding, chemical reactions, chemical energy, equilibria, and solution chemistry (including acid and base theories and electrochemistry). Students will be expected to make connections between several concurrent abstract concepts and apply their understanding of those concepts. Students will be expected to engage in class discussions and group activities. Students are encouraged to think critically and creatively, analyze, interpret, and question scientific information, and foster independent and collaborative work habits. Students will be expected to effectively apply problem-solving strategies to new scenarios using complex algebraic computational and dimensional analysis skills to solve for unknown variables on a frequent basis. Problem-solving skills are further developed as part of the learning process which allows students to use mental modeling and make connections to abstract concepts. Laboratory work to demonstrate, elucidate, and develop key concepts is an essential part of this course.

Full year course, 5 credits

CHEMISTRY AP (439/439x)

Grades: 11-12

Prerequisite: By teacher recommendation.

Students must enroll in Chemistry Lab AP 438 concurrently

This first- or second-year chemistry course includes an in-depth study of the following topics: gasses, liquids, solution chemistry, thermodynamics, stoichiometry, kinetics,

equilibrium, electrochemistry, atomic structure, complexions, and organic chemistry. Students will be challenged to synthesize and integrate abstract concepts to develop a deep understanding of chemistry. Students will have opportunities to engage in hands-on activities to apply the concepts learned in class. Students completing this course may take the Chemistry Advanced Placement Exam.

Full year course, 7.5 credits

CHEMISTRY LAB AP (438)

Grades: 11-12

Prerequisite: By teacher recommendation.

Students must enroll in Chemistry AP 439x concurrently

Chemistry Lab AP will complement Chemistry AP 439. Students will participate in a robust laboratory experience where students will apply the concepts learned in first-year chemistry in the laboratory setting. Students will explore the laboratory techniques, data collection, analysis, and error analysis related to gravimetric analysis, titrations, UV/Vis spectroscopy. Students will also be asked to identify unknown compounds based on the application of relevant concepts in chemistry. *Grades and credits for this course will be awarded through Chemistry AP (course #439).*

Full year course meets alternate days

PHYSICAL SCIENCE (463)

Grades: 11-12

Prerequisite: By teacher recommendation

Physical Science is a conceptual course that introduces the important ideas of physics and chemistry. Labs are an integral part of the course. Some topics covered in this course include Newton's Laws of Motion, energy, matter, the periodic table, bonding, reactions and acids. This course is intended for those students interested in the physical sciences and who are working to improve their math and science skills. Students that have developed strong foundational skills and conceptual understanding may consider taking either chemistry or physics the following year per teacher recommendation.

Full year course, 5 credits

PHYSICS (443)

Grades: 12

Prerequisite: Currently enrolled in or completed Algebra II and by teacher recommendation

Physics is focused on the concepts of physics and uses labs extensively to both introduce and reinforce the key ideas being studied. While there is some problem-solving in this class, the emphasis is on conceptual understanding and being able to apply the laws of physics to everyday situations. The key concepts covered include motion in one and two dimensions, Newton's laws, momentum, energy, universal gravitation, electrostatics, and circuits.

Full year course, 5 credits

PHYSICS Honors (444)**Grades: 12****Prerequisite: Concurrently enrolled in or completed Precalculus/Intro to Calculus and by teacher recommendation**

Physics (H) is an algebra and trigonometry-based physics course. Concepts and mathematical problem-solving are both important aspects of this course. Labs are used to both introduce and reinforce the key concepts being studied. The topics covered include motion in one and two dimensions, Newton's laws, momentum, energy, universal gravitation, electrostatics, and circuits.

Full year course, 5 credits**PHYSICS AP (441)****Grades: 12****Prerequisite: Concurrently enrolled in or completed AB Calculus AP 342 or BC Calculus AP 341 and by teacher recommendation****Students must enroll in Physics Lab AP 440 concurrently**

Physics AP is a calculus-based physics course. Students are expected to be able to apply their concurrent calculus based math curriculum to develop a deeper conceptual understanding and procedural fluency for the physics relationships and models explored and defined in Physics Lab. The key concepts covered include motion in one and two dimensions, Newton's laws, energy, momentum, rotational mechanics, oscillations, universal gravitation, special relativity. Students completing this course may take the Physics C: Mechanics Advanced Placement Exam.

Full year course, 7.5 credits**PHYSICS LAB AP (440)****Grades: 12****Prerequisite: Concurrently enrolled in or completed AB Calculus AP 342 or BC Calculus AP 341 and by teacher recommendation****Students must enroll in Physics AP 441 concurrently**

Physics Lab AP will complement Physics AP 441. Students will participate in a robust laboratory experience where students develop lab skills in the generation, organization, and analysis of data to introduce, demonstrate and define relationships in physics. Students will also demonstrate their understanding of the course material through the application of lab and problem-solving skills in summative lab challenges. *Grades and credits for this course will be awarded through Physics AP (course #441).*

Full year course meets alternate days**SCIENCE ELECTIVES:****ANATOMY AND PHYSIOLOGY (436)****Grades: 11-12****Prerequisite: Completed biology or by teacher recommendation**

Anatomy and physiology is an interactive course focusing on the relationship between the structure and function of various human body systems, with a focus on maintaining health and equilibrium within the body. Students will explore these relationships through a variety of hands-on activities and laboratory experiences, including designing their own experiments in the Health and Human Performance Laboratory. This course will prepare students interested in pursuing careers in health fields such as medicine, nursing, physical therapy, and exercise physiology. The course ends with a survey of these systems during the fetal pig dissection "Pigfolio" which acts as the summative assessment for the course.

Semester course, 2.5 credits

BIOETHICS (453)

Grades: 11-12

Prerequisite: Completed biology or by teacher recommendation

Bioethics is a semester course that introduces students to controversial and ethical topics in biology. It is taught in a seminar setting where students are expected to be mature, responsible, and participate in class discussions, debates, and activities. Some of the many topics addressed in this course are performance-enhancement drugs, animals in captivity, physician-assisted suicide (euthanasia), abortion, animal/human experimentation, contraception, DNA science/genetic testing, organ transplantation, stem cell research, reproductive biology, and designer babies. Many of these important issues are controversial; therefore, even though this is a science course, some discussion of social implications will inevitably result. As this is a discussion-based course workload is minimal, but participation is essential.

Semester course, 2.5 credits

MARINE BIOLOGY (466)

Grades: 11-12

Prerequisite: Completed biology or by teacher recommendation

Marine Biology is a semester elective open to juniors and seniors. This course will cover the basic physical description of the oceans and their relationship to the biological systems that make up the oceans and seas. Areas of study include ocean exploration, ocean chemistry and physics, marine ecosystems and conservation, marine invertebrates, the biology of fishes, and marine mammals. Labs and dissections are integral components of the course.

Semester course, 2.5 credits

PROJECT-BASED ENGINEERING (465)

Grades: 11-12

Prerequisite: Algebra I completed

Project-Based Engineering is a semester-long elective open to juniors and seniors. This course is a very hands-on, skills-based course focusing on the engineering process. There are a number of projects that students will have to complete. (e.g. making a hovercraft to win a drag race or stomp rocket transports). Each project applies the engineering process to deconstruct a problem and then imagine, build, experiment, and refine a device

providing a solution. This class uses a fun approach to develop vital individual and team-based problem-solving skills that can be applied in any class. Students in this class need to be able to use a variety of cutting tools safely and responsibly. Tools may include, but are not limited to utility knives, cordless drills, dremel, handsaws, clippers among others. Students will be taught how to use any tool with which they are unfamiliar.

Semester course, 2.5 credits

SCIENCE RESEARCH (471)

Grades: 9-12

Prerequisite: None

In this every-other day elective, students will develop the skills and experience to launch their own research project to share at the AB Science Fair. As an outcome, students may advance to other science fair competitions, including the Junior Science and Humanities Symposium (JSHS), the Region IV Science Fair, or the Massachusetts Science and Engineering Fair (MSEF). Initially, students will work in groups to test chemical compounds derived from plants on the growth of various bacteria. From this experience, participants will gain an understanding of controlled experiments and learn how to statistically analyze data. Later in the fall, winter and spring, students can choose to work individually or in small groups to carry out their own investigations in areas of their choosing.

→ Students may take this class multiple times.

Full Year Course, Alternating Days, 2.5 Science

SCIENCE ACADEMIC SUPPORT (472)

[not offered 2024-25]

Grades: 9-12

Prerequisite: None

Science Academic Support provides students with extra help for classwork, support with organization and study skill development, and reinforcement of course content. Students who need additional support around Science MCAS may also be enrolled in Science Academic Support. Science Academic Support will also be available for students to drop in on an ad-hoc basis when space is available.

Semester course, alternate days, 1.25 credits

WORLD LANGUAGES

The World Languages Program seeks to develop lifelong language learners who become proficient in listening, speaking, reading, and writing in at least one language other than English. In addition, the study of languages cannot be separated from the study of culture; therefore, the program promotes understanding and appreciation of the target cultures. Connections are made between the study of languages and other disciplines, thus reinforcing learning across the curriculum. Technology is used as a tool for communicating, developing interpersonal, interpretive, and presentational skills, and accessing authentic material from around the world. Language learning helps foster 21st-century skills including collaboration, communication, critical thinking, and creativity. The World Languages Department offers courses that reflect the WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

Student objectives in all world languages are as follows:

To Communicate Effectively In More Than One Language In Order To Function In A Variety Of Situations And For Multiple Purposes

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

To Interact With Cultural Competence And Understanding

- Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied

To Connect With Other Disciplines And Acquire Information And Diverse Perspectives In Order To Use The Language To Function In Academic And Career-Related Situations

- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures

To Develop Insight Into The Nature Of Language And Culture In Order To Interact With Cultural Competence

- Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

To Communicate And Interact With Cultural Competence In Order To Participate In Multilingual Communities At Home And Around The World

- School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world
- Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

National Standards in Foreign Language Education Project (NSFLEP). (2014). World-Readiness standards for learning languages (W-RSLL). Alexandria, VA: Author. Retrieved from: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>. - See more at: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages#sthash.b240kfWk.dpuf>

SEAL OF BILITERACY:

The Seal of Biliteracy is an award given by a school or district in recognition of students who have studied and attained proficiency in speaking, reading, and writing in two or more languages by high school graduation. A bill to establish a state seal of biliteracy was signed by Governor Baker in November of 2017. This seal attained by students in their senior year provides evidence to universities and businesses that students have attained proficiency in a second language, an important 21st-century skill.

