



PROGRAM OF STUDIES

Inquire – Adapt – Persevere – Innovate

2021-2022
Course
Selection
Booklet

**SOMERSET BERKLEY REGIONAL HIGH SCHOOL
SOMERSET, MASSACHUSETTS
COURSE DESCRIPTIONS
2020-2021**

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Mission:

The SBRHS community inspires and guides everyone to inquire, adapt, persevere, and innovate.

Vision:

All key stakeholders are challenged to establish individual goals; engage in innovative problem solving, develop effective communication skills; use technology responsibly, and become positive contributors to society, thus achieving their full potential in a rigorous, relevant, and safe learning environment.

SBRHS Core Values and Beliefs Statement

In partnership with students, parents and the community, Somerset Berkley Regional High School will provide a safe and secure environment in which all students will have access to a rigorous curriculum that fosters critical and creative thinking. Somerset Berkley Regional High School will strive to develop students into responsible and productive citizens of a technological and global society.

S= Safe

B= Be critical and creative thinkers

R= Responsible and productive citizens

H= High expectations for all

S= Skills for the 21st century

Academic Expectations

The academic expectations are aligned to the SBRHS Core Values and Beliefs statement and the Common Core Standards for College and Career Readiness. These expectations are measurable.

Students at SBRHS will:

1. Read analytically to support conclusions drawn from text
2. Produce clear and coherent writing that is appropriate to task, purpose and audience
3. Adapt speech to a variety of contexts and tasks
4. Solve problems and complete tasks by reasoning critically and creatively
5. Process information critically to become capable researchers
6. Demonstrate technological literacy to facilitate learning

SPECIAL EDUCATION

In accordance with federal and state laws and regulations, students identified as eligible for special education have an Individualized Educational Program (IEP) that is designed by a team of individuals that includes district general and special education teachers, related service providers, other pertinent district professionals, the parents/guardians, and the student, when appropriate. Each IEP is developed to meet the unique needs of the student and includes information of what services will be provided, where the services will be provided, and the goals set for the student. All programs and services are provided at no expense to parents.

SBRHS provides a wide range of specialized instruction that represents a continuum of service delivery options. In keeping with the federal mandate of Least Restrictive Environment (LRE), teams will always consider providing specialized instruction in the general education classroom first with appropriate support in place. The vast majority of our special education students receive their specialized instruction within an inclusive environment, spending more than 80% of their day in the general education classroom. When the appropriate level of services requires instruction outside the general education classroom, the IEP team will consider other placement options, such as a pull out special education services, a specialized district program, or special education programs outside the Somerset Berkley in a state approved special education school or collaborative.

The continuum of services provided to students who require individualized education programs (IEP) are provided in an array of settings:

Specialized Programs

- Academic Resource Classroom (Grades 9 & 10): a special education teacher leads instruction in this classroom in core academic areas of ELA, Math, Science, and Social Studies. students do access general education grade level classes in each core area according to individual needs and IEPs with paraprofessional support. Academic Resource Classes are grade level courses that are smaller in size and allow for specialized instruction and a slower pace as needed to cover and master material and may support students with disabilities which may include Specific Learning Disability (SLD), Intellectual, Autism, Communication, Health, Neurological, Vision or Hearing and Multiple.
- Academic Resource Classroom (Grades 11 & 12): classrooms are instructed by a special education teacher in English and Math at all grade levels. Science and Social Studies are also taught in an Academic Resource Classroom though many students do access general education grade level classes in Science and SS with paraprofessional support. Academic Resource Classes are grade level courses that are smaller in size and allow for specialized instruction and a slower pace as needed to cover and master material and may support students with disabilities which may include Specific Learning Disability (SLD), Intellectual, Autism, Communication, Health, Neurological, Vision or Hearing and Multiple.
- Transitional Classroom (ages 18-22): the transition classroom is for our special needs students, 18 to 22 years old, who have graduated or completed their high school requirements. The program focuses on functional life and occupational skills that prepare our students for their journey into adulthood. The program also offers access to post-secondary courses with educational support. Our students experience college both in the classroom and on campus. Activities integrated within the program include job shadowing and job training, introduction to financial planning, and personal goal setting for short term and long term goals. The students are supported by a classroom teacher and a job coach within this program.
- LEAP Program: support students with lower cognition and overall academic deficits of at least two years below grade level. This program is for students with more involved needs and/or multiple disabilities that require specialized instruction for most of their school day. This program includes academic as well as life skill instruction.
- Substantially Separate classes (up to 12 students on IEPs, special education teacher, paraprofessional): designed to address content specific skills in the areas of mathematics, problems solving, calculation skills, vocabulary, functional life skills, written language, comprehension, and reading strategies (5 credits).
- Therapeutic Learning Center Program: Therapeutic Learning Centers are located in one of our elementary schools and at Somerset Middle School. Therapeutic Learning Centers were developed to provide students with high levels of anxiety, social-emotional, and self-regulation challenges. This is a program to support their development and skill set in behavior and regulation and to teach skills necessary to enable students to successfully access the general education classroom. Within the Therapeutic Learning Centers, students are provided with support to access strategies for coping and de-escalation. Goals are developed for students with the focus on acquisition of strategies for coping with frustrations and anxiety, as well as goals for development of organizational skills to support success within the academic and social settings. Students within this class utilize a structured behavior system led by the BCBA. Students access grade level instruction at varied levels based on current levels of progress and performance and are supported by staff from the TLC program. The TLC classroom is led and supported by a special education teacher, Board Certified Behavior Analyst, School Adjustment Counselor, and paraprofessionals.

Specialized Support

- Instructional Strategies: class is designed to address the student's need for direct, small group instruction (up to 12 students) providing learning strategies in the areas of comprehension, written language, problem solving, organization, self-regulation, mathematics executive function skills and social skills taught by a

special education teacher and paraprofessional. This class meets 2-5 periods per cycle depending on the need of each individual student.

- **Inclusive co-taught classes:** these classes are an inclusion model (general education setting). They are simultaneously taught by a content specific, certified, regular education teacher and a certified special education teacher. These courses focus on the key concepts and application as outlined in the Massachusetts Curriculum Frameworks (see course description) for each discipline.
- **Inclusion model:** special education personnel support students within the general education classroom setting in all areas of academics in collaboration with the regular education classroom teacher. Accommodations/modifications identified in each student's IEP are provided to further their accessibility to the regular education curriculum.

LEVELS OF INSTRUCTION

Approximately halfway through the school year, teachers will recommend levels and courses for each student. Final decisions as to placement rest primarily with the parent/guardian and student, but families are encouraged to collaborate with their child's guidance counselor to finalize the level and/or course selection. Levels of instruction are designed as follows:

Advanced Placement (AP)

Advanced Placement courses are college level courses which provide a means by which secondary school students may demonstrate their readiness to undertake advanced courses as college freshmen. These courses are part of the College Entrance Examination Board's Advanced Placement Program, which encourages schools and colleges to provide challenging work for able students. Advanced Placement courses at SBRHS are offered in English, Fine Arts, Mathematics, Science, Social Studies and Technology. See course booklet for more details on course specifics and Virtual High School options. More information can also be found on the [College Board](#).

Credit: All students enrolled in AP courses must take the AP test in order to earn AP credit and quality points. Students who do not take the test will earn credit and quality points as an Honors course.

Honors (H)

Honors courses are designed to be of a high degree of rigor and move at an accelerated pace. Students who want to challenge themselves are encouraged to register for these classes. However, an Honors course differs significantly from a College Prep class in several ways. For example, the amount of preparation required for the class might include more extensive reading and writing assignments; assessments or tests may differ in their format and difficulty level; higher level critical thinking and reasoning skills are expected; science labs may require greater analysis of information.

Advanced College Prep (ACP)

The Advanced College Prep program provides students with a rigorous curriculum that will prepare them for any two- or four-year college or university. It provides some opportunities for remediation that are built into the curriculum. The pacing is slightly slower than Honors.

College Prep (CP)

College Preparatory classes are designed to challenge each student while providing additional supports for students to be successful. These courses are aligned with the state frameworks where appropriate and prepare students for college and beyond. The 21st century skills that are established will translate into being prepared for college classes, military service or the workforce.

INNOVATION PATHWAYS

Students will participate in Career Awareness and Exploration Seminars regarding IP during their freshman and sophomore years. Innovation Pathways (IP) are designed to give students coursework and experience in a specific high demand industry such as: Computer Science, Healthcare, and Biotechnology. Please speak to your guidance counselor if you are interested in pursuing one of these avenues.

DUAL ENROLLMENT AND VIRTUAL HIGH SCHOOL

SBRHS offers several opportunities for students to take courses that are either not offered at SBRHS or that cannot fit into a student's schedule. Students can take courses at local colleges and universities through dual enrollment or through Virtual High School (VHS).

Dual Enrollment

Students in dual enrollment courses receive both college and high school credit. In this way, students are given the opportunity to earn college credit in a variety of courses at an affordable price. Students enrolled in dual enrollment courses must schedule their college classes after regular school hours or during the school day at times that would not cause them to miss class time in other courses.

Participation in dual enrollment courses requires pre-approval from both the Content Coordinator and high school administration. Once the course has been approved, the student and their parent/guardian will be asked to sign a dual enrollment contract, which explains the student's responsibilities.

Dual enrollment courses must be 100-level or 200-level courses and must be three or more credits. Students must meet the dual enrollment requirements established by the local, participating colleges and must complete and submit all application requirements. Students will receive Honors credit for any dual enrollment course taken that meets the criteria listed above.

Students enrolled in dual enrollment courses must have reliable transportation from Somerset Berkley to the college campus unless the dual enrollment courses are completed entirely online. Students are responsible for all expenses related to the course (tuition, fees, books, materials, etc.) unless the course is required to satisfy high school graduation requirements. At the conclusion, the student must submit an official college transcript to their guidance counselor for inclusion on the student's high school transcript. Students are eligible for dual enrollment of any elective course(s), provided that the college allows for students of that grade to participate.

Extended Day (FLEX)

FLEX is the Extended Day Program at SBRHS. It is designed to provide academic instruction and support services to high school students. All students are at risk academically for a variety of reasons identified during the referral process. These students are provided opportunities to learn in a flexible environment designed to meet their individual needs and learning styles.

The program serves students in Grades 9-12, meeting Monday through Friday, 2:15-3:30. The late bus is available for those students who live in Somerset or Berkley. Students may be instructed in 1-5 subject areas, including English, Mathematics, Science, Social Studies, and an elective.

Attendance in this program is mandatory as classes in each discipline only meet once per week. One class period in FLEX is equivalent to a week's worth of instruction in the regular day program. Students are only allowed to miss one class per term. Additional absences result in zero for all work that day. Students are required to adhere to the same school rules as a day school student. Referrals are reviewed and approved by the Student Success Team.

Virtual High School (VHS)

SBRHS participates in the distance-learning program, The VHS Collaborative. VHS provides a wealth of quality online education options for high school students who would like a challenge in a computer setting.

