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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

Social and Civic Expectations

Students at SBRHS will:

1. Demonstrate responsible behavior and citizenship
2. Respect themselves and others
3. Communicate and collaborate effectively with others

NON-DISCRIMINATION STATEMENT

The Somerset Berkley Regional School District does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in
accordance with Title VI of the Civil Right Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of age, in accordance with the Age Discrimination in Employment Act of 1975 (Age Discrimination Act); on the basis of domicile in accordance with Title VIIB of the McKinney-Vento Homeless Assistance Act of 2001; on the basis of native language in accordance with the No Child Left Behind Act of 2001, on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of sexual orientation, gender identity or religion in accordance with Mass. Gen. Laws, Chapter 71 and 151B.

To file a complaint alleging discrimination or harassment by Somerset Berkley Regional High School on the basis of race, color, national origin, sex, age, domicile, native language, sexual orientation, gender identity, or religion or to make inquiry concerning the application of Title VI, Title VII, Title IX, the Age Discrimination Act, and their respective implementing regulations, please contact:

Mr. Jeffrey Schoonover, Superintendent of Schools
Somerset Berkley Regional School District
580 Whetstone Hill Road
Somerset, Ma 02726
Telephone:  (508) 324-3115

To file a complaint alleging discrimination or harassment by Somerset Berkley Regional High School on the basis of disability or to make inquiry concerning the application of Section 504 and the ADA and their respective implementing regulations, please contact:

Ms Meg Ashton, Director of Special Education
Somerset Berkley Regional School District
580 Whetstone Hill Road
Somerset, Ma 02726
Telephone:  (508) 324-3100

Inquiries concerning the applicability of the aforementioned federal laws and regulations to Somerset Berkley Regional High School may also be referred to the U.S. Department of Education, Office of Civil Rights (OCR), 33 Arch Street, Ninth Floor, Boston, MA 02110, telephone number (617) 289-0111, Fax (617) 289-0150.

SPECIAL EDUCATION

Somerset Berkley Regional High School adheres to Federal Law and State Regulations when identifying, evaluating, and serving students who are experiencing difficulty accessing the curriculum effectively. When it becomes clear that a student may require specially-designed instruction and/or related services, parent consent is sought and assessments are conducted in the area of suspected need.

When reports become available, an Evaluation Team meets to review assessment and testing results, determine the student’s eligibility for special education services, and develop an Individual Education Plan (IEP), if warranted.

A continuum of special education service exists in the high school ranging from the assistance that is provided in the general education classroom, to supportive lessons in instructional strategies offered in a resource room setting. Instruction in academic subject areas in a special education class with a pre-vocational and work study component is available for those students deemed appropriate by their Evaluation Team.
Somerset Berkley Regional High School offers extensive specialized programming to meet the diverse learning needs of students throughout the high school. Somerset Berkley Regional High School is committed to providing the least restrictive educational setting to students who are in need of specialized instruction. Somerset Berkley Regional High School works collaboratively with Southcoast Educational Collaborative to provide services within the high school setting in the areas of functional academics, life, vocational and transitional skills.

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

- **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).

- **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.

- **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 (5 credits). Courses include: Model Math I & II; English I, II, & III; Early American History, Modern American History, Intro to Physics, and Chemistry.

- **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.

- **Consult model:** Special education personnel consult with regular educators in monitoring the individual needs of each student on an IEP as they are progressing within the regular education setting and Massachusetts Curriculum Frameworks.

**SECTION 504 OF THE AMERICANS WITH DISABILITIES ACT**

Section 504 is an Act which prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activity (major life activities include activities such as learning, walking, seeing, hearing, speaking, breathing, caring for one’s self, performing manual tasks and working); has a record of such impairment; or is regarded as having such an impairment

In order to fulfill the obligations under Section 504, Somerset Berkley Regional High School recognizes a responsibility to avoid discrimination in policies and practices regarding this personnel and students. No discrimination against a person with a disability will knowingly be permitted in any of the programs and practices in the school.

The school has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate education services.
ADVANCED PLACEMENT PROGRAM

The Program
The Advanced Placement Program ® is a cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board.

The Program's success is rooted in the collaborative efforts of motivated students, dedicated teachers, and committed schools. By participating in the Program, secondary schools make the commitment to organize and support at least one class that is equivalent to a first-year college course.

The Audit
The AP Course Audit was created at the request of secondary school and college members of the College Board who sought a means for the College Board to:

- provide teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses; and
- help colleges and universities better interpret secondary school courses marked “AP” on students’ transcripts.

All schools wishing to label a course “AP” as of the 2007-2008 school year must complete and return the subject-specific AP Course Audit form (available January 2007), along with the course syllabus, for each teacher of that AP course. Within two months of submitting AP Course Audit materials, schools will receive authorization for qualifying courses to use the “AP” designation on student transcripts. Each fall, beginning in 2007, colleges and universities will receive a ledger of schools that lists the courses authorized to use the “AP” designation at each school. Information taken from apcentral.collegeboard.com and AP® Course Audit Manual.

Virtual High School
Somerset Berkley Regional High School 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.

Once the course has been approved by the appropriate Content Coordinator, the student will be enrolled and be asked along with, his/her parent/guardian to sign a contract, which explains the responsibilities of taking a distance-learning course. Courses are a semester in length. Students must agree to take 2 VHS courses during a school year. For more information about the VHS Collaborative, students may visit the website www.thevhscollaborative.org, speak with their counselor to see if they qualify, and/or meet with the on-site coordinator for VHS.
SBRHS Graduation Requirements

Students should carefully review the requirements before registering for courses.