Students are eligible to apply for the Seal of Biliteracy in their senior year. Students will participate in the administration of a proficiency test and may earn an ABRHS Seal for Intermediate-Mid language proficiency, a State Seal of Biliteracy at Intermediate High proficiency and State Seal of Biliteracy with Distinction at Advanced Low language proficiency.

LATIN

Latin introduces the students to the classical world via the Latin language. All levels have a strong focus on grammar, vocabulary, reading, and writing of Latin. Study is further enhanced through examination of English derivatives from both Latin and Greek, connections between Latin and English grammar, as well as the exploration of Greek and Roman myth and Roman history and culture, and its ultimate influence upon western civilization.

A “C-“ average at the end of the year in a World Language course, unless otherwise stated, indicates that the student may advance to the next year of language study, however, teachers in the World Language Department will make their level recommendations based on departmental grade average guidelines as well as demonstrated skill development.

Students interested in studying Latin at ABRHS should read this [important information letter](#) pertaining to the 2024-25 school year.

NOVICE LATIN I (500)

Grades: 9-12

Prerequisite: None

This is an introductory course to the Latin language. Students will proceed at a medium pace as they learn to read and write Latin through a variety of methods and strategies, with additional emphasis on building English vocabulary through derivatives and etymology of Latin words. Units in mythology, Roman history, culture, and daily life are also an integral part of this course. Students will be prepped to take the National Latin Exam (Latin I level) in March. This course is for students in Grades 9, 10, 11, and 12, although it is recommended to begin Latin in grade 9 or 10.

Full year course, 5 credits

INTERMEDIATE LATIN I (502)

Grades: 10-12

Prerequisite: C- or higher in Novice Latin I or at the discretion of the Department Leader in consultation with the teacher

This course is a continuation of Novice Latin I. Students will continue to read and write Latin through a variety of methods and strategies and build English vocabulary through derivatives and etymology of Latin words. Units in history and culture will focus on the Roman Army, Greco-Roman culture, and the rise and fall of Julius Caesar. Students will proceed at a moderate pace. Students will have the opportunity to take the Level II National Latin Exam in March.

Full year course, 5 credits

INTERMEDIATE LATIN II (503)

Grades: 11-12

Prerequisite: C (75) or higher in 502 Intermediate Latin I or at the discretion of the

department head in consultation with the teacher.

Offered concurrently with LATIN LITERATURE H 525.

This is a reading course of selections from Latin literature in *adaptations* of the original Latin. Reading selections will focus on the history and literature of the Late Republic and Empire. Daily classwork will focus on reading fluency and the understanding of the literary and historical context of the literature, as well as the continued acquisition of vocabulary and grammar fundamentals. There will be additional readings and assignments concerning the lives and times of the authors and the politics of the late Roman Republic and/or Empire. Students will proceed at an accelerated pace. Students will have the opportunity to take the National Latin Exam. The possibility of taking the AP examination exists for students willing to do individual review.

Full year course, 5 credits

LATIN LITERATURE Honors (525)

Grades: 11-12

Prerequisite: B- or higher in 503 Intermediate Latin II or at the discretion of the department head in consultation with the teacher.

Offered concurrently with INTERMEDIATE LATIN II 503.

This is a reading course of selections from Latin literature, all in the *original Latin*. Reading selections will focus on the history and literature of the Late Republic and Empire. Emphasis will focus on reading comprehension and reading fluency, handling of site passages, recognition of figures of speech, meter and scansion of poetry, and understanding of the literary and historical context of the literature. There will be additional readings and assignments concerning the lives and times of the authors and the politics of the late Roman Republic and/or Empire. Students will be prepped and have the opportunity to take the National Latin Exam. The possibility of taking the AP examination exists for students willing to do individual review.

Full year course, 5 credits

FRENCH

French courses are based on a proficiency approach and focused on skill work in the three modes of communication: Interpersonal (learners interact and negotiate meaning in two way communication), Interpretive (Learners understand and analyze using one-way communication of listening and reading) and Presentational (learners present concepts and ideas using one-way communication of speaking and writing). Authentic documents such as videos and articles are used to investigate and learn about various themes and make cultural comparisons. Grammar is taught in the context of the themes to support communication. Assessments vary but performance assessments are weighed the most and reflection, feedback and goal setting are utilized in order to guide growth.

A “C-“ average at the end of the year in a World Language course, unless otherwise stated, indicates that the student may advance to the next year of language study, however, teachers in the World Language Department will make their level recommendations based

on departmental grade average guidelines as well as demonstrated skill development.

NOVICE FRENCH I (510)

Grades: 9-12

Prerequisite: None

Novice French I begins by immediately introducing the student to conversational skills used in greeting people, making introductions, talking about family and friends, and ordering in a cafe'. The student is introduced to the basic structures of the French language. Emphasis is on asking and answering questions in French. The themes of this course are daily activities, leisure pastimes, getting around town, and shopping for clothes. The cultural focus is Paris and the richness of the French-speaking world. Integrated audio and video programs help the students to learn correct pronunciation and practice listening and speaking.

Full year course, 5 credits

NOVICE FRENCH II (511)

[not offered 2024-25]

Grades: 9-12

Prerequisite: C- or higher in Novice French I or D+ or higher in grade 8 French

Novice French II continues the work begun in Novice French I. Students will continue to acquire vocabulary and grammar structures in a meaningful context using a proficiency-based approach. Sample themes to be explored include dining out, housing, sports, and wellness.

Full year course, 5 credits

INTERMEDIATE FRENCH I (514)

Grades: 9-12

Prerequisite: C- or higher in Novice French I or grade 8 French

Students will continue their study of the French language and culture and explore everyday themes such as weekend activities and entertainment, public transportation, food and meals, eating out, sports and health, clothes and fashion, and the home. The cultural focus is France and the richness of its regions. Emphasis is placed on a proficiency approach and skill work in the three modes of communication (Interpersonal, Interpretive and Presentational). Discussion and communication in authentic contexts will advance proficiency and students will continue to broaden their interpretive skills using authentic resources.

Full year course, 5 credits

INTERMEDIATE FRENCH II (522)

Grades: 10-12

Prerequisite: C- or higher in 514 Intermediate French I

Intermediate French II begins with a brief period of review to reacquaint students with material studied the previous year. Students will have opportunities to use language in practical situations such as telephone calls, shopping, and travel abroad. They will read and speak about daily life situations such as describing oneself and others, expressing

opinions, asking for help, accepting or refusing invitations, and thanking people. Linguistic structures will be used in speaking and writing activities. Students will develop their listening comprehension skills through a coordinated audio program and a variety of authentic resources. Internet-based research, study of literature and film, and individual and group projects will enable students to deepen their understanding of the history, art, music, and contemporary culture of the Francophone world. According to the school's groupings, this class will provide more practice, repetition, and scaffolding in the classroom.

Full year course, 5 credits

INTERMEDIATE FRENCH II Honors (521)

Grades: 10-12

Prerequisite: A- or higher in 514 Intermediate French I

Intermediate French II Honors is taught at an accelerated pace and challenging level. Linguistic structures will be studied and practiced in a variety of speaking and writing activities that use situations found in everyday life such as traveling abroad, shopping, going to the doctor, asking for and giving help, getting directions and making hotel reservations. Students will develop their listening comprehension skills through a coordinated audio program and a variety of authentic resources. Internet-based research, analysis of literature and film, and individual and group projects will enable students to deepen their understanding of the history, art, music, and contemporary culture of the Francophone world. Teachers will assume that students can grasp concepts on initial presentation with less practice in class and will emphasize synthesis of material and pre-AP concepts.

Full year course, 5 credits

INTERMEDIATE FRENCH III (532/532x)

Grades: 11-12

Prerequisite: C or higher in 522 Intermediate French II

This course completes the second half of the program begun in Intermediate French II. The general theme of each textbook unit will be used as a basis for further development of the students' cultural knowledge, as well as their ability to use the language with increasing accuracy, complexity, and ease. Textbook readings, internet articles, and regular, unit-theme webquests will further the students' cultural knowledge and reading comprehension. Students will develop their listening and speaking skills through a coordinated audio program, through frequent class discussions, and through regular group speaking presentations related to unit themes. This course also features brief units on French history, the reading of an abridged French play, and two feature films. According to the school's groupings, this class will provide more practice, repetition and scaffolding in the classroom.

Full year course, 5 credits

INTERMEDIATE FRENCH III Honors (531/531x)

Grades: 11-12

Prerequisite: B- or higher in 521 Intermediate French II Honors

Intermediate French III H is taught at an accelerated pace and challenging level as a pre-AP course. It is designed to improve and reinforce the four basic language skills of reading, writing, listening, and speaking and is assessed using interpersonal, interpretive and presentational performances. Grammatical structures are reviewed at this level, and emphasis is placed upon accurately applying these structures to writing and speaking. Vocabulary development is emphasized, to be applied to both compositions and conversations. The Intermediate French III H student will further develop the reading skill by reading an authentic work as well as excerpts from French literature. The study of culture will focus upon those people, institutions, and ideas in French history that have contributed toward making France what it is today. Audio, video feature films and computer software are used to improve communicative competence. This course is essential for those who intend to continue their French studies at the college level, or for those who hope to improve their listening and speaking proficiency for career or travel. According to the school groupings, this course contains enrichment and acceleration. Teachers will assume that students can grasp concepts on initial presentation with less practice in class and will emphasize synthesis of material and pre-AP concepts.

Full year course, 5 credits

FRENCH V (542/542x)

Grade: 12

Prerequisite: C or higher in French IV or French IV H

The French V course is developed around themes: youth, the family, social classes/prejudice and images of contemporary France. The course uses video clips, feature films, contemporary music, audio programs, short stories, contemporary articles, and speaking activities to explore these themes. The goal of the course is to improve one's communication skills, knowledge of French culture, and listening and reading proficiency. This course is helpful for those who plan to continue their French studies at the college level and for those who aspire to improve their listening and speaking proficiency for career or travel. *If enrollment dictates this course may be combined with the French IV Honors course.