Through VHS, schools expand their educational offerings and students expand their world view, as they attend class with students from across the country and around the world. Students gain access to a wide variety of courses not typically available and have the flexibility to take these courses anytime and anyplace as best fits their schedule. These courses are offered at various levels but are generally demanding and academically rigorous as they meet the same standards expected of students taking a traditional high school class. Advanced Placement courses at SBRHS are offered in English, Fine Arts, Mathematics, Science, Social Studies, and Technology. See course booklet for more details on course specifics and Virtual High School options.

Once the course has been approved by the appropriate Content Coordinator, the student will be enrolled and be asked, along with their parent/guardian, to sign a contract which explains the responsibilities of taking a distance-learning course. Courses are a semester in length. A student may not withdraw once enrolled in a VHS class. These classes will be taken outside of school hours. For more information about the VHS Collaborative, students may visit the VHS Collaborative [website](#), speak with their counselor to see if they qualify.

SBRHS Graduation Requirements

Students should carefully review the requirements before registering for courses.

Core Requirements

English	4 years
Social Studies	3 years
Mathematics	3 years
Science	3 years
Physical Education	4 years
Health I & II	2 semesters
Fine & Performing Arts	1 class
Technology Education	1 class
Computer Science	1 class
Civics/Financial Literacy	1 semester

In addition, students must pass MCAS.

Equal Access Statement

All students are allowed equal access to course offerings provided they have met prerequisites/requirements and classroom space is available.

ENGLISH LANGUAGE ARTS AND READING

The English Language Arts and Reading Department at Somerset Berkley High School offers a comprehensive and rigorous course of study which includes specific core requirements at grades 9 and 10, expanded core requirements at grades 11 and 12, electives, and reading and literacy supports. Our goal is to educate our students to be analytical readers, coherent writers, critical thinkers, complex problem solvers, and responsible citizens.

COURSE OFFERINGS:

English I: Literary Genre

Grade 9

H, ACP, CP

110100, 120100, 130100

This survey course will focus on the reading of traditional and contemporary short stories, novels, poetry, literary non-fiction and drama. Particular emphasis will be placed upon the development of skills needed by students to become independent and fluent readers, writers, researchers, listeners, and speakers. Students will begin their mastery of the following skills: analysis of literature, critical thinking and reading, rhetoric, author's craft, research, and the writing process. Time will be devoted to MCAS preparation.

English II: American Literature

Grade 10

H, ACP, CP

210100, 220100, 230100

This course surveys American Literature from the pre-colonial period to the present and solidly prepares students for Honors or AP English courses at grade 11 and 12. Students will continue their mastery of the following skills: analysis of literature, critical thinking and reading, rhetoric, author's craft, research, and the writing process. Students are challenged to read and analyze literary selections from a humanistic approach that regards literature in context with history, arts, and literary movements of the time period. Grammar, vocabulary, and composition are taught utilizing a whole language method that incorporates skill instruction with the literature. Frequent formal writing assignments and oral presentations are required. Time will be devoted to MCAS preparation.

English III: Literary Topics

Grade 11

H, ACP, CP

310100, 320100, 330100

College professors and heads of businesses have emphatically stated that the most important skills students and/or workers need are reading critically, collaborating to create new knowledge, presenting ideas to an authentic audience, and writing effectively for a wide variety of audiences and purposes. To that end, this course will engage students in the sophisticated analysis of rhetorical strategies used in the best works of fiction and non-fiction. These genres include short stories, narrative and lyric poetry, science fiction, speeches, editorials, journalistic feature articles, contemporary and classical drama, movies, documentaries, digital web-based literature, and novellas and novels. Students will also be expected to apply these rhetorical strategies to create original works in genre of choice. Moreover, students will conduct original research in an area of interest and produce either a research paper or project/presentation. Time will be devoted to SAT preparation.

English IV: Capstone

Grade 12

H

410100

English IV, Capstone is a grade 12 course which addresses each of the skills found in the curriculum frameworks for all senior English courses. These essential skills are integrated into a Capstone Project and Presentation. During this project, the Capstone teacher will provide direct instruction, guidance, resources, mentoring and other support as students complete a multifaceted, thoroughly researched, and real-life based project and authentic presentation. This culminating presentation will be shared with an external audience of peers, teachers, and mentors. Moreover, the Capstone teacher will assist students in finding an appropriate mentor. The course will include: conducting informal and formal research in an area of interest under the guidance of the capstone teacher and mentor; sharing this research

with teachers, fellow capstone students, and a reader/mentor; maintaining a digital portfolio of their process with written reflections; working collaboratively with other capstone teachers and students to ensure that the developing project meets the proficiency requirements stipulated in the school-wide rubrics: Analytic Reading Rubric, Writing Rubric, Problem Solving, Research, Technology, Presentation, and any other rubric as needed; and presenting the Capstone Project before a committee of school and community members.

English IV: World Literature

Grade 12

ACP, CP

420100, 430100

This course emphasizes the reading, appreciation and analysis of works selected from the World Canon. Through this comparative approach, students will analyze major themes in literature such as justice, love, truth and identity. Whenever appropriate, historic works may be paired with more contemporary works to illustrate the persistence of universal themes, during ideas, and human intellectual, spiritual, and emotional responses to the internal and external conflicts which undergird the very best of literature. In addition to extensive reading, students will be required to produce a wide variety of writing assignments. The course will include vocabulary work, rhetoric, literary criticism, college essay preparation and a research project.

AP English Language and Composition

Grade 11, 12

390100

In this Advanced Placement Course, students will study literary non-fiction, fiction, and the art of rhetoric. Students will be able to analyze writers' rhetorical and linguistic choices as well as apply different rhetorical and linguistic strategies to their own writing. Students will read from a variety of prominent English language autobiographers, diarists, political writers, biographers, historical writers, essayists, fiction writers and literary critics. **Students should have earned a grade of A- or better in their prior year English class. All students are required to take the AP exam.**

AP English Literature and Composition

Grade 11, 12

490100

In this Advanced Placement Course, students will read and analyze some of the most prominent poetry, drama, novels, short stories and essays written at various times and cultures with particular emphasis being on literature originally written in English. Through the close reading of selected texts, students will consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. The writing focus is the analytical essay about literature. Students will learn to sustain an argument while guiding the reader through well-organized evidence drawn from the details of the text. The completion of a summer assignment is a requirement of this course. **Students should have earned a grade of A- or better in their prior year English class. All students are required to take the AP exam.**

READING AND WRITING SUPPORT COURSE OFFERINGS:

ESL, Reading, and Writing Support

Grade 9-12

601008

This course is designed to address the needs of students who are identified as needing support to develop proficiency in listening, speaking, reading and writing in response to content text such as scientific journals, textbooks, tables, charts, graphs, primary resource documents, historical photographs, political cartoons, and other print and non-print media. Moreover, this course will address the needs of students who struggle to write reports, procedural pieces, persuasive essays, and research-based pieces. In addition, this course is designed to address the needs of students (such as English Language Learners) who need intensive support and direct instruction in content specific language structures and vocabulary.

SOCIAL STUDIES

The goal of the Social Studies Department is to develop responsible, engaged citizens who are prepared to succeed in a 21st century global and technological world. The discipline of Social Studies provides content that students will use to understand political, social, and economic issues. It also allows students to hone their skills and apply knowledge to make effective personal and public decisions.

Courses in the Social Studies department stress competence in the following skills:

- Analytical and critical reading of primary and secondary sources
- Research and writing
- Oral presentation
- Historical interpretation and analysis
- Crafting historical argumentation

At each grade level 9-12, students will continue to develop analytical skills using required primary source documents and supplemental readings. Students will be required to interpret and analyze primary source and supplemental readings to develop and refine investigative skills. All students will draw conclusions from information they have found through deciphering primary and secondary source documents.

Suggested Social Studies Course Program Sequence			
Grade 9	Grade 10	Grade 11	Grade 12
U.S. History I: AP, H, ACP, CP	U.S. History II: AP, H, ACP, CP	Modern World History: AP, H, ACP, CP Civics/Financial Literacy	Electives: AP European History Intro. Psychology: AP, H, ACP Abnormal Psychology: H Intro. Econ/Poli Sci: H, ACP Contemp. Issues: ACP, CP International Relations: H, ACP Law: H, ACP
		Electives: Intro. Psychology: AP, H, ACP Intro. Econ/Poli Sci: H, ACP Contemp. Issues: ACP, CP International Relations: H, ACP Law: H, ACP	

COURSE OFFERINGS:

AP U.S. History I

Grade 9

190101

In this course, students will engage in a comprehensive and in-depth analysis of political, social, economic, diplomatic, intellectual and cultural aspects of U.S. History from colonial times to the end of the Reconstruction period. Based on primary and secondary sources, this course utilizes extensive document readings that enhance students' comprehensive reading of the text. Students will develop skills in historical interpretation, oral argument, and writing and research in preparation for the United States History Advanced Placement Exam, which will be taken in the spring of grade 10. The AP Early American History is equivalent to an introductory college course in U.S. history.

U.S. History I

Grade 9

H, ACP, CP

110101, 120101, 130101

Students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. Students will study the basic framework of American democracy and concepts of American government, as well as America's westward expansion, the establishment of political parties, economic and social

reform. In addition, students will examine the causes and consequences of the Civil War, industrialization, immigration, progressivism and the role of the United States in World War I.

AP U.S. History II

Grade 10

290101

In this rigorous college course students will engage in a comprehensive and in-depth analysis of the political, social, economic, diplomatic, intellectual, and cultural forces that influenced the United States from the end of the Reconstruction period to the present. Based on primary and secondary sources, this course utilizes extensive document readings that enhance students' comprehensive reading of the text. Students will develop skills in historical interpretation, oral argument, writing and research in preparation for the United States History Advanced Placement Exam which will be taken in the spring. **All students are required to take the AP exam. Prerequisite: Completion of AP Early American History and completion of a summer assignment.**

U.S. History II

Grade 10

H, ACP, CP

210101, 220101, 230101

Students will analyze the causes and results of the Industrial Revolution and America's growing role in international relations. Students will also examine the economic history of the Great Depression, goals and accomplishments of the New Deal Era and the various factors that led to America's entry into World War II. In addition, students will study the causes and events of the Cold War, the Civil Rights movement and recent social, political, and economic developments.

AP Modern World History

Grade 11

490101

This course will follow the Advanced Placement World History curriculum and prepare students for the Advanced Placement exam. World history will be studied from circa 1200 CE to the present. Students will analyze and interpret a wide variety of challenging primary and secondary sources. Students will develop proficiency in historical thinking skills. AP Modern World History is designed to be the equivalent of an introductory college or university survey of modern world history. **All students are required to take the AP exam. Prerequisite: Completion of a summer assignment.**

Modern World History

Grade 11

H, ACP, CP

310101, 320101, 330101

Students will study the period from the Enlightenment to the present time. Major forces such as liberalism, nationalism, and imperialism evident throughout the 19th and 20th centuries will be examined. In addition, the course will proceed with the study of events, concepts, and ideologies associated with revolutions, war and conflict, technological revolutions, and modernization of the 20th century to the present. Diversity of culture and social, political economic developments will be emphasized.

SOCIAL STUDIES ELECTIVES:

These courses do not count toward Social Studies graduation requirements.