Core Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years:</td>
<td>(20 credits)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 years:</td>
<td>(15 credits)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years:</td>
<td>(15 credits)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4 years</td>
<td>(8 credits)</td>
</tr>
<tr>
<td>Health I &amp; II</td>
<td>2 semesters</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
<td>3 credits:</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>Technology Education</td>
<td>3 credits:</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>Intro to Computer Science</td>
<td>1 semester</td>
<td>(1 credit)</td>
</tr>
<tr>
<td>Civics/Financial Literacy</td>
<td>1 semester</td>
<td>(1 credit)</td>
</tr>
</tbody>
</table>

Number of Credits for Graduation:

<table>
<thead>
<tr>
<th>Class</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2021</td>
<td>124</td>
</tr>
<tr>
<td>Class of 2022</td>
<td>114</td>
</tr>
<tr>
<td>Class of 2023 and beyond</td>
<td>105</td>
</tr>
</tbody>
</table>

In addition, students must pass MCAS.

Community Service Requirements

Students are required to complete 20 service hours over four years as a requirement for graduation from Somerset Berkley Regional High School. The community service project provides students with the opportunity to engage in active learning while developing good citizenship. Through the use of the instructional tool of community service, students will participate in service experiences that meet actual community needs. Students will explore aspects of civic engagement, as well as factors in creating and sustaining healthy communities. While completing the requirements of the community service project, students will also explore their identity in relation to the greater community.

Requirements for Progression to Next Course in the Sequence

- Students must receive a minimum grade of 65 to proceed to the next course.
- Students with grades of 65-69 should attend summer school, pass with a 70 or higher and earn a C- on their transcript. Students who do not attend summer school may be advised to drop to a lower level in the course sequence.
- Students with failing grades of 50-64 should go to summer school and pass with 70 or higher to bring the final grade on the high school record to 65 and earn 5 credits. Failure to attend or pass summer school will require the student to repeat the course the next school year. If applicable, students will be advised to drop to a lower level in the course sequence.
- Students with a final average below 50 must retake the course the following year. The students may be advised to drop to a lower level in the course sequence. Summer school will not earn any credit or grade change; however, the student may enroll in summer school for remedial skill development.
- To advance to a higher level in any course, it is strongly recommended that students earn a grade of A- at the present level of study.
Definitions of Levels

Somerset Berkley Regional High School is dedicated to preparing all students for their steps ahead. All courses are connected to frameworks and/or guidelines to ensure that appropriate levels of rigor are achieved. While we understand that not all students will choose to attend college right after high school, we feel that we want to prepare all of our students to ensure that in the future if they wish to attend a college that they feel that they are prepared and will be successful.

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)

Advance College Preparatory have been designed to challenge students to push beyond their comfort zone with an eye on the level of rigor that is expected at the college level. ACP courses will prepare students to internalize content while developing the 21st century skills that colleges and the business world is looking for.

College Prep (CP)

College Preparatory classes are designed to challenge each student while providing additional supports in order 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.

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.

CORE ENGLISH COURSES FOR GRADE 9

English I: Literary Genre

Honors 110100
This Honors survey course will serve as a solid foundation for Honors or Advanced Placement English courses at Somerset-Berkley Regional High School. The 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. Students electing to take Honors are expected to be highly independent, self-motivated and organized learners. Time will be devoted to MCAS preparation. **Students should have earned a score of ADVANCED on the eighth grade ELA MCAS and maintained a grade of A- in Grade 8 English.**

Advanced College Preparatory 120100
This Advanced College Preparatory survey course will serve as a solid foundation for all Advanced College Preparatory or Honors English courses at Somerset-Berkley Regional High School. This 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 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. **Students should have earned a score of PROFICIENT on the eighth grade ELA MCAS and maintained a grade of B- in Grade 8 English.**

College Preparatory 130100
This College Preparatory survey course will serve as a solid foundation for College Preparatory English courses at Somerset-Berkley Regional High School. This 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 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.
CORE ENGLISH COURSES FOR GRADE 10

English II: American Literature

Honors 210100
This Honors 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. Students should earn grade of A- in grade 9 English to be placed in this class.

Advanced College Preparatory 220100
This Advanced College Preparatory course surveys American Literature from the pre-colonial period to the present and solidly prepares students for Honors or Advanced College Preparatory English courses at grade 11 and 12. Students will analyze the writers’ techniques found in the literary genres of the short story, non-fiction, poetry and the novel. Students will study each literary selection on three levels of comprehension: literal, interpretative and applied. Along with critical thinking and reading skills, the literature based program incorporates vocabulary, writing and grammar skill development. Frequent formal writing assignments and oral presentations are required. Time will be devoted to MCAS preparation. Students should earn grade of B- in grade 9 English to be placed in this class.

College Preparatory 230100
This College Preparatory course surveys American Literature from the pre-colonial period to the present and solidly prepares students for College Preparatory English courses at grade 11 and 12. Students will analyze the writers’ techniques found in the literary genres of the short story, non-fiction, poetry and the novel. Students will study each literary selection on three levels of comprehension: literal, interpretative and applied. Along with critical thinking and reading skills, the literature based program incorporates vocabulary, writing and grammar skill development. Frequent formal writing assignments and oral presentations are required. Time will be devoted to MCAS preparation.

CORE ENGLISH COURSES FOR GRADE 11

AP English Language and Composition
Grade 11 or 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 or 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.

English III: Literary Topics

Honors
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 Honors course will engage students in the sophisticated analysis of rhetorical strategies used in the best works of fiction and non-fiction. These genre 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. Students must earn a grade of A- in grade 10 English to be placed in this class.

Advanced College Preparatory
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 Advanced college Preparatory course will engage students in the analysis of rhetorical strategies used in the best works of fiction and non-fiction. These genre 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 the 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. Students must earn a grade of B- in grade 10 English to be placed in this class.

College Preparatory
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 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 the 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.