Full year course, 5 credits

FRENCH V AP (541)

Grade: 12

Prerequisite: B- or higher in French IV H or at the discretion of the department head in consultation with the teacher

The French V AP course aligns to the AP Language and Culture course outline. As stated in the AP program overview, interpersonal, interpretive, and presentational skills are emphasized in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course is structured around six themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Themes facilitate the integration of language, content, and culture and promote the use of the language in a

variety of contexts. Students are expected to engage in interpersonal communication (dialogues, group activities and e-mails), synthesize information from a variety of authentic audio, visual, and print resources, plan, produce and present spoken and written presentational communications (cultural research projects, cultural comparisons, and persuasive essays). The course is conducted entirely in French, and students are required to participate in classroom discussion and conversation in French. This course is significantly more demanding than French V in order to develop those skills measured on the Advanced Placement examination in French language.

Full year course, 5 credits

SPANISH

Spanish courses are based on a proficiency approach and focused on skill work in the three modes of communication: Interpersonal (learners interact and negotiate meaning in two way communication), Interpretive (learners understand and analyze using one-way communication of listening and reading) and Presentational (learners present concepts and ideas using one-way communication of speaking and writing). Authentic documents such as videos and articles are used to investigate and learn about various themes and make cultural comparisons and grammar is taught in context of the themes to support communication. Assessments vary but performance assessments are weighed the most and reflection, feedback and goal setting are utilized in order to guide growth.

A “C-“ average at the end of the year in a World Language course, unless otherwise stated, indicates that the student may advance to the next year of language study, however, teachers in the World Language Department will make their level recommendations based on departmental grade average guidelines as well as demonstrated skill development.

NOVICE SPANISH I (564)

Grades: 9-12

Prerequisite: None

This course is open to all beginning learners and will introduce students to the Spanish language and to Hispanic culture. A variety of strategies and methods are used to appeal to various learning styles. Emphasis is placed on a proficiency approach and skill work in the three modes of communication (Interpersonal, Interpretive and Presentational). Sample themes to be explored include schooling, family, introductions, descriptions and free-time activities. This course is for students who have no prior experience studying Spanish.

Full year course, 5 credits

NOVICE SPANISH II (565)

Grades: 9-12

Prerequisite: C- or higher in Novice Spanish I or D+ or higher in grade 8 Spanish

Novice Spanish II continues the work begun in Novice Spanish I. Students will continue to acquire vocabulary and grammar structures in a meaningful context using a proficiency-based approach. Sample themes to be explored include dining out, housing, sports, and wellness.

Full year course, 5 credits**INTERMEDIATE SPANISH I (574)****Grades: 9-12****Prerequisite: C- or higher in Novice Spanish II or grade 8 Spanish**

Students will continue their study of the Spanish language and Hispanic culture and explore everyday themes such as identity, travel and lifestyles. Emphasis is placed on a proficiency-oriented approach and skill work in the three modes of communication (Interpersonal, Interpretive and Presentational). Discussion and communication in authentic contexts will advance proficiency and students will continue to broaden their interpretive skills using authentic resources.

Full year course, 5 credits**INTERMEDIATE SPANISH II (572)****Grades: 10-12****Prerequisite: C- or higher in 574 Intermediate Spanish I**

Intermediate Spanish II provides a program emphasizing communication, pair and group work, and learning in context. Activities are designed to motivate students, to foster the use of critical thinking skills, and to promote the development of listening, speaking, reading, and writing skills. Authentic texts such as magazine articles, YouTube videos, and podcasts are regularly utilized to give students exposure to how Spanish is used in real-world settings. Themes to be explored include homes/dwellings throughout the Spanish-speaking world, camping/outdoor activities, the environment, and social action. According to the school's groupings, this class will provide more practice, repetition and scaffolding in the classroom.

Full year course, 5 credits**INTERMEDIATE SPANISH II Honors (571)****Grades: 10-12****Prerequisite: A- or higher in 574 Intermediate Spanish I**

Intermediate Spanish II Honors is taught at an accelerated pace and challenging level. This course offers a program emphasizing communication, pair and group work, and learning in context. Activities are designed to motivate students, to foster the use of critical thinking skills, and to promote the development of listening, speaking, reading, and writing skills. To complement each unit, vocabulary and grammar are correlated with each unit theme in order to support communication within each theme. Students are assessed using a combination of traditional and performance assessments linked to the language-learning standards. Sample themes to be explored include social action, environment issues, what makes a hero, and schooling here and abroad. According to the school groupings, this course contains enrichment and acceleration. Teachers will assume that students can grasp concepts on initial presentation with less practice in class and will emphasize synthesis of material and pre-AP concepts.

Full year course, 5 credits

INTERMEDIATE SPANISH III (582/582x)**Grades: 11-12****Prerequisite: For IV: C- or higher in 572 Intermediate Spanish II**

Intermediate Spanish III completes the work begun in Intermediate Spanish II using a proficiency approach. It provides a thematic program emphasizing communication, pair and group work, and learning in context. Activities are designed to motivate students, to foster the use of critical thinking skills, and to promote the development of listening, speaking, reading, and writing skills. To complement each unit, vocabulary and grammar are correlated with each unit theme in order to support communication. Sample themes to be explored include life after high school, ecotourism, an exploration of food, travel, and art. According to the school's groupings, this class will provide more practice, repetition and scaffolding in the classroom.

Full year course, 5 credits**INTERMEDIATE SPANISH III Honors (581/581x)****Grades: 11-12****Prerequisite: B- or higher in 571 Intermediate Spanish II Honors**

Intermediate Spanish III H is taught at an accelerated pace and challenging level as a pre-AP course. The curriculum has been roughly aligned to the AP Language and Culture course outline to incorporate interpersonal, interpretive and presentational skills through the two texts: *Tejidos* and *Encuentros Maravillosos* in order to further develop students' vocabulary acquisition, mastery of grammar, and communication skills and to facilitate the integration of language, content, and culture. As an introduction to the structure and themes in the AP course, this course is designed as a combination of literature analysis and language study with an emphasis on authentic documents. Vocabulary and language structure is reinforced in and contextually related to each theme: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. According to the school groupings, this course contains enrichment and acceleration. Teachers will assume that students can grasp concepts on initial presentation with less practice in class and will emphasize synthesis of material and pre-AP concepts.

Full year course, 5 credits**SPANISH V (592/592x)****Grade: 12****Prerequisite: C or higher in Spanish IV or Spanish IV H**

Spanish V emphasizes communication, pair and group work, and learning in context. Activities are designed to motivate students, to foster the use of critical thinking skills, and to promote the development of listening, speaking, reading, and writing skills. Authentic audio, video and print materials related to themes are integrated throughout the course. Vocabulary, oral communication, grammar, and activities are correlated thematically. This course is helpful to those who hope to continue to increase their language proficiency beyond the Intermediate Level, intend to continue their Spanish studies at the college

level, and for those who hope to improve their listening and speaking proficiency for career or travel. According to the school's groupings, this class will provide more practice, repetition and scaffolding in the classroom.

Full year course, 5 credits

SPANISH V AP (591)

Grade: 12

Prerequisite: B- or higher in Spanish IV H or at the discretion of the department head in consultation with the teacher.

The Spanish V AP course aligns with the AP Language and Culture course outline. As stated in the AP program overview, interpersonal, interpretive, and presentational skills are emphasized in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course is structured around six themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts. Students are expected to engage in spoken interpersonal communication, engage in written interpersonal communication, synthesize information from a variety of authentic audio, visual, and audiovisual resources, synthesize information from a variety of authentic written and print resources, plan, produce, and present spoken presentational communications; and plan and produce written presentational communications. The course is conducted entirely in Spanish, and students are required to participate in classroom discussion and conversation in Spanish. This course is significantly more demanding than Spanish V in order to develop those skills measured on the Advanced Placement examination in Spanish language.

Full year course, 5 credits

CHINESE

In an effort to help our students meet the needs, demands and opportunities associated with globalization, the department offers Chinese. This course will be geared to those students who wish to begin their study of Chinese. Please consult with the department chairperson if a student has questions or has any previous experience with the language. A "C-" average at the end of the year in a World Language course indicates, unless otherwise stated, that the student may advance to the next year of language study, however, teachers in the World Language Department will make their level recommendations based on departmental grade average guidelines as well as demonstrated skill development

Students interested in studying Chinese at ABRHS, should read this [important information letter](#) pertaining to the 2024-25 school year.

NOVICE CHINESE I (546)

Grades: 9-12

Prerequisite: none

Elementary Chinese: This course is for students who wish to begin the study of Mandarin Chinese. It is an introduction to spoken Chinese using the Pinyin system of Roman letters. Students learn to converse simply and are introduced to the writing of Chinese in simplified characters. Considerable oral practice and frequent written exercises lead students to a mastery of the tones of Chinese and the basics of simple sentence structures. The focus will be on the development of the conversational skill. In addition, students will begin to develop an appreciation of Chinese culture that will better prepare them to interact in a global society.

Full year course, 5 credits

INTERMEDIATE CHINESE I (547)

Grades: 10-12

Prerequisite: C or higher in Novice Chinese I

This course begins with a brief review of the basic communicative structures and core vocabulary of the Novice Chinese I course. The goals of Intermediate Chinese I are to increase oral proficiency in conversation while continuing to reinforce listening skills and to introduce more complex grammar patterns, a broader vocabulary, and expressions. Reading and simplified character writing skills will continue to be developed through textbook, authentic multimedia sources, interaction with native speakers as well as in- and outside classrooms and language labs. Students will continue to explore diverse cultures of the Chinese-speaking world and changing trends of ancient traditions in modern societies.

Full year course, 5 credits

INTERMEDIATE CHINESE II (548)

Grades: 10-12

Prerequisite: C or higher in 547 Intermediate Chinese I or at the discretion of the department head in consultation with the teacher of Chinese. In addition, any student who has not studied Chinese at ABRHS must take a placement test which will be administered in early March.

This course continues the third year study of the Chinese language at a moderate pace.

Full year course, 5 credits

INTERMEDIATE CHINESE II Honors (549)

Grades: 10-12

Prerequisite: B- or higher in 547 Intermediate Chinese I or by permission of the department head in consultation with the teacher of Chinese. In addition, any student who has not studied Chinese at ABRHS must take a placement test for entry to this level. This will be administered in early March.

This course offers students the opportunity to continue their study of Chinese and/or to enter the Chinese program as a Heritage-speaker of Chinese. This third-year course in Chinese is for students of proven linguistic ability who want to continue developing proficiency as they expand vocabulary and grammatical structures. Communication skills in speaking and reading will be developed through authentic materials, group activities, projects, and presentations. Language laboratory listening, dialoguing, and Chinese typing

are integral parts of this course. Expanded knowledge of Chinese culture, literature, history, and modern development of the country will be acquired through readings, discussions, interaction with native students and invited guest speakers as well as field trips.