AP Psychology

Grades 11, 12

390201

This course will follow the Advanced Placement Psychology curriculum and prepare students for the Advanced Placement exam. The Advanced Placement Psychology course involves an in-depth analysis of the biological foundations of the brain, perception, states of consciousness, thinking, language, motivation, learning, memory, personality theory, therapeutic techniques, and social psychology. Students will develop research and writing skills in preparation for the spring AP Psychology exam. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first year in college. **All students are required to take the AP exam. Prerequisite: Completion of a summer assignment.**

Introduction to Psychology**Grades 11, 12****H, ACP****310201, 320201**

The purpose of this course is to provide the students with the opportunity to gain in-depth knowledge of terminology and conceptual material of Psychology. Areas of concentration for the course include biological foundations of the brain, perception, states of consciousness, thinking and language, motivation, learning, memory, classical and operant conditioning, personality theory, abnormal psychology, therapeutic techniques and social behavior. Students are required to regularly complete readings, assignments and contribute during class activities and discussions. Students will be provided a structure for understanding of material through notes, guided discussions, case studies and project-based activities.

Abnormal Psychology**Grade 12****H****410201**

The purpose of this psychology course is to provide the students with the opportunity to gain in-depth knowledge of abnormal & social psychology. It will focus on the diagnosis, causes, and treatment of a wide range of mental disorders. Additionally, it will bring into discussion topics of social psychology theory and applications. The impact of social stigma on mental health will also be a common theme revisited throughout the course. Students will explore psychological concepts in the class through activities, projects, and problem-based learning. Case study analysis, research activities, and a variety of video and films will also be used in guiding analysis and discussion. **Introduction to Psychology is not a required prerequisite to take Abnormal Psychology; however, some students choose to take both.**

Introduction to Economics and Political Science**Grades 11, 12****H, ACP****310301, 320301**

This course is an interdisciplinary introduction to economics and politics, which includes a survey of the basic principles of microeconomics, macroeconomics and political science. Students will examine key economic concepts through simulation activities, projects, participation in the stock market game and problem-based learning. Among the topics analyzed are the study of markets, externalities, government intervention, taxation, national income, economic role of government, trade, banking, and money. An emphasis will be placed on political thought and ideology, parties, elections, public opinion, public policy and US & World political systems. Recent trends, issues and problems will be explored to offer differing perspectives of a complex economic and political world.

International Relations: The World Since 1945**Grades 11, 12****H, ACP****310601, 320601**

This course is designed to focus on US foreign policy and the critical international issues facing our world today. Emphasis will be placed on such topics as the US response to terrorism and terrorist groups, nuclear proliferation, effects of globalization, and our relations with the international community. In addition, students will gain knowledge of the United Nations and its role, as well as the plight of developing nations socially, politically and economically. Honors students' assignments will require more complex ideas developed within their writing.

Contemporary Issues**Grades 11, 12****ACP, CP****320501, 330501**

This course emphasizes the issues and problems that face the world today. Through the use of magazine and newspaper articles, news media and film, students will analyze various issues that shape the society in which they live. Units of study include but are not limited to: terrorism, immigration, the economy, societal problems, politics and racism. Beyond focusing on these specific units of study, students will also be required to keep abreast of current events, demonstrated through class discussion and written summary. Students will be assessed based upon their successful use of skills in extensive writing and analysis, their understanding and ability to be able to put together a comprehensive, sophisticated argument in an oral presentation, and the synthesis of information through research. The goal of this elective is to provide students with the ability to understand major issues that impact their lives.

Law**Grades 11, 12****H, ACP****310401, 320401**

The course will introduce students to the basics of the American legal system. The course will emphasize Constitutional Law and the rights that it provides to American citizens. Students will explore the areas of freedom of speech, freedom of religion, rights of the accused, rights to privacy and civil rights. An emphasis will be placed on criminal law as students examine the arguments and strategies involved in both prosecuting and defending criminal cases. The course will also explore the basics of family law, civil law and business law. Students will develop logical and critical thinking skills in their legal analysis of significant legal cases, at times independently. Students will learn to write legal briefs and will participate in debates and mock trials. Honors students' assignments will require more complex ideas developed within their writing.

AP European History**Grade 12****490201**

This course examines the history of Europe from the 15th century to the present. Emphasis will be placed on political, diplomatic, social, economic, intellectual and cultural developments. Students will analyze a wide variety of challenging primary and secondary sources to evaluate historical evidence and offer insight on different historical interpretations of Western Civilization. This course will correspond to recent trends in history curricula at the undergraduate level and will prepare students for the College Board examination in European History. AP European History is designed to be the equivalent of an introductory college or university survey of modern European History. **All students are required to take the AP exam. Prerequisite: Completion of a summer assignment.**

Civics & Financial Literacy – taken in conjunction with Physical Education**Semester Course****Grade 11****300001**

This course is designed to focus on the rights and responsibilities of American citizens and how to exercise these rights and responsibilities in local, state, and national government. Students will demonstrate civic knowledge, skills and dispositions and complete a project of original work that reflects their understanding of the topics and texts covered in the course. Students will deepen their understanding of what it means to be an informed and engaged citizen living in a democratic society. In addition, components of financial literacy are integrated in this course to better develop student understanding of financial institutions, obligations and commitments. Topics include earning and spending income, saving money, using credit and making investments to allow students to explore and examine making personal economic choices and managing financial assets.

BUSINESS COURSE OFFERINGS:

Courses offered are designed to introduce students to various career paths in Business and Office Administration.

CVTE – Refers to courses designated Career Vocational Tech Ed.

DECA – Refers to courses that support 'Distributive Education Clubs of America' activities and goals.

Suggested Business Course Program Sequences			
Grade 9-12	Business Personal Finance	→	Management, Marketing and or Entrepreneurship and Sports/Hospitality Management
Grades 10-12	Business Management	→	Business Personal Finance, Marketing and or Entrepreneurship and Sports/Hospitality Management
Grades 10-12	Marketing	→	Business Personal Finance, Management and or Entrepreneurship and Sports/Hospitality Management

Business and Personal Finance (DECA) (CVTE)***Grades 9-12****H, ACP, CP****610205, 620205, 630205**

This course is designed to help students learn and apply valuable life skills in money management, career planning, budgeting, credit, and banking services. Content will include the importance of identifying individual values and how they affect one's ability to share, save, and spend, as well as, an analysis of proper goal setting. A consideration of how the economy affects individual decisions, the difference between needs and wants, job search skills, interviewing techniques, preparing resumes and cover letters, the benefits of entrepreneurship, consumer rights and responsibilities. Additionally, students will study investing strategies and stock market analysis. Students will then take part in a Stock Market Game. Students will also learn to complete individual federal tax returns.

Business Management (DECA) (CVTE)***Grades 10-12****H, ACP****610805, 620805**

This course provides the student with a broad overall viewpoint of universal business operations as well as the art and science of management itself in regard to planning, organizing and controlling various activities and factors related to the private and public sectors. Areas of study will include the business environment, forms of ownership and the law, information and communication systems, production, marketing, financial, and human resources management as well as various aspects of managerial styles, leadership and decision-making abilities. Students will also be required to complete a research project on various business-related topics of theory and practice as well as individual case study analysis. Students are given an opportunity to participate in the DECA competencies based on NBEA standards for competitive events that can lead to college scholarships. Twenty-first century skills and frameworks are an integral part of the program of applied learning.

Marketing (DECA) (CVTE)***Grades 10-12****H, ACP****610705, 620705**

This course will concentrate on the study of the definitive marketing functions of selling, promotion, distribution, product/service management, pricing, purchasing, marketing information management & research, product & service planning and financing. In doing so, economic foundations, business and marketing concepts as well as human resource applications are stressed throughout instruction. Students will also be required to complete a research project on various business-related topics of theory and practice as well as individual case study and/or role play analysis. Integrated DECA competencies for competitive events are designed around the (NBEA) National Business Education Association standards and Massachusetts state frameworks. 21st century skills are an integral part of the program of applied learning.

Entrepreneurship and Sports/Hospitality Management (DECA) (CVTE)***Grades 10-12****H, ACP****612053, 622053**

Students will participate in a wide range of group activities designed to build small business skills and knowledge and to develop critical thinking and life skills. Students will learn to identify and develop necessary business skills to open their own business, scan the community for small business opportunities, and prepare a business plan. Students will also explore a couple of the most explosive and dynamic career paths in the sport and hospitality industry available today that will open the door for college or entry-level industry positions. Careers in the hospitality industry include hotels & lodging, food & beverage, recreation & attractions, and travel & tourism. Sports/Entertainment focuses on the understanding of marketing concepts and theories that apply to the sports & entertainment industry. Course content will be delivered through class discussion, role plays, lecture presentations, internet research, guest speakers, field trips, and major class projects. The co-curricular organization DECA is an opportunity for students interested in challenging their newly acquired business skills.

** Articulation agreements with Bristol Community College are being reviewed and may offer students credit for courses taken at Somerset Berkley Regional High School.*

MATHEMATICS

Mathematics Dept. Calculator Policy:

To follow the Massachusetts Common Core Curriculum Frameworks and to meet our school’s academic expectations, it is necessary to utilize technology as an essential tool in the teaching of mathematics. In keeping with the school’s Core Values and Beliefs Statement, that each student come to school ready to learn, and to maximize learning success, appropriate calculators will be recommended for use at home and in school.

It is recommended that all students provide their own calculators and develop proficiency with them. Scientific calculators are not necessary for Algebra 1, but are sufficient for Geometry and Algebra 2 courses. Graphing calculators are encouraged for Pre-Calculus and Calculus. Graphing calculators are required for AP Statistics. The TI-84+CE graphing calculator is recommended. Teachers will inform students of the appropriate calculator at the beginning of the school year.

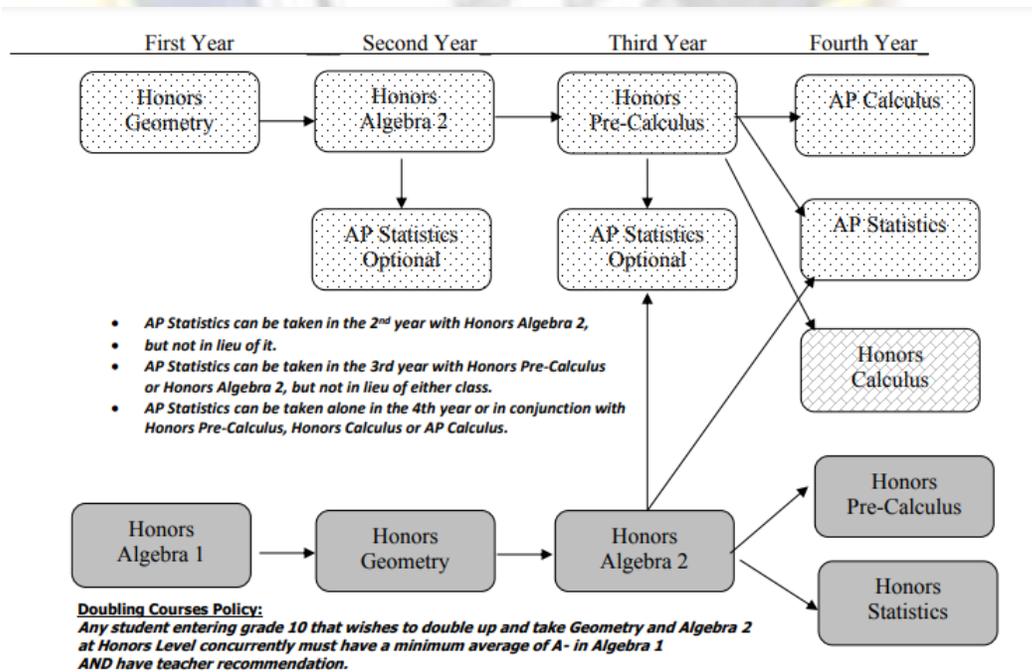
In addition, students taking the math portion of the MCAS, ACT, PSAT and the SAT will be required to have their own calculators and be proficient with them. A minimum scientific calculator is required. A graphing calculator is required for taking the Calculus AP exam and the AP Statistics exam.