CORE ENGLISH COURSES FOR GRADE 12

AP English Language and Composition
Grade 11 or 12
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 or 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 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.**

**English IV: Capstone**  
**Honors**  
410098

Honors 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 community mentors. Moreover, the Capstone teacher will assist students in finding an appropriate community mentor. The course will include: conducting informal and formal research in an area of interest under the guidance the capstone teacher and community-based mentor; sharing this research with teachers, fellow capstone students, and a community-based 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. **Students should earn a grade of A- in grade 11 English to be placed in this class.**

**Advanced College Preparatory**  
420098

Advanced College Preparatory 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 community mentors. Moreover, the Capstone teacher will assist students in finding an appropriate community mentor. The course will include: conducting informal and formal research in an area of interest under the guidance the capstone teacher and community-based mentor; sharing this research with teachers, fellow capstone students, and a community-based 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. **Students should earn a grade of B- in grade 11 English to be placed in this class.**
This senior course, building on the foundation established in English III, will engage students in the analysis of multiple literary genres within the larger context of world literature. Students will analyze major themes in literature such as justice, love, truth and identity. Students will practice the high level skills of 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, student will analyze rhetorical strategies used in the best works of fiction and non-fiction. These exemplars will include examples of 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 select from and apply rhetorical strategies to create original works in the aforementioned genre. Additionally, 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.

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ENGLISH DEPARTMENT PART-TIME COURSES

Journalism
Grades 9-12
Multilevel
This mini course is designed to introduce students to journalism. Students will use models of good writing to determine techniques that good writers use and will apply these techniques while developing writing portfolios. Students will study the history of journalism, conduct independent research and interviews, investigate student press laws and ethics and examine the skills needed to write for a newspaper. During the third term, students will create their own newspaper. During the fourth term, students will explore photojournalism.

Speech and Debate
Grade 9-12
Multilevel
Students will learn the fundamentals of speech communication, research skills and the art of debate. They will listen to, deliver, discuss and respond to presentations of increasing complexity. These include introductory, informative, persuasive, interview, impromptu, tribute and process speeches.

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READING AND WRITING SUPPORT COURSES: Offered through the English Department

ESL, Reading, and Writing Support
Grade 9-12
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. 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 photos, 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.
Literacy across the Curriculum  
Grade 9-10  
This course is designed to address the needs of students who are identified as at some risk to develop proficiency in reading and writing in response to content text such as scientific journals, textbooks, tables, charts, graphs, primary resource documents, historical photos, 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. Moreover, this course is designed to address the needs of students who need continued support and direct instruction in content specific language structures and vocabulary.

Literacy across the Curriculum  
Grade 11-12  
This course is designed to address the needs of students who are identified as at risk to develop proficiency in reading and writing in response to content text such as scientific journals, textbooks, tables, charts, graphs, primary resource documents, historical photos, 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. Moreover, this course is designed to address the needs of students who need continued 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

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COURSE OFFERINGS:

AP U.S. History & Government before 1877 with document readings
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.

U.S. History & Government 1763-1918 with document readings
Grade 9 110101
Honors
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. Students will be required to interpret and analyze substantial primary source and supplemental readings, sometimes independently.
Advanced College Prep 120101
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. Students will be required to interpret and analyze primary and secondary source readings.

College Prep 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. Students will have extensive opportunity to practice close reading skills thereby preparing them for independent historical analysis. Students will be introduced to the interpretation and analysis of required primary source documents.

AP U.S. History & Government from 1877 with document readings 290101
Grade 10
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 U.S. History and Gov. 1763-1877 and completion of a summer assignment.

U.S. History & Government from the Early 20th Century with document readings 210101
Grade 10
Honors
Students will analyze the causes and results of the Industrial Revolution and America’s growing role in international relations. Students will also examine the goals and accomplishments of the Progressive and New Deal Eras and the various factors that led to America’s entry into World War II as well as its effects. In addition, students will study the causes and events of the Cold War, the Civil Rights movement and recent social, political, and economic developments. Students will be required to interpret and analyze substantial primary source and supplemental readings independently.

Advanced College Prep 220101
Students will analyze the causes and results of the Industrial Revolution and America’s growing role in international relations. Students will also examine the goals and accomplishments of the Progressive and New Deal Eras and the various factors that led to America’s entry into World War II as well as its effects. In addition, students will study the causes and events of the Cold War, the Civil Rights movement and recent social, political, and economic developments. Students will be required to interpret and analyze primary source and supplemental readings, at times independently.

College Prep 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 goals and accomplishments of the Progressive and New Deal Eras and the various factors that led to America’s entry into World War II as well as its effects. In
addition, students will study the causes and events of the Cold War, the Civil Rights movement and recent social, political, and economic developments. Students will continue to develop analytical skills using required primary source documents and supplemental readings.

**AP Modern World History**  
**Grade 11**  
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. All students are required to take the AP exam. **Prerequisite:** Completion of a summer assignment.

**Modern World History**  
**Grade 11 Honors**  
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. Students will draw upon the following skills: chronological thinking, historical comprehension, analysis and historical research. Students will be required to interpret and analyze substantial primary source and supplemental readings independently.

**Advanced College Prep**  
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. Students will draw upon the following skills: chronological thinking, historical comprehension, analysis and historical research. Students will be required to interpret and analyze primary source and supplemental readings.

**College Prep**  
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. Students will draw upon the following skills: chronological thinking, historical comprehension, analysis and historical research. Students will be required to interpret and analyze primary source and supplemental readings to develop and refine investigative skills. Students will draw conclusions from information they have found through deciphering primary source documents.

**AP Psychology**  
**Grades 11, 12**  
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. All students are required to take the AP exam. Prerequisite: Completion of a summer assignment

**Introduction to Psychology**  
**Grades 11, 12**  
**Honors**  
310201  
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, and primarily independently, complete readings and outline the material in order to contribute in class activities and discussions. The rigor and depth of discussion, analysis, and complexity of material is of the nature in which students are to take greater personal responsibility of the content. Students will be provided a structure for understanding of material though guided discussion, case studies, and project based activities.

**Advanced College Prep**  
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 and supportive assignments, and contribute in class activities and discussions. Students are guided with instruction of material with regard to complexity, depth, and pace of presenting concepts as appropriate to the level. Students will be provided a structure for understanding of material through, notes, guided discussions, case studies and project-based activities.