Full year course, 5 credits

INTERMEDIATE CHINESE III (556/556x)

Grades: 10-12

Prerequisite: C or higher in 548 Intermediate Chinese II or by permission of the department head in conjunction with the teacher of Chinese. In addition, any student who has not studied Chinese at ABRHS must take a placement test which will indicate the accurate level for the student.

This course continues the fourth year study of the Chinese language at a moderate pace.

Full year course, 5 credits

INTERMEDIATE CHINESE III Honors (557/557x)

Grades: 10-12

Prerequisite: B- or higher in 549 Intermediate Chinese II H or by permission of the department head in conjunction with the teacher of Chinese. In addition, any student who has not studied Chinese at ABRHS must take a placement test for entry to this level.

This course offers students the opportunity to continue their study of Chinese and/or to enter the Chinese program as a heritage-speaker of Chinese. This fourth-year course in Chinese is designed to improve and reinforce the four basic skills of listening, speaking, reading, and writing. Communication skills will be developed through reading and analyzing authentic materials or excerpts from Chinese literature, participating in real-life related projects, and presenting research results. Language laboratory listening, dialoguing, and Chinese typing are integral parts of this course. Expanded knowledge of Chinese culture, literature, history, and modern development of the country will be acquired through readings, discussions, interaction with native students and invited guest speakers as well as field trips. The possibility of taking the AP examination exists for students willing to do individual review.

Full year course, 5 credits

WORLD LANGUAGE TEACHER AIDE Full Year or Semester, Daily or

Alternate Days (see below)

Grades: 10-12

Prerequisite: Application and Interview

This program will provide students the opportunity to work with first and second-year language learners under the guidance of the classroom teacher. Aides will work with students in small groups, one-on-one and have opportunities to assist the teacher in facilitating learning. All aides are expected to attend a one-hour training prior to the start of the school year and to demonstrate behaviors and skills which will assist class members in attaining academic success. Participation in this program is selective and limited to 2-6

aides per academic class. Enrollment in this program is subject to approval by the classroom teacher and Department Leader. This course is not calculated into the GPA. Grading is Pass/Fail.

Full year course, daily, 5 credits (558)

Full year course, alternate days, 2.5 credits (558a)

Semester course, daily, 2.5 credits (559)

Semester course, alternate days, 1.25 credits (559a)

PHYSICAL EDUCATION/HEALTH

Physical Education is a State Department of Education mandated program as well as an Acton-Boxborough graduation requirement.

In addition to the primary course selection, students will participate in classroom discussions on health-related topics.

FITNESS FOR LIVING (997)

Grade: 9

Prerequisite: None

Ninth Grade Integrated Health / Physical Education Curriculum

This course will provide an integrated, team-taught approach to an effective wellness program for all ninth-grade students at ABRHS. The goal of this wellness education program is for students to learn about or develop accurate information about health and fitness; realistic self-evaluation about critical health and fitness issues; self-esteem and communication skills; decision-making and self-empowerment skills; and knowledge and practice of lifelong physical activities which promote health and fitness. Students will learn about and discuss risk prevention topics such as Stress Management, consent, Teen Dating Violence, Sports Health, Decision Making, Accident Prevention, and Safety, Substance Abuse, CPR/First Aid, Media Literacy, Cardiovascular Fitness, Suicide, Depression, Mental Health, Nutrition, and Sexual Harassment.

Included in our health component of Fitness for Living is the Human Sexuality Education program. The curriculum includes age-appropriate, medically accurate information on a broad set of topics related to sexuality, including human development, relationships, decision-making, abstinence, contraception, and disease prevention. The overall goal of the human sexuality education curriculum is to provide our students with the knowledge and skills to promote their health and well-being as they mature into sexually healthy adults.

In addition to formal classroom instruction, students will participate in fitness and lifetime activities including aerobics, aquatics, dance, mixed games, and muscular strength and flexibility training.

Full year course, meets alternate days, 2.5 credits

LIFETIME FITNESS AND GAMES (990)

Grades: 10-12

Prerequisite: Fitness For Living or equivalent

***Meets requirements for Physical Education for grades 10-12**

This course provides students with the opportunity to experience a cardiovascular workout through game play and group exercise. Basic team game strategies and skills will be covered in low to high organizational games. Students may also be engaged in group exercise classes which will include fitness center, weights, yoga and core fitness practices. In a continued effort to encourage students to pursue an active lifestyle, this course

encourages students to learn about health and fitness components. This class will utilize indoor gymnasiums, outdoor athletic areas and when possible will be accessing the fitness center.

Semester course, meets alternate days, 1.25 credits

COMPETITIVE SPORTS AND GAMES (991)

Grades: 10-12

Prerequisite: Fitness For Living or equivalent

***Meets requirements for Physical Education for grades 10-12**

Physical Education classes contribute to the total education of the individual. Students will be instructed in a variety of physical education and movement activities. Activities are designed to develop emotional well-being, strength of character, sensitivity to the differences of others, as well as a sense of citizenship, self-worth, and positive sportsmanship.

This Competitive Sports and Games class will focus on playing games and tournaments where there is scoring and tracking wins and losses among teams. Full participation and effort is expected. The outdoor activities offered in this course may include tennis, softball, ultimate frisbee, flag football, capture the flag, yard games, and soccer. Indoor options may include table tennis, archery, volleyball, tchoukball, badminton, speed ball, basketball, and floor hockey. This class will utilize outdoor athletic areas when possible as well as the indoor gyms when needed.

Semester course, meets alternate days, 1.25 credits

PERSONAL HEALTH AND WELLNESS (998)

Grades: 10-12

Prerequisite: Fitness For Living or equivalent

Meets requirements for Physical Education, and *meets Health requirement

This course is an integrated health/physical education curriculum and will combine physical and health education activities and concepts. Students will play a variety of low-organized activities and games and participate in wellness discussions. Health topics such as stress management, time management, goal setting, personal health, human sexuality, nutrition, substance abuse, CPR/First Aid, safety prevention and health and fitness careers. Physical Education activities and games can include cardiovascular and muscular fitness, cooperative games and activities, team sports such as tennis, badminton, table tennis, volleyball and floor hockey. The goal of this course is for students to develop a better understanding of becoming more health literate and practice making informed and healthy choices throughout their lives. This class is designed to promote mature decision-making as it covers current information on pertinent teen health topics that our young adults are facing in today's society.

Semester course meets alternate days, 1.25 credits

WATER SKILLS FOR LIFE - Lifeguard / Water Safety Certifications (999)**Grades: 10-12****Prerequisite: Fitness for Living or equivalent*****Meets requirements for Physical Education for grades 10-12**

Water Skills for Life is open to students who want to enjoy water as part of the physical education curriculum. Students will participate in various swimming activities to help improve cardiovascular fitness. Water games and some life-saving skills will be taught. Students may begin work toward lifeguard and water safety instruction certification. Students wishing to pursue lifeguard certification or water safety instruction will be required to complete classwork to receive certifications.

Semester course, meets alternate days, 1.25 credits**PE TEACHING ASSISTANT/STUDENT LEADER (996)****Grades: 10-12****Prerequisite: Fitness for Living or equivalent****(Requires teacher recommendation and permission from course instructor)**

This course is available for students who have demonstrated leadership in Physical/Health Education and want to challenge themselves in the development of teaching skills. It is necessary for students to have prior experience and a strong grasp of skill and understanding in the specific content area. This learning experience is for students who:

- 1) Would like to develop their communication and leadership skills.
- 2) Possess special knowledge or skills that will be beneficial to share with fellow students.
- 3) Want to assist in preparation and delivery of lessons.
- 4) Are interested in facilitating student interaction through guided discussions and feedback.
- 5) Will work towards CPR/First Aid certifications.

This course is in addition to the Physical Education requirement.

Grading is Pass/Fail.

Semester course meets alternate days, 1.25 credits

PERFORMING ARTS

Performing Arts courses help students develop the means to communicate thoughts, emotions, and ideas that may be difficult to express using words alone. All Performing Arts courses are grounded in the concept of the Artistic Process: Creating, Responding, Presenting, and Connecting one's ideas with the world around them.

All Performing Arts Department courses provide material to meet the varied needs and skill levels of students; provide cultural enrichment; provide aesthetic value; make provisions for technical growth; provide for school and community service; create interdisciplinary relationships.

CHAMBER CHOIR (880)

Grades: 9-12

Prerequisite: None

Chamber Choir is a mixed-voice ensemble open to all grade levels and anyone interested in singing. Students will study vocal music of multiple styles & genres to perform throughout the year. Performances include four formal concerts and other school and community events. Participants are expected to perform at all events scheduled by the Director. Musicians interested in participating in MMEA District/All-State Festivals must be enrolled in their school ensemble.

Full year course, meets alternate days, 2.5 credits

BELLA VOCE (875)

Grades: 9-12 Grouping: Treble voices

Prerequisite: By audition only in late Feb/early March for the upcoming school year.

Bella Voce is an auditioned chorus comprised of 28-30 treble-voiced singers (Soprano/Alto) in grades 9-12 looking to sing advanced music at a sophisticated level. Performances include four formal concerts and other school and community events. Participants are expected to perform at all events scheduled by the Director. Musicians interested in participating in MMEA District/All State Festivals must be enrolled in their school ensemble.

Full year course, meets alternate days, 2.5 credits

MADRIGAL SINGERS (874)

Grades 9-12 Grouping: Heterogeneous

Prerequisite: By audition only in late May/early June for the upcoming school year. Must also participate in a large ensemble (Chamber Choir, Bella Voce, Orchestra, and/or Band).

An advanced, mixed vocal ensemble of 22-24 auditioned treble & bass voices. Madrigal Singers concentrate on a cappella vocal music ranging from the Renaissance to Contemporary. This group is asked to sing during, and often after the school day for various organizations throughout the community. Participants perform at all concerts & other events scheduled by the Director.

Full year course, meets alternate days during the school day with 1 weekly after-school rehearsal on Wednesdays, 5 credits.

ELECTRONIC MUSIC (872)

Grades: 9-12 Grouping: Heterogeneous

Prerequisite: None

Students will create original electronic remixes, recordings, video-game scores, EDM, commercial film music, pop music, and more while learning Logic-ProX, Apple's flagship music production software. This course focuses on developing the student's own unique sounds and artistic identity using an industry-standard digital audio workstation. No homework. Satisfies arts requirement.