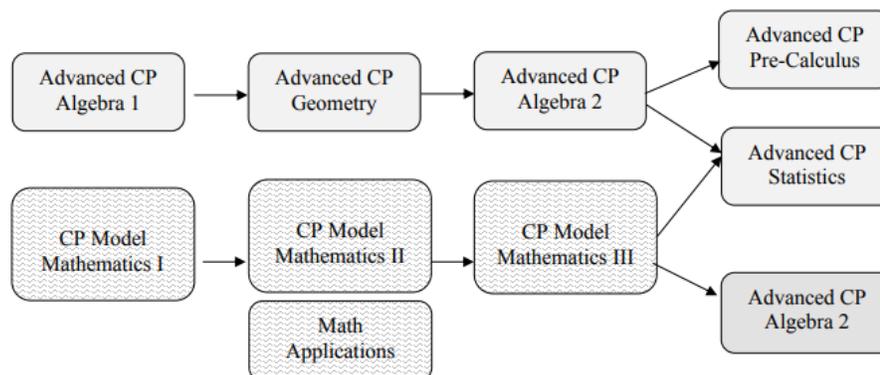
Mathematics Dept. Summer Packet Policy:

In order to have students maintain content knowledge, summer packets are assigned at the end of the school year for AP classes only. The summer packets are due the first Friday after school begins. There are no exceptions. All summer packets are on the math department website shsmath.webnode.com and can also be accessed at the Somerset Berkley Regional High School website somersetberkley.org.

Doubling Courses Policy:

Any student entering grade 10 that wishes to double up and take Honors Geometry and Honors Algebra 2 at either concurrently must have a minimum average of A- in Algebra 1 AND have teacher recommendation.





Math Applications is offered to sophomore students in addition to Model Math 2, but not in lieu of Model Math 2. It is geared to support students for MCAS preparation.

COURSE OFFERINGS:

Algebra I

Grade 9

H, ACP

110103, 120103

The concepts of algebra are introduced with an examination of the structure and the techniques of algebra, linear equations, factoring, systems of equations, quadratic equations, inequalities, graphing, radicals, rational functions, probability, and statistics. Real world applications are integrated throughout the course.

Model Mathematics I

Grade 9

CP

130103

The fundamental purpose of the course is to formalize and extend the mathematics that students learned in the middle grades. The course is intended for students who have difficulty with mathematics and needs additional supports in order to be successful. Topics in Algebra, Geometry, Logical Reasoning, Measurement, Probability, Data Analysis, Statistics, Patterns, Relations, Number Sense and Operations are interwoven throughout. These topics are spiraled throughout the course to enhance learning. This course is part of a three-year sequence.

Geometry

Grade 9, 10

H, ACP

210103, 220103

This course covers the definitions, postulates, and theorems of plane geometry using a rigorous approach. Plane geometry, deductive reasoning and logic, areas and volumes of plane and solid figures are also covered. Solids and three-dimensional space is explored and developed including surface area and volume. There is a special emphasis on coordinate and transformational geometry. Right triangle trigonometry is introduced and explored. **Students should have successfully completed Algebra 1. Students entering grade 9 that wish to take Honors Geometry must have successfully completed Algebra 1 in grade 8.**

Model Mathematics II

Grade 10

CP

230103

The focus of the Model Mathematics II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Model Mathematics I. Topics covered will be from the same areas of mathematics but will build on knowledge from the previous year. **Students should have successfully completed Model Mathematics I.**

Algebra II

Grades 10, 11

H, ACP

310103, 320103

The concepts of algebra are expanded to include real and complex numbers, various functions, graphing, conic sections, all aspects of quadratic equations, varied applications of word problems, systems of equations, radical functions,

polynomial functions, rational functions, exponentials and logarithms. **Students should have successfully completed Algebra 1 and Geometry.**

Model Mathematics III

Grade 11

CP

330103

It is in the Model Mathematics III course that students integrate and apply the mathematics they have learned from their earlier courses. The main focus is on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. **Students should have successfully completed Model Mathematics I and Model Mathematics II.**

Pre-Calculus with Trigonometry

Grades 11, 12

H, ACP

410103, 420103

This course includes a thorough study of functions, trigonometry, and other advanced topics. This course begins a study of mathematics that thoroughly combines algebra and geometry. Since functions are the foundation of calculus, the course covers rational, exponential, trigonometric and logarithmic functions. Other topics addressed include circular functions, identities, analytic geometry, complex numbers, polar coordinates, limits and series. **Students should have successfully completed Algebra II.**

AP Statistics

Grades 10, 11, 12

390203

This course is designed to cover the syllabus for Advanced Placement Statistics as prescribed by the College Entrance Examination Board. Students are expected to take the AP Statistics exam in the spring when the course concludes. A TI-84 Plus CE is required for use in this course. Topics include exploring data, sampling and experimentation, anticipating patterns and statistical inference. **Students should have successfully completed Geometry and should be taking or have taken Algebra 2.**

Statistics

Grade 12

H, ACP

410203, 420203

This course is a multi-level offering with Advanced College Prep Statistics. The Honors section will have extra assignments and different assessments than the Advanced College prep course. This course specifically addresses the tenth and twelfth grade Massachusetts Common Core Mathematics Frameworks in Data Analysis, Statistics, and Probability. Students enrolled in this course are assumed to have mastered the concepts outlined in the Algebra 2 standards of the Common Core curriculum frameworks. The purpose of this course is to present basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. This course will assist in the preparation for college and potential mathematics entrance/placement exams. There will be many projects and case studies to enhance student learning. A scientific calculator is recommended for this course. **Students should have successfully completed Algebra II or Model Math III.**

AP Calculus

Grade 12

490303

This course is designed to cover the syllabus for Advanced Placement Calculus (AB) as prescribed by the College Entrance Examination Board. Students are expected to take the AB exam in the spring when the course concludes. A TI-84 Plus CE calculator, or the equivalent is required for use in this course. Topics include functions, limits, derivatives and their applications, integrals and their applications, parametric equations, polar coordinates, and infinite series. The philosophy and goals of Advanced Placement Calculus will set the direction for the entire course. The Rule of Four will be used to develop students' understanding of the concepts of calculus. The Rule of Four is shorthand for the multi representational approach to mathematics that encourages all the topics, results and discussion be done verbally, analytically, numerically and graphically. Some topics from the BC syllabus will be covered, but preparation for the (AB) AP Calculus exam will be given. **Students should have successfully completed Honors Pre-Calculus and have teacher recommendation.**

Calculus**Grade 12****H****410303**

This course is organized and presented specifically for the high school senior. It will begin with a review of number theory, linear & quadratic functions, trigonometric functions & conics. All standard topics of elementary calculus will be covered, including limits, continuity, techniques of differentiation and integration. Differential equations will be applied to the solution of practical problems regarding maxima, minima, rates of change, and motion. Integration will be applied to problems of area and volume. Graphing calculators are recommended for this course. **Students should have successfully completed Pre-Calculus.**

Math Applications**Grade 10****230203**

This course emphasizes instructional strategies for students who struggle in mathematics. They will be provided support, organization skills and strategies to strengthen their skills in math and across curricula. There will be an emphasis on the Learning Standards of the six conceptual categories of the Massachusetts Mathematics Common Core Curriculum Framework: 1.) Number and Quantity, 2.) Algebra, 3.) Functions, 4.) Modeling, 5.) Geometry, and 6. Statistics and Probability. The course is designed to prepare students for the mathematics portion of the MCAS test. Students are evaluated on the basis of their performance in previous math courses and prior MCAS scores for placement into this class. **Requirement: This MCAS course must be taken in conjunction with another math course. IT CAN NOT BE TAKEN ALONE. This course does not count toward the mathematics graduation requirement.**



SCIENCE

The science program offers strong traditional core science courses such as Physics, Chemistry, and Biology. Offered electives include Environmental Science, Human Anatomy and Physiology, and a variety of Project Lead the Way and Advanced Placement Courses. Colleges and universities traditionally consider Physics, Chemistry, and Biology, as single-discipline lab courses serving as the foundation of any science program.

In addition to providing their own colored pencils, notebooks, book covers, binders, binder paper, rulers, and writing instruments as required by individual teacher expectation sheets, **students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

Summer Assignment Expectations:

All Introductory Physics, Chemistry, Biology and other core courses have mandatory summer assignments associated with them. These are e-learning assignments that require the students to work independently during the summer months. All assignments are due by the date posted and will be part of the term 1 grade for the student. The value of these assessments will be that of a quiz grade. Failure to follow directions will result in the student receiving a "0." In addition, the students will be assessed on the knowledge gained during the summer assignment process in subsequent assessments. Please see the Science Department website for further instructions.

Suggested Sequence of Courses

Level	Grade 9 Core	Grade 10 Core	Grade 11 Core & Electives	Grade 12 Core & Electives
College Prep	Introductory Physics	Chemistry	Biology	ACP Anatomy and Physiology ACP Environmental Science PLTW Courses
Advanced College Prep	Introductory Physics	Chemistry	Biology	ACP Physics ACP Anatomy and Physiology ACP Environmental Science PLTW Courses
Honors	Introductory Physics	Option 1: One Course Chemistry or AP Chem Option 2: Double Up Chemistry and Biology	Option 1: One Course Biology or AP Biology Option 2: Double Up Biology or AP Biology and Honors Physics, AP Chemistry, or AP Environ. Science	AP Biology AP Chemistry AP Environmental Science AP Physics H Environmental Science H Physics H Anatomy and Physiology PLTW Courses
Suggested Health and Biomedical Innovation Pathway	Introductory Physics (any level) and Principles of Biomedical Science	Chemistry (any level) and Principles of Biomedical Science or Human Body Systems	Biology (any level) and Human Body Systems or Medical Interventions	Medical Interventions and/or Biomedical Innovation Electives (any level) Internship
Course	Pre-Requisites (see course descriptions for more detailed information)			
Introductory Physics (All Levels) Departmental Core Course	<ul style="list-style-type: none"> For Honors, students should have a minimum average of B in Honors Math and Science in grades 7 & 8. All Introductory Physics level selections should match Freshman Math level selection. Changes may be made to student's course selection based on teacher recommendations and Middle School MCAS Scores. 			