**Abnormal & Social Psychology**  
**Grade 12**  
**Honors**  
410201  
The purpose of this psychology course is to provide the students with the opportunity to gain in-depth knowledge of abnormal & social psychology. The first two terms will focus on the diagnosis, causes, and treatment of mental disorders. The remaining terms will focus on social psychology theory and applications. Areas of focus will include the psychological study of gangs, terrorism, crime, bullying, and other relevant social topics. Students will explore psychological concepts in the class through activities, projects, and problem-based learning.

**Introduction to Economics and Political Science**  
**Grades 11, 12**  
**Honors**  
310301  
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. Students will be required to analyze primary and secondary sources and demonstrate their skills through a short writing /reflection assignment each term.
Advanced College Prep 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, and 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. Students will be given scaffolded learning opportunities to develop the critical skills of analysis, synthesis, and evaluation of primary and secondary sources.

International Relations: The World Since 1945
Grades 11, 12
Honors 310601
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, affects 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. This course will require active participation through debate and discussion. Students will analyze substantial primary source documents independently. In addition, assignments will require more complex ideas developed within their writing.

Advanced College Prep 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, affects 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. This course will require active participation through debate and discussion. Students will analyze primary source documents with instructional support. In addition, assignments will include required elements to develop writing.

Contemporary Issues
Grades 11, 12
Advanced College Prep 320501
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.

College Prep 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 upon their continuing development in written analysis and general conceptual understanding of topic of study. Students will be assessed based upon their ability to develop a clear, organized argument in an oral presentation. Students will have ample opportunity to develop effective research methods. The goal of this elective is to provide students with the ability to understand major issues that impact their lives.

Law
Grades 11, 12
Honors 310401
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. Additional emphasis will be placed on criminal law and the course will 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.

Law
Grades 11, 12
Advanced College Prep 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. Additional emphasis will be placed on criminal law and the course will 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. Students will participate in debates and mock trials.

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. All students are required to take the AP exam. Prerequisite: Completion of a summer assignment.

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SOCIAL STUDIES DEPARTMENT PART-TIME COURSES

Civics & Financial Literacy – taken in conjunction with Health II
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.

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**SOCIAL STUDIES – BUSINESS COURSES**

Courses offered are designed to introduce students to various career paths in Business Administration, Office Administration, Computer Information, Computer Science Engineering, and others.

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

**CVTE** – Refers to courses designated Career Vocational Tech Ed.
**DECA** – Refers to courses that support ‘Distributive Education Clubs of America’ activities and goals.

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**Suggested Business Course Sequences**

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**COURSE OFFERINGS:**

**Business and Personal Finance (DECA) (CVTE)**

*Grades 9 - 12*

**Levels ACP, CP**

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 10 week regional Stock Market Game. Students will also learn to complete individual federal tax returns.

**Principles of Business Management (DECA) (CVTE)**

*Grades 10 - 12*

**Levels 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. 21st century skills and frameworks are an integral part of the program of applied learning.

**Business Marketing Foundations (DECA)(CVTE)**

**Grades 10 -12**

**Levels H, ACP**

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.

**Financial Accounting Fundamentals (DECA) (CVTE)**

**Grades 10 - 12**

**Levels H, ACP**

This course is designed to introduce the student to the study of financial accounting by way of utilizing the multi-column journal approach. Accounting as it relates to the three forms of business ownership, namely; proprietorships, partnerships and corporations will be analyzed. Business start-up, journalizing transactions, posting to subsidiary and general ledgers, payroll accounting, taxes and reports, recording adjusting and closing entries, trial balances as well as financial statements such as Income Statements and Balance Sheets will be some of the topics covered. 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. Additionally, personal income tax preparation will be analyzed through use of computerized software. 21st century skills and frameworks are an integral part of the program of applied learning.

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**BUSINESS DEPARTMENT PART-TIME COURSES**

**Entrepreneurship (DECA)**

**Grades 9-12**

**2 periods per cycle**

Do you want to be your own boss? In this course students will identify the fundamentals of business creation, the personal attributes needed to be a successful entrepreneur, and will research various business opportunities. Topics covered include the characteristics of an entrepreneur, discovering entrepreneurial opportunities, and researching and analyzing domestic, global and market trends. The course culminates with the student developing a hypothetical business plan and project to implement their unique venture that conforms to all applicable governmental laws and regulations. This course aligns with National Business Education Standards (NBEA) and is a DECA competition category.
Hospitality and Tourism (DECA)
Grades 9-12
2 periods per cycle
This course welcomes students into the exciting and diverse hospitality and tourism industry. While providing an understanding of the scope and complexity of the industry, the course covers key hospitality issues, management definitions, and career opportunities available in restaurants, hotels, beverage operations, sports venues, entertainment centers, cruise lines, and countless other hospitality and tourism businesses. Topics include introduction to the skills involved in all aspects of the hospitality industry, including human resources, customer service, operations, marketing and promotion. This course is an asset to any student interested in exploring career opportunities in the hospitality and tourism industry. □DECA competition category

Sports/Entertainment Marketing (DECA)
Grades 9-12
2 periods per cycle
The Sports and Entertainment industry is a major component of contemporary business and society offering individuals many interesting career opportunities. Venues in this area are all around us, not only at stadiums and theaters but also at thousands of universities, colleges and schools as well as on television, radio and the internet. Students taking this course will focus on the real world perspectives of branding, licensing, royalties, promotion, merchandising, pricing, ticket sales, event planning, broadcasting, and agency topics. Guest speakers, videos, and a field trip will be integrated in the class schedule.
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. The summer packets are due the first Friday after school begins. There are no exceptions. The packets required for all math classes except Math Applications. 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.*

COURSE OFFERINGS:

**Honors Algebra I**
Grade 9 110103
This course is an in-depth study of Algebra I, which proceeds at a quick pace. 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. **Students should have a minimum average of C+ in level 1 Math in grade 8 and/or qualify according to skill level on a grade 8 placement test.**

**Advanced College Prep Algebra I**
Grade 9 120103
The concepts of algebra are introduced with an examination of the structure and the techniques of algebra. Topics studied include: number lines, variables, functions, linear equations, systems of equations, factoring, radicals, quadratic equations, inequalities, graphing, probability, and statistics. Real world applications are integrated throughout the course. **Students should show appropriate skill level to succeed in this course by taking a grade 8 placement test.**
The fundamental purpose of the course is to formalize and extend the mathematics that students learned in the middle grades. This course is comprised of standards selected from the high school **conceptual categories of the Common Core Frameworks**, which were written to encompass the scope of content and skills to be addressed throughout grades 9–12 rather than through any single course. This is a course in which students learn mathematics in the context of real world applications and a wide variety of problems. The course is intended for students who have difficulty with the abstract nature of the traditional approach. 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. **Students should have successfully completed Pre-Algebra/Grade 8 Mathematics.**
Honors Geometry
Grade 9/10
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 Honors Algebra 1 with a final average of B- and/or achieved a qualifying score on the Algebra I final exam.