Semester course, 2.5 credits

ELECTRONIC MUSIC II - Independent Study (876)

Grades: 10-12 Grouping: Heterogenous

Prerequisite: Electronic Music or extensive knowledge of Digital Audio Workstation.

See instructor for approval to register.

Students will draw on their skills from Electronic Music (872) or extensive pre-existing skills using a digital audio workstation (DAW) to create a digital portfolio of music. A successful student in this class will be self-motivated and strongly interested in creating music. Topics covered include composition, music for film & video games, midi-sequencing, synthesis, sound design, mixing, and mastering. This class runs as an independent study model.

Semester course, 2.5 credits

HISTORY OF ROCK & POP MUSIC (877)

Grades: 9-12 Grouping: Heterogeneous

Prerequisite: None

This course focuses on the social & musical development of Rock & Popular Music. You'll have a chance to be the rock critic as you listen to and watch music performances from the last century. The course begins with an overview of our American musical influences: rhythm & blues, jazz and country, moving into the influence of the Beatles and the British Invasion, Acid Rock and the social upheaval of the late '60s, and through the changes in popular music during the seventies, eighties, nineties and early 2000's. No homework. Satisfies arts requirement.

Semester course, 2.5 credits

PIANO (894/894x)

Grades 9 - 12 Grouping: Heterogeneous

Prerequisite: None

This class is for any student who wants to begin or improve their musical skills by learning how to play the piano. Using a self-paced software with individual attention from the instructor, students will learn proper piano playing technique in a variety of musical styles, and will have opportunities to play alone and with others throughout the semester. Students with existing piano experience may take this class to expand their playing ability and work on their current repertoire. No musical experience is necessary. Satisfies arts requirement.

Semester course, meets every day, 2.5 credits.

MUSIC THEORY (896)

Alternate Year course, expected to be offered in 2025-26

Grades: 9-12 Grouping: Heterogeneous

Prerequisite: Some basic music theory knowledge is desired, however not required.

Music Theory is a course in music theory for students who may, or may not, already have a working knowledge of musical notation. The class covers standard music theory objectives, as well as concepts designed to encourage the development of well-rounded musicians. These topics include: musical notation, key signatures & scales, chords, musical terminology, forms in music, and composition projects.

Semester course, 2.5 credits

MUSIC IN FILM (878)

Alternate Year course, expected to be offered in 2025-26

Grades 9-12 Grouping: Heterogeneous

Prerequisite: None

In this class, students will discover the role music & sounds play in films, TV shows, video games & other visual media. Students will gain a deeper understanding of film-scoring techniques, and the degree to which they may shape our emotional, philosophical, cultural, and political response to cinema. Students will also experiment with creating their own movie soundtrack. Satisfies arts requirement.

Semester course, meets every day, 2.5 credits

STRING ORCHESTRA (885)

Grades 9-12

Prerequisite: Orchestral String Instrument Training

This course gives students the opportunity to improve techniques unique to orchestra and string music and prepares them for public performance. The String Orchestra meets every day during the school week. Students will have the opportunity to study and perform a wide variety of orchestral literature. All participants are expected to perform at all events scheduled by the Director. Musicians interested in participating in MMEA District/All-State Festivals must be enrolled in their school ensemble.

Full year course, 5 credits

BAND (881)

Grades: 9-12

Prerequisite: Students playing an instrument for the first time should contact the Band Director for instructions.

Band is open to all students at ABRHS. The Band performs marching band music through the first quarter (plus a band camp of 5 days in Aug.) and concert band music for 2nd, 3rd, and 4th quarter. The Marching Band also represents our community at football games and in various parades in and around Acton. The concert season consists of three formal concerts and other performance opportunities that may be scheduled. The band meets as a regular class during the rotation and one evening per week (only during marching band season - Sept. Oct). There is a \$90 activity fee. All participants are expected to perform at all events scheduled by the Director. Musicians interested in participating in MMEA District/All-State Festivals must be enrolled in their school ensemble.

Full year course, 5 credits

BAND - EVERY DAY SEM 1 (881C) and ALT. DAY SEM 2 (881D)

Grades: 9-12

Prerequisite: Students playing an instrument for the first time should contact the Band Director for instructions. Students must enroll in both 881C and 881D.

This course is identical to BAND 881 with the exception that students attend band every day in Semester 1 and alt days in Semester 2. This alt day schedule allows for students to take PE or another 1.25 credit elective opposite band in the spring.

881C (Fall Every Day Band) and 881D (Spring Alt Day Band), 3.75 credits

Students must enroll in both 881C and 881D.

COLOR GUARD (882)

Grades: 9-12

Prerequisite: None

Flags, dancers, show characters etc., are all considered to be members of the Color Guard that performs in tandem with the Marching Band. The Color Guard will meet two evenings per week throughout the marching season (Sept.-Oct., plus a band camp of 5 days in Aug.), one evening rehearsing with the band, the second rehearsing as a section only. Members of the Color Guard who also want to play in the band during concert season should register for Band. There is a \$90 activity fee. All participants are expected to perform at all events scheduled by the Director.

Semester course (Fall), 2 evenings per week, 2.5 credits

JAZZ BAND (884)

Grades: 9-12

Prerequisite: By Audition Only

This course is offered to students who are interested in learning to play jazz, popular rock and swing music in a Big Band setting. The Jazz Band rehearses one afternoon per week with a few extra rehearsals scheduled as needed. Improvisation will be encouraged.

Performances include three formal concerts and other school and community events. All participants are expected to perform at all events scheduled by the Director. Musicians interested in participating in MMEA District/All-State Festivals must be enrolled in their

school ensemble.

Full year course, 1 day per week for 2 hours after school, 2.5 credits

INTRODUCTION TO TECHNICAL THEATRE (887) (Meets concurrently with Tech Theatre Design)

Grades: 9-12

Prerequisite: None

This course will introduce students to basic technical operation and design for the theatre. Students will work in both classroom and hands-on settings to gain an understanding in general theatre knowledge, rigging systems, plus lighting and sound design. Projects, participation, and some evaluations contribute to grade. Students are encouraged to participate in Proscenium Circus productions for extra credit. Enrolled students are eligible to apply for ABRHS Technical Productions Staff positions and take on paid work opportunities throughout the year.

Full year course, meets alternate days, 2.5 credits

TECH THEATRE DESIGN (890) (Meets concurrently with Intro to Tech)

Grades: 10-12

Prerequisite: Intro to Technical Theatre (887) or with permission

In this advanced course, students will continue their technical theatre education through project based learning. In the classroom and in practical settings, students will continue to explore all elements of theatrical design and production including lighting, set, sound, and costume design. This class provides an in-depth understanding of the skills needed to work professionally in the theater world, as well as mentorship opportunities for students who are ready to take on more leadership roles.

Full year course, meets alternate days, 2.5 credits

Full year course, meets alternate days, 2.5 credits

DRAMA: COMEDY IMPROV (886) (Meets concurrently with Advanced Improv)

Grades: 9-12

Prerequisite: None

Learn how to create comedy sketches and improv a scene with no planning using the techniques made famous by the performers of Saturday Night Live. No prior experience is required, so whether the student is looking to improve public speaking skills, meet new people, or just have a great time, learning the foundations of improv will help the student level-up their self-confidence. In this game-based course, become more spontaneous and receptive to new ideas in a playful, supportive atmosphere.

Semester course, meets alternate days, 1.25 credits

ADVANCED IMPROV PERFORMANCE (888) (Meets concurrently with Drama: Comedy Improv)

Grades: 10-12

Prerequisite: Drama: Improv

Students build upon the skills and games learned in Improvisation to work on scenes like those seen on "Whose Line is it Anyway?" Strong, objective-based scene work is the backbone of the work as students learn crucial improvisation skills including emotion and listening. Students continue to play the types of exercises and games played in Improvisation, which emphasize ensemble building and freeing the creative, non-judgment part of the brain. Students also begin to improvise scenes, exploring exercises that isolate the different skills needed for successful scene work.

→ Students may repeat this class for credit.

Semester course, meets alternate days, 1.25 credits

ACTING I (893)

Grades: 9-12

Prerequisite: None

This introductory class is for any student who wants to begin or improve their acting and performance skills, and no experience is necessary. Gain confidence in creating a character to tell a story that affects audiences by exploring a basic introduction to acting technique. Learn to identify what makes performances believable and explore the tools used to create and play dramatic action truthfully using realistic and naturalistic material. Through theatre games and exercises, explore the foundation of acting including the actor's body, voice, and imagination. The class will culminate in a public performance.

Full year course, meets alternate days, 2.5 credits

ACTING II (899)

Grades: 10-12

Prerequisite: Acting I or by audition with instructor

Alternate Year Offering - Offered in 2024-25

Deepen the actor's craft by exploring scene work and techniques with emotionally invested circumstances, playing objectives and actions clearly, improving listening and responding skills, practice recognizing and experiencing moment-to-moment acting, and applying text analysis techniques. Through games, exercises, and performances to hone the actor's body, voice, and imagination, this course challenges actors to create a believable performance in full commitment to physicalization, vocalization, and emotional truth.

Full year course, meets alternate days, 2.5 credits

PLAYWRITING 897

Grades: 9-12 Grouping: Heterogeneous

Prerequisite: None

This class will teach the basics of writing plays, and the difference between writing typical prose or creative writing and writing for the stage. Students will examine existing scripts, their structure, and their content. They will engage in improvisational exercises as a way to brainstorm writing ideas. They will write their own work and examine their own writing and that of other students in a workshop-style format, reading their own and others' work aloud and receiving and offering critique. Assignments will consist of regular writing

assignments to prompts, writing exercises in class, and writing over the long term. The class will culminate in each student writing a complete one-act play.

Semester course, meets alternate days, 1.25 credits

PUBLIC SPEAKING (895)

Grades 9 - 12

Prerequisite: None

The emphasis of this course will be placed on the study and practice of public speaking and effective communication for the 21st Century. These skills build self-confidence, social awareness, and speaking with clarity. The course will include the practical applications of speech communication in everyday life, interpersonal communications, group dynamics, job interviewing, personal introductions, school and business presentations, and good speech habits and study skills. This course is ideal for students who are interested in developing skills across various disciplines including class presentations, career skills, Speech and Debate, and artistic performance.