Chemistry (All Levels) Departmental Core Course	<ul style="list-style-type: none"> • For Honors, students should have a minimum average of B+ in Honors Math and Science in grades 9, 10, or 11. • All Chemistry level selections should match Sophomore or Junior Math level selections.
Biology (All Levels) Departmental Core Course	<ul style="list-style-type: none"> • For Honors, students should have a minimum average of B+ in Honors Math and Science in grades 9 or 10. • All Biology level selections should match Sophomore or Junior Math level selections.
Physics	<ul style="list-style-type: none"> • For Honors, students should have a minimum average of B+ in Honors Math and Science in grades 9, 10 and 11. • All Physics level selections should match Sophomore, Junior or Senior Math level selections. However, Algebra II must have been successfully completed.
Anatomy and Physiology	<ul style="list-style-type: none"> • Successful completion of Department Core Courses
Environmental Science	<ul style="list-style-type: none"> • Successful completion of Department Core Courses
IP/PLTW	<ul style="list-style-type: none"> • Successful completion of Department Core Courses
AP Biology	<ul style="list-style-type: none"> • Successful completion of Chemistry
AP Chemistry	<ul style="list-style-type: none"> • Successful Completion of Intro Physics and Honors Math with minimum grades of 90 and recommendation of the teachers
AP Environmental Science	<ul style="list-style-type: none"> • Successful completion of Department Core Courses
AP Physics	<ul style="list-style-type: none"> • Successful completion of Department Core Courses

COURSE OFFERINGS:

Introductory Physics

Grade 9

H, ACP, CP

110104, 120104, 130104

This course is a conceptual study of motion, forces, energy, momentum, heat and heat transfer, waves, electromagnetism, and electromagnetic radiation with a focus on the basic principles of physics. This course is devoted to imparting a sound foundation in the areas of measurement, laboratory techniques and the analysis of experimental data. **Introductory Physics level selection should match Freshman Math level selection. Changes may be made to student's course selection based on teacher recommendations and MCAS Scores.**

Chemistry

Grades 10

H, ACP, CP

210204, 220204, 230204

This lab course is an in-depth study of the principles of chemistry. The curriculum, which is aligned with the Massachusetts Curriculum Frameworks, includes such topics as atomic structure, chemical bonding, chemical reactions, stoichiometry, acids and bases, gas laws, and thermo-chemistry. A variety of experiments are performed,

and the data analyzed to reveal scientific patterns that enhance the students learning experience. **All Chemistry level selections should match Sophomore or Junior Math level selections.**

Biology

Grade 10, 11

H, ACP, CP

310104, 320104, 330104

This lab course encompasses a comprehensive study of biological concepts with an emphasis on investigation and inquiry. Much consideration is given to the cellular and biochemical approach to the study of the processes of organisms. Major topics include biochemistry, cellular biology, anatomy and physiology, evolution, genetics and ecology. Enrichment is provided whenever possible.

AP Biology

Grades 11, 12

490104

The advanced placement biology course is a certified College Board course which follows the AP Biology curriculum established by the College Board. Topics include: The Chemistry of Life, Cells, Cellular Energetics, Heredity, Molecular Genetics, and Biotechnology, Evolutionary Biology, The Evolutionary History of Life, Plant Form and Function, Animal Form and Function Parts I & II, and Ecology. Students will be provided the opportunity to experience laboratory skills comparable to introductory college level Biology courses, including inquiry-based labs and computerized data acquisition and analysis. This class requires learning at an accelerated pace due to the amount and complexity of the required material. Material will be covered through daily class activities, lectures, discussions, laboratories, and independent projects. A student's success will depend on the time and effort that is invested into this course. Students enrolling in the Advanced Placement Biology II course should have completed AP. It is also recommended that students in this course also take Anatomy and Physiology. This course is designed to prepare students for the College Board AP Biology exam.

AP Chemistry

Grades 10-12

490204

The advanced placement chemistry course is a certified College Board course which follows the AP Chemistry curriculum established by the College Board. Topics include: Atomic Structure and Properties, Molecular and Ionic Compound Structure and Properties, Intermolecular Forces and Properties, Chemical Reactions, Kinetics, Thermodynamics, Equilibrium, Acids and Bases, and Applications of Thermodynamics. This class requires learning at an accelerated pace due to the amount and complexity of the required material. Material will be covered through daily class activities, lectures, discussions, laboratories, and independent projects. A student's success will depend on the time and effort that is invested into this course. Accordingly, the course is a progression of topics which are conceptually and sometimes mathematically challenging. A mastery of algebra/trigonometry is strongly recommended for the success of the student. The laboratory investigations provide students with experience in chemical techniques and the use of instrumentation. A laboratory notebook, provided by the teacher for a minimal fee, is required. All the required labs are college-level experiments that require intensive analysis and discussion. It is suggested that all students interested in taking AP Chemistry successfully complete a physics course in the prior school year. This course is designed to prepare students for the College Board A.P. Chemistry exam. **Students should have completed a first-year chemistry course prior to taking this course.**

AP Environmental Science

Grade 12

490504

The Advanced Placement Environmental Science (A.P.E.S.) course is a certified College Board course and follows the A.P.E.S. curriculum established by the College Board. This course is an interdisciplinary and in-depth study of Earth Systems, Ecosystem Dynamics, Energy and Land Resources, and Pollution. Material will be covered through daily class activities, lectures, discussions, laboratories, and projects. Some laboratory exercises will include an outdoor component. Students enrolling in the A.P.E.S. course should have a strong or concurrent foundation in biology, chemistry, and algebra 1. This course is designed to prepare students for the College Board A.P. Environmental Science Exam.

AP Physics**Grade 12****490304**

The advanced placement physics course is a certified College Board course that represents the equivalence of a first-year college course. Students should have an excellent background in algebra, trigonometry, and should have a basic understanding of calculus, which should be taken concurrently. The course is an in-depth study of mechanics, including kinematics/dynamics, energy, momentum, rotational kinematics/dynamics, gravitation, and oscillations. All labs are college level labs that reinforce the ideas presented in the lecture. A lab notebook is required for all laboratory entries. Upon completion of this course, all students will have an excellent background in physics. This course is designed to prepare students for the College Board A.P. Physics Mechanics C exam. **Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

INNOVATION PATHWAYS, PROJECT LEAD THE WAY & STEM ELECTIVES

All PLTW courses will receive AP credit.

In the Science Department at SBRHS, it is our goal to offer full time and part time courses, to all our students that broaden their knowledge base in scientific literacy across the curriculum and areas that are conducive to Innovation Pathways, Project Lead the Way, and STEM initiatives at the community, national, and global levels in order to prepare our students for our nation's economic competitiveness and the related need for education programs in support of future generations.

PLTW BIOMEDICAL SCIENCES PATHWAY

SBRHS Science and Technology/Engineering Department offers a 4-year pathway in Health or Biomedical Science. Students in this pathway will take the following courses, one each year, beginning as freshmen:

- Principles of Biomedical Science - available to all students
- Human Body Systems - available to Upperclassmen
- Medical Interventions - available to Upperclassmen
- Biomedical Innovation - available to Upperclassmen

The Biomedical Science Program requirements indicate that students are expected to take grade level appropriate mathematics and science classes each year concurrent with Biomedical courses. The Biomedical Science classes do not replace Introductory Physics, Chemistry or Biology core classes. Students looking to go into a biomedical career need these sciences as well. Also, please note that all students must take and successfully pass the Science and Technology/Engineering MCAS exam in Introductory Physics or Biology as a requirement for graduation. Additionally, it is expected that this program will connect students to courses and experiences that promote career exploration and readiness. Biomedical Science Staff will work collaboratively to create an instructional program that is rooted in project-based learning and that which fosters partnerships with professionals that will expand on the opportunities for SBRHS students.

Principles of Biomedical Science (PLTW)**Grades 9-12****800101**

In the introductory laboratory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine the factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. Prerequisite: enrollment in Biology and departmental recommendation.

Human Body Systems (PLTW)**Grades 10-12****800102**

In this laboratory course students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Prerequisite: passing grade in Principles of Biomedical Sciences, passing grade in Biology; enrollment in Chemistry; and departmental recommendation.

Medical Interventions (PLTW)

To be offered 2022-23 school year

Grades 11-12

800103

In this laboratory course students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Prerequisite: passing grade in Human Body Systems, passing grade in Chemistry; and departmental recommendation.

Biomedical Innovations (PLTW)

To be offered 2022-23 school year

Grades 11-12

800104

In the final laboratory course of the Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, research institution or other institution related to the topic within the surrounding communities. Prerequisite: passing grade in Medical Interventions; departmental recommendation.

Environmental Science and Engineering (STEM)

Grade 12

H, ACP

410504, 420504

The primary role of this lab-oriented course is to allow seniors the advantage of utilizing information they have previously attained in their physical science, biology, and math classes and apply that knowledge to this interdisciplinary science. The course focuses on the scientific method, environmental laws, environmental problems and ecology. Students will also concentrate on biodiversity, energy, waste, water, air, and soil testing. This class encourages and enhances the students' extended field science skills and knowledge. The theoretical aspect is taught in the classroom while the fieldwork applies its theory outside, as well as, through community service learning projects. **Students should have an advanced background in math and science and successfully completed Chemistry.**

Human Anatomy and Physiology (STEM)

Grade 12

H, ACP

410404, 420404

This challenging course will familiarize students with the anatomy, physiology, and histology of the human organ systems. Students interested in a biology, pre-medical, or pre-dental college program should consider taking this course. **Students should have successfully completed the department's core courses.**

Physics (STEM)

Grades 11, 12

H, ACP

310304, 320304

This lab program represents a challenging physics curriculum designed for the honors student. It serves as both an informative physics course and as an excellent foundation for further work in mathematics, science, or engineering. Areas of emphasis include the study of kinematics, dynamics, electricity, and light and optics. **Students should have successfully completed Algebra II.**

WORLD LANGUAGES

In order to satisfy most college's entrance requirements for foreign languages, a student should take at least two consecutive years of study (three and four years are preferable in the eyes of admissions counselors) in one of the following languages that offer a full sequence of courses: **Spanish or Portuguese.**

If an incoming Freshman student with a minimum of 1-year prior experience, would like to place into a second-year course, the student must pass the Year 1 Final exam with a score of 85 or better. The student must also complete an oral proficiency exam in the target language. Please contact the Content Coordinator or the Guidance Department regarding this course change.

Summer Assignment Expectations:

All World Language courses have summer assignments associated with them. This includes all incoming Grade 9 students. These are assignments that require the students to work independently during the summer months. All assignments are due by the assigned date and will be part of the term 1 grade for the student. Failure to follow directions will result in the student receiving a "0." In addition, the students will be assessed on the knowledge gained during the summer assignment process in subsequent assessments.