Advanced College Prep Geometry
Grade 10 Level 2
This course emphasizes a more investigative approach to geometry. Students study plane geometry, deductive reasoning and logic. Solids and three-dimensional space are explored, including surface area and volume. There is a special emphasis on coordinate and transformational geometry. Right triangle trigonometry is also introduced. Students should have successfully completed Advanced College Prep Algebra 1 with a minimum final average of C-

College Prep Model Mathematics II
Grade 10
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

Honors Algebra II
Grades 10/11
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 Honors Geometry and Honors Algebra 1 with an average of B- or better.

Advanced College Prep Algebra II
Grades 11/12
This course in Algebra continues the study of the structure of algebra, reinforcing the topics of Algebra I. The concepts of algebra are expanded to include real and complex numbers, various functions, graphing, special functions, all aspects of quadratic functions, polynomial functions, varied applications of word problems, systems of equations, radical functions and rational functions. Students should have successfully completed Geometry and Algebra I.

College Prep Model Mathematics III
Grade 11
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.

Honors Pre-Calculus with Trigonometry
Grades 11, 12 410103
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 Honors Algebra II with a B- average or higher.

Advanced College Prep Pre-Calculus with Trigonometry
Grade 12 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. This course will go through topics at a slower pace than the Honors course. Students should have successfully completed Advanced College Prep Algebra II with a C+ average or higher.

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.

Honors Statistics
Grade 12 410203
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.

Advanced College Prep Statistics
Grade 12 420203
This course specifically addresses the tenth and twelfth grade Massachusetts Common Core Mathematics Frameworks in Data Analysis, Statistics, and Probability. In addition, the course will also cover some standards in Patterns, Relations and Algebra, as well as Number Sense and operations. 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 Mathematics 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.**

**Honors Calculus**  
**Grade 12**  
**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.**

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**MATHEMATICS DEPARTMENT PART-TIME COURSES**

**Math Applications (part-time course)**  
**Grade 10**  
**230203**  
This course emphasizes 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, Biology, and Chemistry. Offered electives include Environmental Science, Forensics, Biotechnology, Human Anatomy and Physiology, Science Review, AP Chemistry, AP Biology, and AP Physics. 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).

Science Course 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 August 31st 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

<table>
<thead>
<tr>
<th>Level</th>
<th>Grade 9 Core</th>
<th>Grade 10 Core</th>
<th>Grade 11 Core &amp; Electives</th>
<th>Grade 12 Core &amp; Electives</th>
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</thead>
<tbody>
<tr>
<td>College Prep</td>
<td>Introductory Physics</td>
<td>Chemistry</td>
<td>Biology</td>
<td>ACP Anatomy and Physiology</td>
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<td>ACP Environmental Science</td>
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<td>ACP Forensics</td>
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<tr>
<td>Advanced College Prep</td>
<td>Introductory Physics</td>
<td>Chemistry</td>
<td>Biology</td>
<td>ACP Physics</td>
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<td></td>
<td>Anatomy and Physiology</td>
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<td>Forensics</td>
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<td>Environmental Science</td>
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<tr>
<td>Honors</td>
<td>Introductory Physics</td>
<td><strong>Option 1: One Course</strong> Chemistry (or AP Biology)</td>
<td><strong>Option 1: One Course</strong> Biology or AP Biology</td>
<td>AP Biology</td>
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<td></td>
<td></td>
<td><strong>Option 2: Double Up</strong> Chemistry and Biology</td>
<td><strong>Option 2: Double Up</strong> Biology or AP Biology and Honors Physics</td>
<td>AP Environmental Science</td>
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<td>Environmental Science</td>
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<td></td>
<td>Honors Physics, AP Chemistry, or AP Environ. Science</td>
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<td>Anatomy and Physiology</td>
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<td>Forensics</td>
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<tr>
<td>Suggested Health and Biomedical Innovation Pathway</td>
<td>Introductory Physics (any level)</td>
<td>Chemistry (any level) and Principles of Biomedical Science</td>
<td>Biology (any level) and Body Systems or Medical Interventions</td>
<td>Medical Interventions and/or Biomedical Innovation Electives (any level)</td>
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<tr>
<td><strong>Course</strong></td>
<td><strong>Pre-Requisites</strong> (see course descriptions for more detailed information)</td>
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<tr>
<td>Introductory Physics (All Levels)</td>
<td></td>
<td>For Honors, students should have a minimum average of B in Honors Math and Science in grades 7 &amp; 8.</td>
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<tr>
<td>Departmental Core Course</td>
<td>All Introductory Physics level selections should match Freshman Math level selection.</td>
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<td></td>
<td>Changes may be made to student’s course selection based on teacher recommendations and Middle School MCAS Scores.</td>
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<tr>
<td>Chemistry (All Levels)</td>
<td></td>
<td>For Honors, students should have a minimum average of B+ in Honors Math and Science in grades 9, 10, or 11.</td>
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<tr>
<td>Departmental Core Course</td>
<td>All Chemistry level selections should match Sophomore or Junior Math level selections.</td>
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<tr>
<td>Biology (All Levels)</td>
<td></td>
<td>For Honors, students should have a minimum average of B+ in Honors Math and Science in grades 9 or 10.</td>
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<tr>
<td>Departmental Core Course</td>
<td>All Biology level selections should match Sophomore or Junior Math level selections.</td>
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<tr>
<td>Physics</td>
<td></td>
<td>For Honors, students should have a minimum average of B+ in Honors Math and Science in grades 9, 10 and 11.</td>
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<td></td>
<td>All Physics level selections should match Sophomore, Junior or Senior Math level selections. However Algebra II must have been successfully completed.</td>
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<tr>
<td>Anatomy and Physiology</td>
<td></td>
<td>Successful completion of Department Core Courses</td>
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<tr>
<td>Environmental Science</td>
<td></td>
<td>Successful completion of Department Core Courses</td>
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<tr>
<td>Forensics</td>
<td></td>
<td>Successful completion of Department Core Courses</td>
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<tr>
<td>AP Biology</td>
<td></td>
<td>Successful completion of Chemistry</td>
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<tr>
<td>AP Chemistry</td>
<td></td>
<td>Successful Completion of Intro Physics and Honors Math with minimum grades of 90 and recommendation of the teachers</td>
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<tr>
<td>AP Environmental Science</td>
<td>• Successful completion of Department Core Courses</td>
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<tr>
<td>AP Physics</td>
<td>• Successful completion of Department Core Courses</td>
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</tbody>
</table>