Full year course, meets alternate days, 2.5 credits

ADVANCED THEATRE PRODUCTION (892)

Alternate Year course, expected to be offered in 2025-26

Grades: 10-12

Prerequisite: Acting I OR Intro to Technical Theatre

This is an advanced course designed to allow students to perform in a production, with most rehearsals taking place during class time, and for students seeking the challenge of higher-level acting assignments. This class performs a production to provide students with hands-on experience in the world of theatre.

Full year course, meets alternate days, 2.5 credits

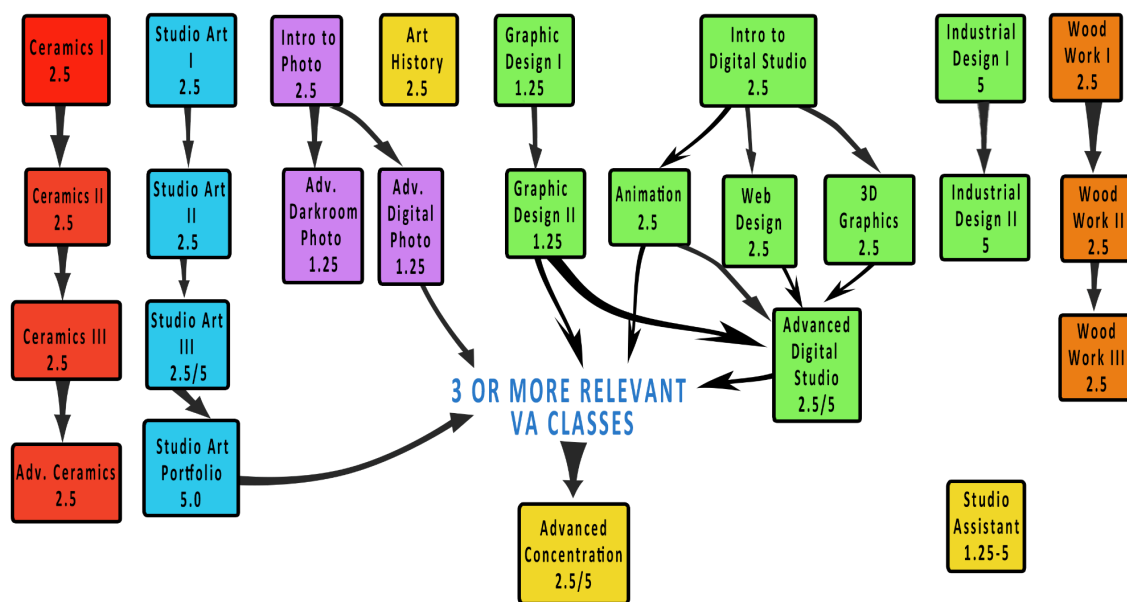
VISUAL ARTS

The Visual Arts program is designed to nurture students' development as visual learners, foster a lifelong appreciation for the visual arts, and lay a strong foundation for participation in the 21st century's thriving "creative economy."

The Visual Arts curriculum provides a meaningful pathway for all students to acquire the skills of being an artist through the Studio Habits of Mind. Students practice the habits of developing their craft, taking risks, problem solving, perseverance, envisioning, observation, reflection, and collaboration. Building on these skills, students are encouraged and supported to explore and develop their own creative vision.

The Visual Arts program offers 26 courses that span a wide variety of traditional and digital media, two and three-dimensional art forms, and industrial arts.

AB VISUAL ARTS PATHWAYS 2024-25



ADVANCED CONCENTRATION IN VISUAL ARTS Full Year (834) or Semester Course (835)

Grade: 12

Prerequisites: At least three Visual Arts courses and permission of the instructor

This course is designed for students to pursue their own interests and passions while continuing to create highly individualized artwork. In this semester or year-long course,

students will work on projects of their own design to develop a cohesive body of artwork, finalizing their portfolios or furthering areas of specialization. Workshops will support the continued growth of techniques, skills, and experiences across a range of new topics and media.

Full year course, meets daily, 5 credits (834)

Semester course, meets daily, 2.5 credits (835)

WOODWORKING I (771)

Grades: 9-12

Prerequisite: None

With a focus on the safe use of hand and machine tools, this course teaches traditional topics in woodworking. Students learn to mill raw lumber, to create traditional joinery, to make and use traditional hand tools, and to operate woodworking machines. Students learn to use tools to design and create woodworking projects that train hand skills and require them to solve design problems.

Semester course, daily, 2.5 credits

WOODWORKING II (778)

Grades: 9-12

Prerequisite: Woodworking I

This course builds on the skills learned in Woodworking I. Students develop an idea and draft a design for a woodworking project they can complete during the semester. Projects are individually tailored to the interests and abilities of the student. Depending on the project, students will deepen their hand skills and understanding of the complexities of creating objects in wood.

Semester course, daily, 2.5 credits

WOODWORKING III: Cabinetry & Furniture (779)

Grades: 10-12

Prerequisite: Permission of instructor and successful completion of Woodworking II

Cabinetry and Furniture will focus on the design, drafting, and construction of traditional and modern forms of cabinetry and furniture. Students will learn to properly design different kinds of cabinetry and furniture and the various forms of construction for each type. For cabinetry, they will learn techniques for making drawers and doors, mounting hinges, and installing. For furniture, students will learn wood selection, forms of joinery, design aesthetics, and both hand and machine techniques for creating a design in wood.

Semester course, daily, 2.5 credits

INDUSTRIAL DESIGN AND FABRICATION I (760)

Grades: 9-12 Grouping: Heterogeneous

Prerequisite: None

Industrial design and fabrication will explore the process of taking an idea from concept to digital design to prototype fabrication. Students will learn traditional drafting, computer aided drafting (CAD), 3D modeling with Fusion360 and Solidworks, using CNC, laser

cutter, and 3D printing techniques, as well as traditional forms of fabrication. Classwork will be split between work on computers learning digital design and time in the woodshop learning fabrication techniques.

Full year course, daily, 5 credits

INDUSTRIAL DESIGN AND FABRICATION II

To be offered in 2025-26

Grades: 10-12 Grouping: Heterogeneous

Prerequisite: Industrial Design and Fabrication I (B or better)

Building on the skills learned in Industrial Design and Fabrication I, students will conceive and execute more complex and involved design projects. Students will develop more advanced skills in CNC, laser cutting, and 3D printing as these pertain to creating design prototypes.

Full year course, daily, 5 credits

CERAMICS I (821)

Grades: 9-12

Prerequisite: None

In Ceramics I students will learn basic techniques of hand-building such as pinch, coil, and slab construction. Workshops and challenges emphasize inventive design and technical skills in constructing both functional and non-functional forms. Students will work with mid-fire clay and glazes, exploring various surface textures and glaze application methods.

Semester course, daily, 2.5 credits

CERAMICS II (828)

Grades: 9-12

Prerequisite: Ceramics I with a B- or higher

Ceramics II builds on skills and concepts developed in Ceramics I. While a strong emphasis will be placed on basic wheel-throwing techniques, students will also learn advanced hand-building techniques. Functional and sculptural constructions may include handled forms, drape molding, altering forms, and tile making. Students will work with different types of clay bodies and explore mid-fire glaze applications.

Semester course, daily, 2.5 credits

CERAMICS III (839) (Meets concurrently with Advanced Ceramics)

Grades: 10-12

Prerequisite: Ceramics II with a B- or higher

Ceramics III is an advanced course that will continue to build upon wheel and hand-building techniques developed in Ceramics I and II. Students will further develop technical skills as well as conceptual approaches to the medium of clay. A strong emphasis will be placed on craftsmanship, discipline, and originality. Students will have the opportunity to work in greater format and size, manipulate more complex forms on/off the potter's wheel and extend their knowledge of glaze application. Students will be expected to work at a more intensive individual level.

Semester course, daily, 2.5 credits

ADVANCED CERAMICS (840) (Meets concurrently with Ceramics III)

Grades: 10-12

Prerequisite: Ceramics III with a B- or higher

Advanced Ceramics offers students the opportunity to continue working on their development of skills and personal style. Through a mix of individualized skill challenges and independent projects and proposals, students will set personal goals, devised in consultation with their peers and instructor, and work towards creating a coherent body of work.

Semester course, daily, 2.5 credits

→ **Students may repeat this class for credit**

STUDIO ART I Semester Course (816)

Grades: 9-12

Prerequisite: None

Students in Studio Art I will focus on developing their technical skills and creative expression through workshops in composition, observational drawing,, acrylic painting, block printmaking, and sculpture. Each term will culminate in an independent project incorporating skills and materials of the student's choosing.

Semester course, daily, 2.5 credits, *or*

Full Year course, alternate days, 2.5 credits

STUDIO ART II Semester Course (817)

Grades: 9-12

Prerequisite: Studio Art I or Studio Art Workshop with a B- or higher

Studio Art II builds on the experiences and skills acquired in Studio Art I. Students will strengthen their ability to envision compositions, observe closely, and take creative risks with media and concepts. Workshops will include relief sculpture, portraiture, watercolor/gouache, and social issue work. Independently proposed projects designed each term will promote the development of sources of inspiration, artistic style, and visual problem-solving.

Semester course, daily, 2.5 credits

STUDIO ART III Full Year Course (825), Semester Course (824)

Grades: 10-12

Prerequisite: Studio Art II with a B- or higher

Studio Art III continues to build on the experiences and skills gained in Studio Art I & II. Students will work at an advanced level motivated by self-set project goals. New workshop topics include perspective, tape murals, illustration, monotype printmaking, and mixed media. Students will deepen their skills, creativity, and versatility across a range of media while developing an individualized body of artwork.

Full year course, daily, 5 credits (825)

Semester course (Fall), daily, 2.5 credits (824)

STUDIO ART PORTFOLIO (826)**Grades: 11-12****Prerequisite: Studio Art III with a B- or higher or a portfolio review**

Studio Art Portfolio is for highly motivated students, including but not limited to those thinking about majoring or minoring in visual arts. Students will gather information about post secondary visual arts programs, review portfolio needs, and further develop individualized portfolios through workshops and independent projects. Workshops explore topics such as: figures, bones, landscape, architecture, 3D design, advanced printmaking, and public art. Students will be encouraged to continue to develop their personal style and unique vision/voice as an artist while being pushed further in their skills development.