COURSE OFFERINGS:

Portuguese I

H, ACP

110302, 120302

Much attention is given to pronunciation, the alphabet and sound system. Students are encouraged to communicate in the language at levels appropriate to their knowledge and ability. Basic skills in listening, reading, and writing are introduced. Ancillary materials are presented to foster an understanding of peoples and cultures. Critical thinking skills are emphasized. *It is also important to note that the students in an Honors course are expected to perform at mastery level with regards to grammar, application, and fluency while moving at a quicker pace.*

Portuguese II

H, ACP

210302, 220302

Greater attention is given to the spoken language, with continued emphasis on listening, translating, learning grammatical patterns and developing better reading comprehension skills. Paragraph writing is introduced, and short oral presentations are assigned. *It is also important to note that the students in an Honors course are expected to perform at mastery level with regards to grammar, application, and fluency while moving at a quicker pace.*

Portuguese III

H, ACP

310302, 320302

Basic grammar presentations are completed. Communication skills continue to be emphasized in more demanding, situational settings. Students deal with more complex and lengthy writing assignments. Readings from outside sources are occasionally introduced. *It is also important to note that the students in an Honors course are expected to perform at mastery level with regards to grammar, application, and fluency while moving at a quicker pace.*

Portuguese IV

H, ACP

410302, 420302

Detailed and sophisticated grammatical items are presented. Comprehension skills are emphasized in the context of current events as well as from the works of traditional authors. Communication skills are stressed through longer student presentations. *It is also important to note that the students in an Honors course are expected to perform at mastery level with regards to grammar, application, and fluency while moving at a quicker pace.*

Spanish I
H, ACP**110402, 120402**

Much attention is given to pronunciation, the alphabet and sound system. Students are encouraged to communicate in the language at levels appropriate to their knowledge and ability. Basic skills in listening, reading, and writing are introduced. Ancillary materials are presented to foster an understanding of peoples and cultures. Critical thinking skills are emphasized. *It is also important to note that the students in an Honors course are expected to perform at mastery level with regards to grammar, application, and fluency while moving at a quicker pace.*

Spanish II
H, ACP**210402, 220402**

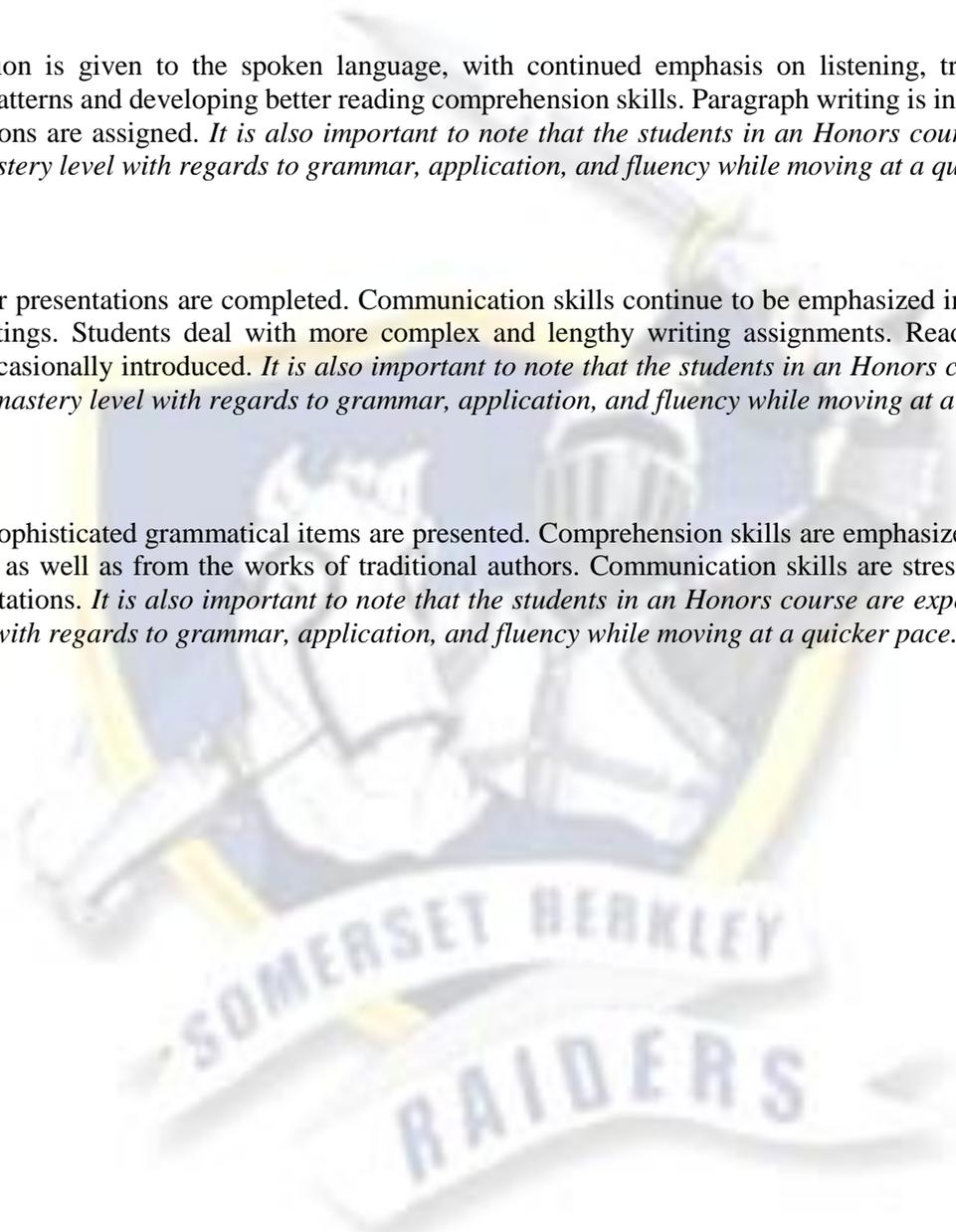
Greater attention is given to the spoken language, with continued emphasis on listening, translating, learning grammatical patterns and developing better reading comprehension skills. Paragraph writing is introduced, and short oral presentations are assigned. *It is also important to note that the students in an Honors course are expected to perform at mastery level with regards to grammar, application, and fluency while moving at a quicker pace.*

Spanish III
H, ACP**310402, 320402**

Basic grammar presentations are completed. Communication skills continue to be emphasized in more demanding, situational settings. Students deal with more complex and lengthy writing assignments. Readings from outside sources are occasionally introduced. *It is also important to note that the students in an Honors course are expected to perform at mastery level with regards to grammar, application, and fluency while moving at a quicker pace.*

Spanish IV
H, ACP**410402, 420402**

Detailed and sophisticated grammatical items are presented. Comprehension skills are emphasized in the context of current events as well as from the works of traditional authors. Communication skills are stressed through longer student presentations. *It is also important to note that the students in an Honors course are expected to perform at mastery level with regards to grammar, application, and fluency while moving at a quicker pace.*



ENGINEERING TECHNOLOGY

Engineering Technology Department Vision: SPEAK

Strong in the way students use their knowledge to defend and justify ideas.

Prepared to meet the challenges that we believe students will face.

Equitable as we empower our diverse student population.

Asking questions of students and ourselves to explore the power of inquiry.

Knowing ourselves, as students and educators, and our potential.

COURSE OFFERINGS:

Engineering Design

Grades 9 – 12

H, ACP, CP

610106, 620106, 630106

Students will examine the steps of the engineering design process and produce original proposals for a variety of design challenges aligned to the United States Super STEM Competition (USSSC). “Project Based Learning” will be the main instructional strategy throughout this engineering course. This learning model allows students to design, build, test, and evaluate quality products and systems that meet world needs. Engineering Design learning goals offer grade 9-12 students a hands-on understanding of our human built world such as Aerospace, Transportation, Agriculture, Manufacturing, Sports, Clean Energy, Architecture and more. The safe use of materials, power tools and machines highlight the student’s engineering experience along with engineering software. Development of our Engineering Design curriculum uses the national Standards for Technological and Engineering Literacy (STEL) as published by the International Technology Education and Engineering Association (ITEEA).

Graphics Engineering

Grades 9-12

H, ACP, CP

610306, 620306, 630306

In this course, students will explore, examine, and create visual content for the purpose of communicating messages with a human-centered approach. Through research and exploration with typography, photography, iconography, illustration, and more, students will learn how to create visual content for a wide variety of purposes, audiences, and users. Students will begin their course of study with an in-depth examination of the elements and principles of design, which will provide them with the foundation for all creative endeavors throughout the year. In order to provide students with transferable skills within the field of graphic design, a wide variety of design tools will be utilized in this course. These tools include, but are not limited to, Microsoft Office Suite applications, G Suite applications, Adobe Creative Cloud applications, and web or mobile-based design applications. The Graphics Engineering classroom is a creative, collaborative, and productive work environment. Students will spend the vast majority of class time actively participating in the Engineering Design process: questioning, researching, imagining, planning, creating, testing, and improving. Not only will students receive feedback from the course instructor, but they will also participate in frequent, meaningful peer-review activities. The purpose of this course structure is to provide students with an opportunity to learn and practice real-world skills, regardless of their future field of study.

Advanced Graphics Engineering

Grades 10-12

H, ACP, CP

610706, 620706, 630706

This course is available to those that have successfully completed Graphics Engineering I. The course content reflects authentic ‘world of work’ activities that exist in the print and digital communications industries. This is a project-based course that follows the convention of current ‘design to market’ manufacturing and communications. Students work in a collaborative setting to produce both printed and digital work. Students will learn to use advanced graphics and video software tools used in commercial video, digital and advertising media including stop motion video production. Students will build and maintain a web-based digital portfolio which will be used to showcase their work and be a primary source of their assessment. Honors students will expand their portfolios to include other classes and

school activities as a continuous graphics project throughout the school year. **Prerequisite: Successful completion of Graphics Engineering I.**

Robotic Engineering

Grades 9-12

H, ACP, CP

Robotics Engineering provides students the opportunity to learn engineering concepts through hands-on experience and discovery. Students design, build, and program real autonomous robots that can feel, touch and see. Students use engineering techniques to develop solutions to real-world problems, and examine the impact of robotic innovation in our society. Robotics engineering engages students in learning that is both specific in its technological relevance and general in the way that the skills it requires, patience, problem solving, collaboration, communication, carry over to all facets of life and learning. This course is fundamental for students pursuing careers in the field of engineering and design.

Meets CS requirement

610206, 620206, 630206

Advanced Robotic Engineering

Grades 10-12

H, ACP, CP

This course will provide students with an in-depth study of robotics and artificial intelligence. Students will learn to reason critically, analytically and creatively to develop problem-solving skills. Students will engage in sophisticated design challenges and compete in the annual Massachusetts Science Olympiad robotics competition. Using data collection sensors and feedback control systems, students will work in design teams and utilize the engineering design process to conduct research and experiments. Students will demonstrate technological literacy as they use a variety of software to digitize artifacts that represent fulfillment of standards. Advance robotic students will use LabView software and advance (Tetrix) robot building materials. Level differentiation occurs by varying the complexity of the design challenge in terms of imposed design constraints. Design constraints in Robotics Engineering refer to the limitations on the conditions under which a robot is developed to satisfy a particular need. All students will be expected to develop solutions to challenges with embedded constraints; however, the type and quantity of constraints will differentiate the curriculum requirements for level one, two and three students. **Prerequisite: Successful completion of Robotic Engineering.**

(To be offered 2022-23)

612206, 622206, 632206

Intro to TV Media Production

Grades 9-12

601103

This course will provide students with an introduction to the skills and practices of on location and in-studio video production. Students learn to use industry terminology and experience both the creative and technical aspects of video production. Working on both sides of the camera, students will learn skills associated with the three basic stages of project creation: pre-production, production, and post-production. These skills include: scriptwriting, camera setup and filming techniques, video editing, and in-studio operations. Throughout the year, students will create a variety of video projects including an in-studio show. This class will be held in the new state-of-the-art TV production studio and iMac computer lab. The programs that are produced will be used by the school and the community. Students that elect to take this class may participate in taping and covering a wide array of events after school hours for community service.