**CORE COURSE OFFERINGS:**

**Introductory Physics**  
**Grade 9**  
**Honors**  
110104  
This accelerated 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. **Students should have a minimum average of B in level 1 Math and Science in grades 7 & 8. Physical Science level selection should match Freshman Math level selection. Changes may be made to student’s course selection based on teacher recommendations and MCAS Scores. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

**Advanced College Prep**  
120104  
This course is a conceptual model that involves the study of motion, forces, energy, momentum, heat and heat transfer, waves, electromagnetism, and electromagnetic radiation. This program gives students experience in measurement and observation, basic laboratory skills, and analysis of experimental data. **Physical Science level selection should match Freshman Math level selection. Changes may be made to student’s course selection based on teacher recommendations and MCAS Scores. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

**College Prep**  
130104  
This course is structured to provide coverage in the basic principles of physics which include motion, forces, energy, momentum, heat and heat transfer, waves, electromagnetism, and electromagnetic radiation. Emphasis is placed on thinking and study skills and the basics of measurement and laboratory skills and techniques. **Physical Science level selection should match Freshman Math level selection. Changes may be made to student’s course selection based on teacher recommendations and MCAS Scores. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

**Chemistry**  
**Grades 10**  
**Honors**  
310204  
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. **Students should have successfully completed Honors Algebra I with a C+ or higher or obtained a minimum of an A- in ACP Algebra I. All Chemistry level selections should match Sophomore or Junior Math level selections. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**
Advanced College Prep  320204
This college preparatory lab course studies the principles of chemistry. The curriculum for this course, developed from the Massachusetts Curriculum Frameworks, includes but is not limited to the properties of matter, atomic structure, periodic trends and properties, chemical bonding, chemical reactions, and stoichiometry. An integral part of the program, the various laboratory experiences enhance and support the chemical concepts being studied. **Students should have successfully completed ACP Algebra I with a C+ or higher or obtained a minimum of an A- in Model Math I. All Chemistry level selections should match Sophomore or Junior Math level selections. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

College Prep  330204
This course is designed for students wishing to pursue Community College programs and want to expose themselves to a High School Tech Prep Chemistry course. This lab course studies the general principles of chemistry. The curriculum for this course, developed from the Massachusetts Curriculum Frameworks, includes properties of matter, atomic structure, periodic trends and properties, chemical bonding, chemical reactions, and stoichiometry. While the various laboratory experiences enhance and support the chemical concepts being studied, special emphasis will be placed on thinking and study skills and the basics of measurement and laboratory skills and techniques. **Students should have a basic understanding of Algebra. All Chemistry level selections should match Sophomore or Junior Math level selections. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

Biology  210104
**Grade 11**
**Honors**
This accelerated 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. **Students should have a minimum average of B+ in Introductory Physics, Chemistry Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

Advanced College Prep  220104
This is a college prep lab course, which encompasses a comprehensive study of biological concepts with an emphasis on investigation and inquiry. Major topics include biochemistry, cellular biology, anatomy and physiology, evolution, genetics and ecology. **Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

College Prep  230104
The basis of this lab course is the comprehensive study of fundamental biological concepts. Topics to be discussed include biochemistry, cellular biology, anatomy and physiology, evolution, genetics and ecology. **Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

AP Biology  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. **Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

**AP Chemistry**

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. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

**AP Environmental Science**

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. **Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

**AP Physics**

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, PLTW and STEM Electives

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.

PROJECT LEAD THE WAY 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
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
Grades 10-12

To be offered 2021-22 school year

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  
Grades 11-12  
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  
Grades 11-12  
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.

STEM Electives

Environmental Science and Engineering Honors  
410504
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. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

Advanced College Prep  
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 runs concurrently with the Level 1 Environmental Science course. Using modified assignments and assessments, students will focus on the scientific method, environmental laws and problems, ecology, energy, and human impact on the environment. 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 a strong background in math and science and successfully completed Chemistry. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).**

Forensics Honors  
410604
This course encompasses a comprehensive study of the principles of Forensic Science. Students will utilize methods of investigation, observation and deductive reasoning to apply Forensic Science to laboratory
experience and crime scene analysis. Forensic Science topics include: Crime Scene Investigation, Physical Evidence, Serology, Toxicology, DNA Science, Fire Science, and Anthropology. This elective will prepare students for further study in such fields as: Criminal Justice, Forensic Technology, and Biotechnology. Students should have successfully completed the department’s core courses. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).

Advanced College Prep 420604
This course encompasses a comprehensive study of the principles of Forensic Science. Students will utilize methods of investigation, observation and deductive reasoning to apply Forensic Science to laboratory experience and crime scene analysis. Forensic Science topics include: Crime Scene Investigation, Physical Evidence, Serology, Toxicology, DNA Science, Fire Science, and Anthropology. This elective will prepare students for further study in such fields as: Criminal Justice, Forensic Technology, and Biotechnology. Students should have successfully completed the department’s core courses. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).