Full year course, daily, 5 credits**MODERN ART HISTORY (854)****Alternate Year course, expected to be offered in 2025-26****Grades: 9-12****Prerequisite: None**

In this course, students will examine art making from the beginning of Impressionism through to the present day. Covering the work of major 19th and 20th century artists, as well as work by artists working today, students will cultivate their understanding of modern art movements and styles. Assignments allow choice in how students can demonstrate understanding, including both written and visual responses.

Semester course, daily 2.5 credits**Course offered alternating years.****INTRODUCTION TO PHOTOGRAPHY (841)****Grades: 9-12****Prerequisite: None**

This course introduces students to the art of both digital and analog photography. Students will learn how to use the manual settings on both digital and analog cameras, how to edit their work using the latest version of Photoshop, how to develop and print 35mm negatives, and how to print their art using both inkjet printers and darkroom enlargers. It is ideal, but not required, for students to have unlimited access to a DSLR outside of school. The school has 35mm film cameras that students can use outside of class time, as well as a limited number of DSLRs for shooting during the school day.

Semester course, daily, 2.5 credits**ADVANCED DIGITAL PHOTOGRAPHY (836)****Grades: 9-12****Prerequisite: Intro to Photography**

This course is for students who have completed the Introduction to Photography course and would like to continue to pursue digital photography. Students will build on their skills while exploring subjects that reflect their interest and personal vision. Note: Students without a DSLR camera will have the opportunity to borrow one from the school. It is

ideal, but not required, for students to have their own.

Semester course, alternate days, 1.25 credits

→ **Students may repeat this class for credit.**

ADVANCED DARKROOM PHOTOGRAPHY (842)

Grades: 9-12

Prerequisite: Intro to Photography

This course is for students who have completed the Introduction to Photography course and would like to continue to pursue darkroom/analog photography. Students will build on their darkroom printing skills while exploring subjects that reflect their interests and personal vision. Note: Some 35mm SLRs are available for students to borrow, although it is ideal for students to have their own.

Semester course, alternate days, 1.25 credits

→ **Students may repeat this class for credit.**

INTRO TO DIGITAL STUDIO (853)

Grades: 9-12

Prerequisite: None

This course offers students an introduction to a wide variety of digital arts. Students will learn foundational skills for digital painting, photo manipulation, graphic design, 2d animation, 3d modeling, simple 3d animation, HTML and basic CSS for designing web pages, and time permitting, possibly some 3D game development. For the 2024-2025 school year, students interested in going more in depth in a given area, should consider also enrolling in either 3D Graphics, Animation, Graphic Design, or Web Page Design.

Semester course, daily, 2.5 credits *or*

Full Year course, alternate days, 2.5 credits

GRAPHIC DESIGN I (848)

Grades: 9-12

Prerequisite: None

Students of Graphic Design I will learn the graphic design process from design briefs to creating designs, critique and revisions. They will learn how to use professional software along with important skills in photo enhancement/compositing, working with typography and creating their own raster and vector based imagery. Students will learn about professional graphic designers and create a variety of their own unique graphic designs.

Semester course, alternating days, 1.25 credits

GRAPHIC DESIGN II (857)

Grades: 9-12

Prerequisite: Graphic Design I with a B- or higher

Students of Graphic Design II will continue to learn new image editing and creation techniques including layout software while creating a variety of original designs and artworks. Students will work on independent and assignment-based projects in order to further explore the graphic design process. They will explore the role and responsibility of

the graphic designer while becoming more familiar with the professional design field and its practitioners.

Semester course, alternating days, 1.25 credits

WEB PAGE DESIGN (849)

Grades: 9-12

Prerequisite: Intro to Digital Studio with a B- or higher

Web Page Design builds upon the foundational skills from Intro to Digital Studio to teach students to make their own functional, visually attractive, and easy to navigate websites. This involves going more in depth with both HTML5 and CSS3, as well as a little scripting with PHP. Students will learn the full creative design process, including brainstorming, layout, design, revision, working with web hosting, and content management systems. Students may have the potential to work with a client by the end of the course. Finished websites will be hosted online.

Semester course, daily, 2.5 credits

WEB PAGE DESIGN II (858)

Grades: 10-12

Prerequisite: Web Page Design I (before the 2024-25 school year) with a B- or higher

For students who took Web Page Design I prior to 2024-25, this course will continue developing their skills in HTML and CSS to make multiple websites. Students will learn about web hosting, designing websites that work across a variety of devices, web animations, the process of working with a client, working with vector images, how to utilize content management systems, forms, and some basic scripting with PHP and Javascript. Students will also have the opportunity to develop websites based on their own interests that will be hosted online.

Semester course, daily, 2.5 credits

ANIMATION (829)

Grades: 9-12

Prerequisite: Intro to Digital Studio with a B- or higher

This course continues from Intro to Digital Studio to guide students more in depth through the foundations of animation on and off the computer. This covers a variety of techniques and important concepts. Techniques include many digital 2d animation methods, traditional stop motion, claymation, hand-drawn animation, pin animation, sand animation, cut-paper, and pixilation. Students will learn essentials such as the principles of animation, story development, camera angles, audio, lip synching, pacing, and believable character movement. Students will also view examples of classic, experimental, and contemporary animation.

Semester course, daily, 2.5 credits

ANIMATION II (833)

Grades: 10-12

Prerequisite: Animation I (before 2024-25 school year) with a grade of B- or higher

For students who have taken Animation I prior to 2024-25, this course introduces a variety of new animation techniques and concepts including lip synching, rotoscoping, animation smears, special FX, particles systems, and more. Individual student goals and interests will be a driving factor in the course with students exploring/focusing on the animation media of their choice - from digital animation to a wide variety of traditional techniques. We will aim toward the creation of compelling, longer animations that tell our stories in more depth.

Semester course, daily, 2.5 credits

3D GRAPHICS MODELING, ANIMATION, AND GAMES (837)

Grades: 9-12

Prerequisite: Intro to Digital Studio with a B- or higher

This class will build upon skills from Intro to Digital Arts. Students will learn to create their own models and environments within a virtual 3D space. As part of the modeling process, students will learn technical skills around virtual cameras, lighting, and texture. After strengthening their 3D modeling skills, students will choose between either 3D Animation or 3D Game Development tracks. In the Animation track, students will learn story/character development, how to rig and animate characters, how to work with computer-generated physics, shape keys, compositing visual FX, and rendering to video. In the 3D Game Development track, students will learn the game development process from creating game development documents to actually creating their own playable 3D games in Godot. As part of the process they will learn about world development, how to import their own custom models from Blender, and how to script a variety of game mechanics. **Semester course, daily, 2.5 credits**

→ **Students may repeat this class once for credit, to take the other track.**

3D GRAPHICS II: ANIMATION AND VIDEO GAMES (838)

Grades: 10-12

Prerequisite: 3D Graphics I: Modeling and Animation (before the 2024-25 school year) with a grade of B- or higher

For students who have taken 3D Graphics I prior to 2024-25, this course will further develop their technical and conceptual skills in order to utilize more advanced techniques. This will include compositing special FX, working with computer-generated physics, and the 3D printing process. Students will also learn how to create digital 3D games using the game engine Godot. Towards the end of the semester, students will be able to focus on their area of interest.

Semester course, daily, 2.5 credits

ADVANCED DIGITAL STUDIO Full Year (862) OR

Semester Daily or Full Year Alternate Days (861)

Grades: 10-12

Prerequisite: At least one of the following: Animation II, 3D Graphics II, Graphic Design II, or Web Page Design II, with a grade of B- or higher

This course provides students the opportunity to further their study of 3D Graphics,

Animation, Graphic Design, or Web Page Design. Within their area of experience, students will be supported in pursuing their own interests through long term projects. End products might include animated stories, music videos, advertisements, multi-level 3D games, games incorporating virtual reality, packaging/cover designs, interactive websites, 3D printing, and more. Students who wish to work with “clients” or collaboratively will have the opportunity to do so. Optimally, students considering careers in the arts will be guided in developing their portfolios.

Full year course, daily, 5 credits (862)

Full year course, alternating days, 2.5 credits (861) or

Semester course, daily, 2.5 credits (861)

→ Students may repeat this class for credit.

STUDIO ASSISTANT 844, 845, 846, 847 (see below)

Grades: 11-12

Prerequisite: Art Faculty recommendation

A studio assistantship in art provides a grade 11 or 12 student who has the appropriate background and interest, the opportunity for on-the-job experience. The student will assist with studio and material preparation as well as in-class instruction. The student must have experience in the subject matter. See the list below of courses to assist in:

- Introduction to Photography
- Advanced Darkroom and Digital Photography
- Woodworking I
- Ceramics I, II
- Intro to Digital Studio
- Graphic Design I and II
- 3D Graphics and 3D Graphics II
- Animation and Animation II
- Web Page Design and Web Page Design II
- Advanced Digital Studio
- Studio Art I, II, III

Full year course, daily, 5 credits (847)

Full year course, alternate days, 2.5 credits (846)

Semester course, daily, 2.5 credits (844)

Semester course, alternate days, 1.25 credits (845)

COMMUNICATION ARTS

INTRODUCTION TO BROADCASTING (739)

Grades: 9-12

Prerequisite: None

Host a talk show? Report live from a sporting or news event? DeeJay a radio show?

Introduction to Broadcasting allows students to do all these things and more! Students learn about the basics of Radio and Television broadcasting. The class is all hands-on and project-based. There is no written work or tests. It is fast-paced, high energy and an injection of fun into the student's school day!

Semester Course, daily, 2.5 credits

NEWS AND SPORTS MEDIA PRODUCTION (737)

Alternate Year course, expected to be offered in 2025-26

Grades: 9-12

Prerequisite: For Gr 9, completion of Introduction to Broadcasting

Media is everywhere! And we consume it non-stop and in an ever growing multitude of ways. Twitter, Tik-Tok, Podcasts, Streaming, Instagram, Satellite Radio, Facebook and more are emerging all the time. In addition, we will look at traditional media platforms such as television, radio, and print-media. This course will cover all of these sources and examine important questions such as accuracy, impact, trends and what the future holds. In 21st Century Media will also gain exposure to media through hands-on experiences in our television, radio and podcast studios. Students will deejay music radio programs, create podcasts based on their interests, produce and host news segments, weather forecasts and talk-shows. Enrollment in this class may be repeated for students wishing to pursue advanced coursework.