TV Media Production

Grades 10 - 12

602103

This course will provide students with the opportunity to continue to develop and refine the skills necessary for TV production. They will learn advanced filming and editing skills and explore the world of news and documentary. Students will learn how to create a newscast from start to finish, from research and scriptwriting, to filming segments, and recording the in-studio show. Students will learn to direct, produce, operate in-studio equipment, and perform as on-air talent. Students will produce programs that will be used by the school and the community as well. This class will be held in the TV production studio and iMac computer lab. Students that elect to take this class may participate in taping and covering a wide array of events after school hours for community service.

Advanced TV Media Production**Grades 11-12****603103**

Advanced TV Media Production is a production course that draws on the skills of all previous production courses. Students are provided with the opportunity to produce professional quality work and refine and enhance their production skills. Students that elect to take this class may participate in taping and covering a wide array of events after school hours for community service.

Video Game Creation**Grades 9-12****Meets CS requirement****604101**

Students enrolled in this course will create their own video game. Students will learn to install the game on dedicated computer hardware and design a cabinet to house the electronic components. Whether students consider themselves game designers or not, this is a chance to understand some of the basics of Python programming in order to work their own ideas into a small, but real, game that they and their classmates can play.

(To be offered 2022-23)**AP Computer Science Principles****Grades 10-12****Meets CS requirement****690152**

This course is offered on odd years only. Students will learn computer science principles while building socially-usable mobile apps. In addition to developing programming skills, the course is project-based and emphasizes communication, collaboration, and creativity. Instead of a test for AP credit, students submit a portfolio containing their project work. **Prerequisite: Successful completion of Intro to Computer Science, PLTW CS Essentials, Robotic Engineering, or Video Game Creation.**

INNOVATION PATHWAYS & PROJECT LEAD THE WAY COURSES.**All PLTW courses will receive AP credit.****Computer Science Essentials (PLTW)****Grades 9-12****Meets CS requirement****800201**

Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

Computer Science Principles (PLTW)**Grades 10-12****Meets CS requirement****800202**

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment. **Prerequisite: Successful completion of Intro to Computer Science, PLTW CS Essentials, Robotic Engineering, or Video Game Creation.**

Computer Science A (PLTW)**Grades 10-12****Meets CS requirement****800203**

This course is offered on even years only. Computer Science A focuses on further developing computational thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to

create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. This course aligns with the AP CS A course. **Prerequisite: Successful completion of Intro to Computer Science, PLTW CS Essentials, Robotic Engineering, or Video Game Creation.**

Cybersecurity (PLTW)

Grades 10-12

800204

This course is offered on even years only. Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely. **Prerequisite: Successful completion of Intro to Computer Science, PLTW CS Essentials, Robotic Engineering, or Video Game Creation.**



MUSIC

Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything. Our music department allows you to grow in creativity, expression, confidence, leadership, teamwork, and many other lifelong skills. Studying music can enhance verbal memory, spatial reasoning and literacy skills. Music ensembles provide not only learning opportunities but a community and family all its own.

History of Broadway Grades 9-12

620207

History of Broadway is a full time and elective, music course where the primary objective is to expose students to the rich history, heritage and evolution of the American Musical Comedy leading to a vast knowledge of New York's theatrical history from Vaudeville through modern day integrated musicals through the use of audio and visual media. Students will also develop an understanding of the production aspects of the theater world from the points of view of directors, producers and behind-the-scenes technicians. Students will also be required as part of this course to contribute to the Spring Musical Production whether it be during class time or as an extra-curricular participant. **No instrumental or choral experience required.**

History of Rock 'n' Roll Grades 9-12

600107

The History of Rock 'n' Roll is designed to expose students to American popular music in a variety of genres starting with 1950's rhythm 'n' blues, to the inception of rock 'n' roll, and through to the contemporary genres of today's popular music. Participation in this class will lead to an informed understanding of popular music as a relevant and significant art form. The secondary objectives are to further the development of basic knowledge of rock music structure, broaden musical awareness, and to understand how society influences the changing tide of musical styles. This course will explore the role that music plays in our everyday lives and students will be exposed to various media. **Please note: Playing an instrument or the ability to read music is NOT necessary for this course.**

Music Production and Engineering Grades 9-12

600207

Music Production and Engineering is designed for the student who is interested in music but may not play an instrument. Throughout the course, students will explore the newest forms of digital sound recording and manipulation on the computer through a process called sequencing. They will investigate online resources and work with software programs such as Studio One, Garageband, Audacity and ProTools to create music without performing on traditional instruments. Students will create their own songs from the computer using online resources and then export them to digital media. **Please note: Playing an instrument or the ability to read music is NOT necessary for this course but is beneficial.**

Vocal Techniques Grades 9-12

605113

This class is designed to provide students with the fundamental techniques of singing and performing. Music of all styles will be studied. Students will expand their individual abilities with both solo and class ensemble performances. Students will also develop skills necessary to become an independent musician. The class will be differentiated to meet student needs. **No previous singing experience is required but the student must be willing to sing out loud in front of the class in order to progress in the course. This class is a prerequisite for Theater Techniques.**

Theater Techniques Grades 10-12

605056

This class is designed to provide advanced students with the opportunity to further their mastery of theater arts. This class will encompass Singing, Acting, Writing, Directing, and Stage Movement. Students will expand their individual abilities with both solo and class performances. Students will also develop skills necessary to become an independent musician director, and actor. **Requirements will be adjusted and arranged between the teacher and student.**

Multi-year enrollment is open at the discretion of the instructor. Prerequisite: Successful completion of Vocal Techniques.

Piano/Keyboard Lab

Grades 9-12

601107

The purpose of this class is to introduce keyboard skills to beginning students and develops technique in intermediate and advanced level students. The class is recommended for Music Theory, Jazz and Choral students as well as any other interested students. Each student may progress at their own speed, working individually and in groups. Included in this class will be the use of current electronic keyboards and electronic equipment, including sequencers, sound modules, and Macintosh computers with music software. **Multi-year enrollment is open at the discretion of the instructor. This class requires no previous experience.**

Music Theory I

Grades 9-12

605114

This rigorous class will cover basic music theory concepts. This course is designed to enable students with any level of experience in performing music, instrumentally or vocally, to take their musical skills to a higher level. With music theory, students will learn how the combination of melody, harmony and rhythm develop into music. Ear training will allow them to become better sight-readers and performers. These two skills will allow students the ability to compose and arrange their own music.

PERFORMING ENSEMBLES

The following performing ensembles are offered as courses during the school day at Somerset Berkley Regional High School. Some rehearsals and most performances for these ensembles take place outside of the school. These organizations include performances at some or all of the following: Musictown Festival Concerts and Events, Vespers Concert, Spring Concerts, and Music Festival Competitions. Music of various styles is studied to enrich the lives of these student musicians through cooperative individual participation. All these ensembles encourage the intellectual, musical and social development of the individual through the performance of high-quality music in an ensemble setting.

Concert Band

Grades 9-12

600927

The concert band is open to all woodwind, brass and percussion students, grades 9 - 12, who have had at least 2 years of experience playing their instrument. Special consideration will be given for people with limited experience at the director's discretion. Private lessons are strongly encouraged, however not mandatory. **This class is a pre-requisite for all extra-curricular, music department ensembles.**

Orchestra

Grades 9-12

600727

This ensemble is open to all string players in grades 9 – 12, who have had at least 2 years of experience playing the violin, viola, cello or bass. Special consideration will be given for people with limited experience at the director's discretion. Private lessons are strongly encouraged, however not mandatory. **This class is a pre-requisite for all extra-curricular, music department ensemble.**

Concert Choir

Grades 9-12

600527

Membership in this vocal ensemble is elective and is open to all students in grades 9 - 12. **This class is a pre-requisite for all extra-curricular, music department ensembles.**

FINE ARTS

Everyone possesses an aptitude for and can develop a proficiency in one or more forms of art. Art is essential to the education of all students. Electing art affords the opportunity to develop and use an impressive assemblage of knowledge and skills. It provides extended learning opportunities. Many studies have documented the role of art in improving basic skills of learning areas in the curriculum. Students selecting one or more of the following courses will:

- Acquire and apply essential skills
- Use the arts to express ideas, emotions & beliefs
- Use imaginative, reflective, analytical & critical thinking
- Understand the visual arts in relation to history and culture
- Use technology
- Make connections among the arts and other disciplines

Attitude, interest, commitment and desire will play an important part of each student's success.

COURSE OFFERINGS:

Ceramics

Grades 9-12

620108

First year ceramic students will be introduced to the craft of hand building. The focus will be on tile making, slab boxes, pinched pots, coiled vessels and clay jewelry. Some projects will be supported by historical references. Students will explore the techniques of low relief carving, piercing, modeling and stamping. Students will investigate the stages of clay bodies, glazing and the firing process. In addition, students will be introduced to the potter's wheel to explore the throwing process.

Drawing & 2-Dimensional Design

Grades 9-12

621208

Drawing I will teach basic techniques of drawing and painting with an emphasis on the elements and principles of design. Through the completion of a series of sequential projects, students will strengthen their ability to draw and paint expressively while using basic formal techniques. Students will achieve a greater understanding of the elements and principles of design through contour drawing, value studies, color theory, perspective and printmaking

Explorations in Art

Grades 9-12

624108

Explorations in Art is an introductory class that will provide students with a well-rounded experience in 2-dimensional and 3-dimensional art/design. Students will be exposed to various media, processes and art forms such as sculpture, collage, altered art, painting and drawing from observation. Contemporary and historical art will be integrated throughout the course. This class provides a sampling of experiences in the fine arts.

Glass and Metal Arts

Grades 9-12

622108

The first year in this course provides students with a foundation in the studio disciplines of jewelry/metals and stained glass. Students receive instruction through a series of hands-on, sequential assignments that focus on design fundamentals as well as basic fabrication skills and techniques. Students will achieve a greater understanding of craftsmanship while creating original works in each discipline. The course is divided into two units of study: terms one and two focus on the study of metalsmithing and jewelry making while terms three and four investigate the discipline of stained glass.

Textile and Fashion Design**Grades 9-12****605164**

This is a beginning course for designers looking to develop their skills in the areas of color, pattern design, simple fabric construction and fashion illustration. Students will create their own prints and patterns using beginning textile processes such as stamping, printing, image transfer and fabric dyeing. Students will explore the elements of art and principles of design in a series of projects that move from two-dimensions to three-dimensions. Hand stitching and machine sewing will be introduced as students' progress from making prints to creating apparel, fashion and interior accessories. Students will maintain a sketchbook throughout the year with their ideas, sketches and fashion illustrations.

Digital Photography**Grades 10-12****605105**

In this course, students will learn the functions of a digital camera, and explore concepts for composing and creating photographs in art and design. Students will photograph a range of subject matter and ideas, as well as use the classroom lighting studio to create portraits. In addition, students will learn basic photo editing techniques, and create a digital portfolio of their work. This course will culminate in the creation of a photo essay of the student's choosing. This course will require significant photography work outside the classroom. Students must provide their own smart phone camera as a requirement for this course.