Human Anatomy and Physiology Honors 410404
This challenging course is designed for the honors student. The accelerated, comprehensive curriculum 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. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).

Advanced College Prep 420404
The primary role of this college preparatory course is to familiarize students with the structure and function of the organ systems of the human body. It is designed for those interested in working in nursing, physical education and health-related professions. Students should have successfully completed the department’s core courses. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).

Physics Honors 410304
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. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).

Advanced College Prep 420304
This is an algebra-based physics lab course designed for students preparing for college. Areas of emphasis include the study of kinematics, dynamics, electricity, and light and optics. The development of skills and thought processes are stressed especially in the areas of experimentation and problem solving. Students should have successfully completed Algebra II and Chemistry. Students are required to have their own scientific calculator (TI-30XIIS or equivalent).
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
Honors, Advanced College Prep 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. When choosing a level 1 class, it is important to understand that the class will move at a quicker pace. It is also important to note that the students in a level 1 course are expected to perform at mastery level with regards to grammar, application, and fluency.

Portuguese II
Honors, Advanced College Prep 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. When choosing a level 1 class, it is important to understand that the class will move at a quicker pace. It is also important to note that the students in a level 1 course are expected to perform at mastery level with regards to grammar, application, and fluency.

Portuguese III
Honors, Advanced College Prep 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. When choosing a level 1 class, it is important to understand that the class will move at a quicker pace. It is also important to note that the students in a level 1 course are expected to perform at mastery level with regards to grammar, application and fluency.
Portuguese IV
Honors, Advanced College Prep 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. When choosing a level 1 class, it is important to understand that the class will move at a quicker pace. It is also important to note that the students in a level 1 course are expected to perform at mastery level with regards to grammar, application and fluency.

Spanish I
Honors, Advanced College Prep 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. When choosing a level 1 class, it is important to understand that the class will move at a quicker pace. It is also important to note that the students in a level 1 course are expected to perform at mastery level with regards to grammar, application and fluency.

Spanish II
Honors, Advanced College Prep 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. When choosing a level 1 class, it is important to understand that the class will move at a quicker pace. It is also important to note that the students in a level 1 course are expected to perform at mastery level with regards to grammar, application and fluency.

Spanish III
Honors, Advanced College Prep 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. When choosing a level 1 class, it is important to understand that the class will move at a quicker pace. It is also important to note that the students in a level 1 course are expected to perform at mastery level with regards to grammar, application and fluency.

Spanish IV
Honors, Advanced College Prep 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. When choosing a level 1 class, it is important to understand that the class will move at a quicker pace. It is also important to note that the students in a level 1 course are expected to perform at mastery level with regards to grammar, application and fluency.

Spanish V
Honors 510402
Creative use of the knowledge previously acquired by the student is stressed. More intricate grammatical constructions are introduced. Oral assignments and presentations are lengthened, as are writing assignments in the target language. Literary works by critically acclaimed authors are introduced to prepare the student for future college-level work.
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.

ENGINEERING TECHNOLOGY COURSE OFFERINGS

Video Game Creation
Grades 9–12 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.

AP Computer Science Principles
Grades 10–12 690152
Students will learn computer science principles while building socially-useable 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.

Engineering Design
Grades 9–12
Levels 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. “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. Required assignments in the areas of Agricultural, Transportation, Construction, Manufacturing, Energy and Power technologies provide the 9-12 grade students with an understanding and appreciation of the designed world. The safe use of materials, power tools and machines highlight the student’s engineering experience. Development of “Engineering Design” curriculum used the national Standards for Technological Literacy (STL) as published by the International Technology Education and Engineering Association (ITEEA). Our highly qualified teachers are active members in the ITEEA. Note* Students selecting Level 1 will conduct research on engineering marvels in the world and examine the environmental, economic, social, ethical, health and safety impacts.

Architectural Design
Grades 10–12
Level H, ACP, CP 611103, 621103, 631103
Architectural Design students will work in special design teams planning and creating a variety of authentic scale models including buildings, structures, and new eco-spaces with high precision in our Engineering Design lab. A judged Architectural Design event at SBRHS in the spring will showcase your achievements to the community. This 6 credit class will provide enrolled students with access and experience in design,
construction and sustainability in a potential career pathway. Architectural Design is scheduled to be highlighted with guest speakers, an Internship Day and USSSC Architectural Division Judging Invitations. **Prerequisite: Successful completion of Engineering Design.**

**Advanced Robotic Engineering**  
**Grades 10-12**  
**Level H, ACP, CP**  
612206, 622206, 632206  
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.**

**Graphics Engineering**  
**Grades 9-12**  
**Levels H, ACP, CP**  
610306, 620306, 630306  
This introductory course emphasizes exposure to a wide range of computer programs and research techniques for producing quality publications and presentations. Students will work with software programs such as: Microsoft Office Suite, Adobe Photoshop and Google Apps to design projects that cover business, advertising, and presentation applications. Students will be required to utilize the internet, library and their own personal creative resources as input material for products. Projects will also require students to use the an industrial Laser Color Copier and Ink Jet printers for scanning and reproducing computer-generated images and text. Bindery and other finish operations will be part of the course objective. Projects will include digital and paper advertisements, flyers, maps, calendars, business cards, compact disc covers, slide shows and animated presentations. College-bound students and those considering a career in publishing, as well as, students that wish to improve their technology skills for related academic requirements, should consider this course as part of their studies. Students will build and maintain a web-based digital portfolio to showcase their work and be the primary source of assessment.

**Advanced Graphics Engineering**  
**Grades 10-12**  
**Levels H, ACP, CP**  
610706, 620706, 630706  
This course is available to students 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. Level 1 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.**
TV Media Production  
Grades 10 - 12  
Unleveled  
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  
Unleveled  
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.

INNOVATION PATHWAYS / PROJECT LEAD THE WAY COURSES:

Computer Science Essentials - PLTW  
Grades 9-12  
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 9-12  
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.
Computer Science A - PLTW
Grades 9-12

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.