Semester Course, daily, 2.5 credits

TOPICS IN FILM: INTRO TO FILMMAKING (852)

Grades: 9-12

Prerequisite: None

This primarily hands-on course is designed to familiarize students with cinematic language and filmmaking techniques. Through a series of individual and small group assignments and exercises, students will gain practical experience with filmmaking equipment including camera, sound, lighting, and editing software. The course will emphasize collaboration, pre-production planning, creative use of resources, and the application of post-production editing techniques to create creative and original final products. Film genres will include various types of fiction and documentaries.

Semester Course, daily, 2.5 credits

PUBLIC SPEAKING (895)

Grades 9 - 12

Prerequisite: None

The emphasis of this course will be placed on the study and practice of public speaking

and effective communication for the 21st Century. These skills build self-confidence, social awareness, and speaking with clarity. The course will include the practical applications of speech communication in everyday life, interpersonal communications, group dynamics, job interviewing, personal introductions, school and business presentations, and good speech habits and study skills. This course is ideal for students who are interested in developing skills across various disciplines including class presentations, career skills, Speech and Debate, and artistic performance.

Full year course, meets alternate days, 2.5 credits

TUTORING AND MENTORING

PEER TUTORING (914)

Grades: 11-12

Prerequisite: Application

Peer Tutors work in the Academic Success Center on alternate days and can receive community service credit when they assist students on a regular basis. Peer Tutors work one-on-one with students and in small groups to assist with instruction, work completion, and organizational skills. Selection of peer tutors is made by application and teacher recommendation in the spring term. Training of peer tutors takes place throughout the year. Grading is Pass/Fail.

Semester course, meets alternate days, 1.25 credits

MENTORING PROGRAM (916)

Grades: 11-12

Prerequisite: Application and interview required

This program will provide students with an opportunity to mentor freshman students in an English, math, social studies or science classroom under the guidance of the classroom teachers. Mentors work with students in small groups and on a one-to-one basis. Mentors are expected to demonstrate behaviors and skills which will assist class members in attaining academic success. In addition, mentors must complete coursework as directed by the teacher. Mentors will also attend an orientation training session before the start of the school year. Mentors are also expected to attend several other meetings throughout the year. Participation in this course is selective and limited to 2 to 6 mentors per academic class. Students interested must complete the application form, secure a teacher's recommendation, and interview with the subject matter teacher.

Grading is Pass/Fail.

Full year course, meets daily, 5 credits

WORLD LANGUAGE TEACHER AIDE Full Year or Semester, Daily or Alt-Days (see below)

Grades: 10-12

Prerequisite: Application and Interview

This program will provide students the opportunity to work with first and second-year language learners under the guidance of the classroom teacher. Aides will work with students in small groups, one-on-one, and have opportunities to assist the teacher in facilitating learning. All aides are expected to attend a one-hour training prior to the start of the school year and to demonstrate behaviors and skills which will assist class members in attaining academic success. Participation in this program is selective and limited to 2-6 aides per academic class. Enrollment in this program is subject to approval by the classroom teacher and Department Leader. This course is not calculated into the GPA. Grading is Pass/Fail.

Full year course, daily, 5 credits (558)

Full year course, alternate days, 2.5 credits (558a)

Semester course, daily, 2.5 credits (559)

Semester course, alternate days, 1.25 credits (559a)

PE TEACHING ASSISTANT/STUDENT LEADER (996)

Grades: 10-12

Prerequisite: Fitness for Living or equivalent

(Requires teacher recommendation and permission from course instructor)

This course is available for students who have demonstrated leadership in Physical/Health Education and want to challenge themselves in the development of teaching skills. It is necessary for students to have prior experience and a strong grasp of skill and understanding in the specific content area. This learning experience is for students who:

- 1) Would like to develop their communication and leadership skills.
- 2) Possess special knowledge or skills that will be beneficial to share with fellow students.
- 3) Want to assist in preparation and delivery of lessons.
- 4) Are interested in facilitating student interaction through guided discussions and feedback.
- 5) Will work towards CPR/First Aid certifications.

This course is in addition to the Physical Education requirement.

Grading is Pass/Fail.

Semester course meets alternate days, 1.25 credits

STUDIO ASSISTANT 844, 845, 846, 847 (see below)

Grades: 11-12

Prerequisite: Art Faculty recommendation

A studio assistantship in art provides a grade 11 or 12 student who has the appropriate background and interest, the opportunity for on-the-job experience. The student will assist with studio and material preparation as well as in-class instruction. The student must have experience in the subject matter. See the list below of courses to assist in:

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- Woodworking I
- Ceramics I, II
- Intro to Digital Studio
- Graphic Design I and II
- 3D Graphics and 3D Graphics II
- Animation and Animation II
- Web Page Design and Web Page Design II
- Advanced Digital Studio
- Studio Art I, II, III

Full year course, daily, 5 credits (847)

Full year course, alternate days, 2.5 credits (846)

Semester course, daily, 2.5 credits (844)

Semester course, alternate days, 1.25 credits (845)

CAREER EXPLORATION

CAREER & FINANCIAL LITERACY SEMINAR (Sem) (651)

Grade: 11-12

Prerequisite: None

The Career & Financial Literacy Seminar (formerly Senior Seminar) is a semester-long elective for juniors and seniors that focuses on career exploration, financial literacy, and life skills. It is also the primary prerequisite to pursue an internship at the end of senior year. Career exploration activities allow students to explore their interests and aptitudes and to investigate possible careers that match. This in-depth study allows students to use a variety of self-evaluation instruments to determine their strengths; they build on these results in subsequent college and career searches. Specific skills addressed include: writing a resume; crafting a cover letter; and developing interview skills. A second focus of the course deals with life skills, with a major focus on personal finance, including budgeting and wise use of credit; car buying; apartment rental and trip planning. In all areas, extensive use of the internet for fact-finding will enhance student decision-making and direct class discussion. Any senior who has previously or is currently taking the class is eligible to apply for the Senior Internship program; this program allows selected students in Gr.12 to do a three-week internship at the end of their senior year in an area of professional interest. A student's attendance, grades, and academic course load may be used as a determining factor in the application process.

Semester course, 2.5 credits

WORK STUDY PROGRAM (940)

Grades: 11-12

Prerequisite: See Below

Work Study combines paid work experience with related academic projects. It gives students an opportunity to gain on-the-job experience, reflect on that experience, and assess their current skills. Students continue to improve career-related skills and knowledge through both the work experience and the course work. Students have access to support from the Work Study supervisor as needed.

The following requirements must be met to participate in the Work Study Program:

1. Student must be 16 years or older.
2. Student must be a junior or senior.
3. Student must meet with the Work Study supervisor and/or counselor prior to signing up for the course.
4. Students must meet with the Work Study supervisor at the beginning of term 1 to review course expectations.
5. Students must develop a portfolio of vocational materials including a journal and project each term.

Grading is Pass/Fail

Full year course. Credit is assigned per quarter

1.25 credits per quarter, with a maximum possible 5.0 credits for the year.

AUDIO-VISUAL MEDIA TECHNOLOGY 965**Alternate Year course, expected to be offered in 2025-26****Grades: 9-12****Prerequisite: None**

This course will provide students with a working knowledge of modern Audio-Visual system design and operation in an informal, hands-on setting. Students will assist and lead technical projects related to supporting faculty needs and special events in the school community. Students can earn extra credit by making a commitment to participate beyond the school day when special events require support. This is a pass/fail course.

Semester Course, meets alternate days, 1.25 Credits**RADIO AND TELEVISION STUDIO INTERN 904****Grades: 9-12****Prerequisite: None**

This hands-on elective, formerly called Radio and Television Production, will expose students to the day to day tasks and activities of the High School Radio & Television studios. In the radio station studio, students will be trained to host a live radio broadcast on WHAB 89.1 FM. After required training, students will host a live weekly broadcast on the High School radio station WHAT 91.1FM. In the Radio Production Studio, students will produce multi-track public service announcements for broadcast on the radio station WHAB 89.1FM. Working in the production studio also involves recording and editing daily announcements to be broadcast throughout the High School each morning. In the Television Studio student interns will be trained on how to create virtual sets using Chrome Key (green screen) and microphone placement. Students who become fully trained in the television studio will assist members of the High School Community with Television Studio projects. Students will also be trained in video editing using I-Movie and assisting with editing Television Studio Project for High School teachers.

Semester Course, 2.5 credits**ABRHS SCHOOL STORE (953)****Grades: 9-12****Prerequisite: None**

Students will be trained to handle all aspects of the store operation including: Customer Service, marketing products, making change, stocking shelves, taking inventory and ordering merchandise. Once students have completed training, they will help run the store with support from the Store Supervisor. This is a pass/fail course.

Students will also earn community service hours for their participation.

Semester Course, meets alternate days 1.25 credits

Acton - Boxborough Regional High School

SUMMER SCHOOL

Monday, June 24th – Friday, August 2nd, 2024

Grades 7-12

English, Math, Physical Education, SAT Preparation, Creative Writing

<https://sites.google.com/abschools.org/summerschool>

For more information contact:

absummer@abschools.org

Discrimination and Harassment Nondiscrimination Notice

Notice of Nondiscrimination

The Acton-Boxborough Regional School District does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

Any person having inquiries or complaints concerning the Acton-Boxborough Regional School District's compliance with Title VI, Title IX Section 504, ADA or MGL ch. 76, sec. 5 is directed to contact the Assistant Superintendent for Student Services, Administration Building, 15 Charter Road, Acton, MA telephone number 978-264-4700, x3265, who has been designated by the Acton-Boxborough Regional School District to coordinate the District's efforts to comply with these laws, or write to the Office for Civil Rights, J.F. Kennedy Federal Building Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148.

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 1993

Board of Education 603 CMR 26:00

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: GBA, Equal Opportunity Employment

JB, Equal Educational Opportunities

SEX EDUCATION PARENT NOTIFICATION POLICY

Pursuant to Chapter 291 of the General Laws of Massachusetts, the School Committee directs the Superintendent to ensure timely parental/guardian notification of any curriculum used in the Acton-Boxborough Regional Schools which primarily involves human sexuality issues or human sexual education. This policy allows parents/guardians the flexibility to exempt their children from any portion or completely from the curriculum being offered. The Committee wants to encourage the flow of information while recognizing the rights of parents. The following courses contain human sexuality issues or human sexual education:

- Bioethics
- Biology
- Biology AP
- Fitness for Living
- Personal Health and Wellness
- Senior Seminar

Parents with questions should contact the school nurse or Health Education Coordinator.