ADVANCED STUDIO COURSE OFFERINGS:**Advanced Ceramics****Grades 10-12****H, ACP, CP****610508, 620508, 630508**

Students will continue to explore the process of hand building and wheel throwing. They will study and then implement wheel and hand built vessels, be responsible for mixing and procuring glaze formulations, and investigate the possibilities of community connections through the arts. Projects will be self-directed, include historical reference, and be unified in regard to artistic presentation and personal style. **Students must have an average of B- or higher in Ceramics.**

Advanced Drawing**Grades 10-12****H, ACP, CP****611508, 621508, 631508**

Second Year of Study: Drawing & 2-Dimensional Design II will be a sequential extension of and build upon the basic techniques of drawing, painting and printmaking. Through the completed assigned problems, students improve in their ability to draw, paint and produce prints expressively or through observation using learned formal techniques. Students will also strive to achieve a greater understanding of the elements and principles of design through progressively more difficult and challenging applications of design, value and tonal studies, color theory, perspective and basic printmaking techniques. Critique and discussion of a variety of artists' work will be an integral part of the course. **Students must have an average of B- or higher in Drawing.**

Third Year of Study: This course of studio study is the culmination of two prior years of sequential creative experiences in the areas of drawing and two-dimensional design. Students in advanced drawing will continue their artistic development and growth by becoming more intimately involved in the decisions governing the direction and goals of their artistic production. The course encourages students to involve themselves in both long and short-term studio problems and experiences, as well as in depth research of artists, cultures and stylistic movements of both historic and contemporary significance. The scope, sequence and specific nature of their concentration and artistic production will be determined jointly by the instructor and student. The specific goals and objectives for the course will be directly dependent upon the unique artistic, personal and educational intentions and needs of each student enrolled in the program. Personal reflection, self-examination and critique will regularly assess and evaluate student progress and achievement throughout the process. **Students must have an average of B- or above in Advanced Drawing.**

Advanced Glass and Metal Arts**Grades 11, 12****H, ACP, CP****612508, 622508, 632508**

Second Year of Study: The second year in this course continues to engage students in the study of jewelry metals and/or stained glass. The intent of this course is to assist students in building upon the basic skills and techniques learned during the first year of study. This goal is accomplished through the completion of sequential assignments which explore more sophisticated applications and techniques. Students may choose to create works in either metal or stained glass for the duration of the four terms or divide the year into two units of study. In the second year of study, students take a more active role in determining the direction of their work in terms of material, design, and functionality. **Students must have an average of B- or above in Glass and Metal Arts.**

Third Year of Study: The third year of study requires a thorough understanding of the skills and techniques investigated during the prior two years of study. In the third year, students are expected to work more independently in developing and executing works which demonstrate a rich understanding of concept, design, and craftsmanship. Students will continue to develop advanced technical skills while creating a cohesive body of work in either metal or stained glass. An emphasis will be placed on research of significant historical and contemporary artists and trends as well as issues facing the working artist. **Students must have an average of B- or above in Advanced Glass and Metal Arts.**

Advanced Digital Photography**Grades 11, 12****H, ACP, CP****610105, 620105, 630105**

Second Year of Study: In this course, students will build upon knowledge from Digital Photography. We will work with the technical aspects of using the DSLR camera while emphasizing the use of photography for expressive and narrative purposes, and as a vehicle of communication. After the students work through a series of concept- based assignments focusing on abstraction, communicating ideas and alternative photo processes, the course will culminate in a photo essay of the student's choosing. Emphasis will be placed on analyzing other photographer's work and understanding how photography plays an important role in history and culture. Each student will work to develop their own artist's statement and display a body of work from their photography portfolio. **Students must have a B- or above in Digital Photography or Advanced Digital Photography to continue.**

Third Year of Study: The third year of study will again focus on the technical aspects of controlling the camera for expressive and narrative purposes and as a vehicle of communication. Students will work on in-class assignments, but the emphasis of this course will be on a series of photo essays and explorations designed by the student. Independent research of photographers and photo analysis will be required. Personal reflection and individual and group critique will be expected as students engage in work that will demonstrate technical, compositional and conceptual skills. **Students must have a B-or above in Advanced Digital Photography to continue.**

AP Studio Art: Advanced Photography**Grades 11, 12****690105**

AP Studio Photography is designed for highly motivated photo students who are interested in creating a portfolio that will be evaluated by the Advanced Placement College Board. We will work with the technical aspects of using the DSLR camera while emphasizing the use of photography for expressive and narrative purposes, and as a vehicle of communication. Students work through a series of concept- based assignments focusing on abstraction, communicating ideas and alternative photo processes, but the emphasis of this course will be on a series of photo essays and explorations designed by the student. Students will engage in research of photographers and analysis of their work. Personal reflection and individual and group critique will be expected as students create work that will demonstrate technical, compositional and conceptual skills. Students accepted into this program will be expected to do independent work over the summer. Students who do not complete the required summer work or attend meetings will not be a part of the AP Studio Art class in the fall. For additional information, students should contact Mrs. Troutman. **Students should have an A- or better in Digital Photography or Advanced Digital Photography.**

Advanced Textile and Fashion Design**Grades 10-12****H, ACP, CP****615164, 625164, 635164**

Second Year of Study: This is a course for student designers who have taken Intro to Textiles and Fashion Design. Students will develop their skills in the areas of color theory, pattern design, and fabric construction using hand and machine sewing methods. Students will create their own fabric collections, building upon their knowledge of stamp creation, printmaking, dyeing, stencil design and more. Digital imaging/printing will be incorporated. Contemporary fiber artists, textile designers and fashion designers will be integrated throughout the course. Students will use and create sewing patterns/templates to create apparel and home accessories while maintaining a sketchbook of ideas and fashion illustrations.



WELLNESS

All students are required to take the corresponding Health and Physical Education classes in order to graduate.

COURSE OFFERINGS:

Health I

Semester Course

Grade 9

160111

Health I is a required course for all 9th grade students. The major objective is to prepare all students to become informed, responsible members of society, especially in terms of their health choices. Units covered include social/emotional health and personal health and safety. Topics discussed include but are not limited to; bullying, depression, stress management, substance abuse and reproductive health.

Health II

Semester Course

Grade 10

260110

Health II is a required course for all 10th grade students. The major objective is to help prepare students to become informed, responsible adults regarding their health, behaviors and choices. Units of study include social and emotional health, personal safety, reproductive health and substance abuse prevention.

Physical Education

Semester Course

Grade 9

168001

Physical Education is a required course for all Somerset Berkley Regional High School students. Every student must pass 4 years of physical education. Physical education is an integral part of the school curriculum. The goal of physical education is to improve physical fitness through a variety of activities as well as understand the importance of social skills and sportsmanship in a physical setting. Freshmen will begin their wellness path by being introduced to CPR/AED training, team building and cooperative games, fitness, low impact sports and team sports. **A complete change of clothing (proper gym attire) is required for all classes. Student should bring a lock to class to lock up their belongings. Clothes will be taken home at the end of each class.**

Physical Education

Semester Course

Grade 10

268001

Physical Education is a required course for all Somerset Berkley Regional High School students. Every student must pass 4 years of physical education. Physical education is an integral part of the school curriculum. The goal is to prepare students for a productive and healthy life through the presentation of units of study on fitness, wellness, activities, and lifetime sports. **A complete change of clothing (proper gym attire) is required for all classes. Student should bring a lock to class to lock up their belongings. Clothes will be taken home at the end of each class.**

PHYSICAL EDUCATION ELECTIVES:

During your junior year, you will take one (1) semester course of Physical Education. This is a graduation requirement. You are required to take this course in conjunction with the Civics semester course. During your senior year, you are required to take two (2) physical education electives as a graduation requirement.

Team Sports

Semester Course

Grades 11, 12

468001

This elective is designed for those interested in team athletic activities. The course will introduce students to the basic skills, strategies and formations needed to play a variety of team sports. Skills will be developed through drills and game situations. Rules, terminology, and safety precautions will be presented. Cooperation and the elements of

effective teamwork will be stressed in class. Sports may include the following: soccer, flag football, basketball, floor hockey, volleyball, team handball, and blooperball.

Lifetime and Recreational Games

Semester Course

Grades 11, 12

468002

This elective is designed to focus on recreational and lifetime activities. Students will learn skills, rules and strategies while participating in individual and group activities. Activities may include the following: badminton, tennis, bocce ball, koob, spike ball, ladder golf, disc golf, and ultimate frisbee. Games are designed to teach sportsmanship, cooperation, leadership, problem solving, and proper game etiquette.

Strength Training & Circuit Training

Semester Course

Grades 11, 12

468003

This elective is designed to introduce the principles of strength and conditioning, and offers instruction and practice in proper techniques of strength, muscular endurance and flexibility development. Classes will be devoted to safety, proper lifting techniques, and the components of a workout. Classes will take place in the fitness center and will utilize strength training machines and free weights.

Fitness Walking

Semester Course

Grades 11, 12

468004

This elective is designed for students to improve cardiovascular fitness by walking. Fitness walking is a great opportunity for students to participate in individual fitness activities that can be continued throughout one's lifetime. Students will learn how fitness walking will benefit them in other activities as well as how to improve their overall well-being and fitness level throughout their life. Various walking activities and assessments will be used throughout the course to keep students motivated. Students will be expected to walk 1.5-2 miles per class period.

Fitness

Semester Course

Grades 11, 12

468005

This elective is designed to educate students on the benefits of overall wellness and physical activity addressing the five components of fitness. Areas of focus will include the following: cardiovascular fitness, muscular strength and endurance, flexibility and body composition. The activities taught in this course will help students enhance their fitness levels and give them a better understanding of overall fitness. Throughout this course students will learn how to exercise in our fitness center and chart their progress. Activities may include: circuit training, aerobic training, stability ball training, medicine ball training, and group fitness activities.

Yoga

Semester Course

Grades 11, 12

468006

This elective is designed to explore the mind/body connection through the practice of yoga postures, breathing techniques, mindfulness, meditation, and relaxation. This course is designed to promote self-awareness, self-esteem and emphasize different techniques to increase range of motion, flexibility, strength, endurance, coordination, and balance.

HEALTH ELECTIVES:

Life and Relationships

Grades 11, 12

320210

This elective course is designed to help students gain a deeper understanding of the development of relationships and responsibilities one faces throughout their lifetime. Students will be given opportunities to discuss the nature of relationships, the natural progression to marriage and the decisions and implications of starting a family. In addition, students will be introduced to the sequences of human development. Topics covered include healthy and unhealthy

relationships, communication, cohabitation, marriage and divorce, pregnancy and birth, parenting, and child and adolescent development.

Stress Management

Grades 11, 12

320023

This elective is designed to provide opportunities for students to learn and practice effective stress management techniques by recognizing their stress triggers, being exposed to and exploring specific stress management techniques that work for them and developing goals for reducing stress in their lives. Students will be given opportunities to self-reflect, set goals, practice implementation of various coping strategies and connect the importance of stress management to their current and future health. In addition to learning about this important life skill, students will explore careers that help people manage life stressors.