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ENGINEERING TECHNOLOGY DEPARTMENT PART-TIME COURSES

Intro to Computer Science - requirement for all grade 9 students and taken in conjunction with Health I
Grades 9 - 12
Part-Time, Half-Year Course
With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the Computer Science K-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. During Intro to Computer Science, students will 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’ll 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.

Web Page Design
Grades 9-12
Part-Time Course
Students will explore web page designs by creating pages to serve various marketing functions. After taking this course you will have the skills necessary to design a web site that is easy to use and fulfills the needs of the users. Students will work independently to develop various styles of web sites using programs such as MS Publisher, Adobe Dreamweaver, and web based programs. The goal is to create sites that are easy to use, exciting and fulfill the needs of end-users. As part of this course you will also learn to understand the importance of graphic design in web page layouts and the use of animations, video and sound in a web site. Students will be required to develop their own animation for a web site. The course will also encompass presenting and explaining your web site design to the class.

Robotic Engineering
Grades 9-12
Part-Time Course
Robotics Engineering provides students the opportunity to learn engineering concepts through experience and discovery. Students build, program and design real autonomous robots that can feel, touch and see. Students use hands-on engineering techniques to discover solutions to proposed design challenges and document outcomes in electronic portfolios. 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. 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.
Intro to TV Media Production  
Grades 9-12  
Part-Time Course  
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.
MUSIC

MUSIC DEPARTMENT FULL-TIME COURSES

**History of Broadway**
Grades 9-12
Levels H, ACP, CP

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.**

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MUSIC DEPARTMENT PART-TIME COURSES

**Music Theory 1** *(formerly “Introduction to Music”)*
Grades 9-12
2 Periods per Cycle

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.

**Music Theory 2**
Grades 10-12
2 Periods per Cycle

Music Theory 2 is a highly demanding elective open only to serious music students in grades 10-12 interested in pursuing a career in music and that have successfully completed Music Theory 1 or has been approved for this course by a member of the high school music staff. This class will continue advanced studies of music theory, improvisation, arranging, composition, and ear training. Successful completion of this course will result in better-developed performance skills, will provide a student skills needed to compose their own music and help the career driven student musician gain acceptance to a highly regarded undergraduate music program. Multi-year enrollment is open at the discretion of the instructor. **Prerequisite: Successful completion of Music Theory 1 or receive the recommendation of the teacher based on a music theory skills assessment.**

**History of Rock ‘n’ Roll**
Grades 9-12
2 Periods per Cycle

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  
2 Periods per Cycle  
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  
2 Periods per Cycle  
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 9-12  
2 Periods per Cycle  
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 to the discretion of the instructor. Prerequisite: Successful completion of Vocal Techniques.

Piano/Keyboard Lab  
Grades 9-12  
2 Periods per Cycle  
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 to the discretion of the instructor. This class requires no previous experience.
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. **Students will receive course credit for every rehearsal period that the class is scheduled for.**

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 of these ensembles encourage the intellectual, musical and social development of the individual through the performance of high-quality music in an ensemble setting. Students who wish to participate in the Massachusetts Music Educators Association Southeast District (SEMMEA) and All-State Festivals (MMEA), as well as the National Association for Music Education (NAfME) Festivals must be a member in good standing of an appropriate school performing ensemble.

**IN-SCHOOL INSTRUMENTAL ENSEMBLES**

Concert Band  
Grades 9-12  
2 periods per cycle  
600907  
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.**

Symphonic Wind Ensemble  
Grades 9-12  
2 periods per cycle  
600807  
This is an advanced, select ensemble comprised of students in grades 9 - 12, who have had at least 2 years of experience playing a woodwind, brass and/or percussion instrument. All members must audition for this ensemble in the spring with the Director of Bands. Private lessons are strongly encouraged, however not mandatory. **Pre-requisite: Students who participate in this ensemble MUST also participate in the Concert Band.**

Orchestra  
Grades 9-12  
3 periods per cycle  
600747  
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.**

String Ensemble  
Grades 9-12  
2 periods per cycle  
600707  
This is an advanced, select ensemble comprised of string students in grades 9 – 12, who have had at least 2 years of experience playing the violin, viola, cello or bass. All members must audition for this ensemble in the spring with the Director of Strings. **Pre-requisite: Students who participate in this ensemble MUST also**
participate in Orchestra.

IN-SCHOOL VOCAL ENSEMBLES

Concert Choir
Grades 9-12
2 periods per cycle
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.

Chorale
Grades 9-12
2 periods per cycle
This is an advanced, select choir comprised of students in grades 9 - 12. All members must audition for this ensemble in the spring with the Director of Choirs. Pre-requisite: Students who participate in this ensemble MUST also participate in the Concert Choir.

EXTRACURRICULAR MUSIC ENSEMBLES

These ensembles meet after-school or in the evening. All students who wish to participate in these ensembles must be a member in good standing of an appropriate in-school ensemble and be academically eligible per the guidelines listed in the SBRHS Student Handbook.

“BLUE RAIDER” MARCHING BAND (Fall Season / June-December as well as Memorial Day Parade in May.) This organization is a Nationally-recognized and award-winning extracurricular marching band comprised of hornline (woodwind & brass), color guard, battery percussion and pit percussion sections, and is open to all students from grades 8-12. All members of the band program are strongly encouraged to participate. The Marching Band competes at New England Scholastic Band Association (NESBA) and United States Bands (USBands) marching band competitions, as well as performs at home varsity football games and represents Somerset Berkley Regional High School at local civic events and in many area parades during the fall season. All instrumental members of the Marching Band MUST be a member in good standing of the Concert Band and/or Symphonic Wind Ensemble; Color Guard members MUST be a member in good standing of any in-school band, choral or string ensemble.

JAZZ BAND (Full School Year Season / September-June) Membership in this organization is selective, and open to all students from grades 9-12 through auditions given in the spring based on openings in the ensemble. The ensemble rehearses weekly and represents Somerset Berkley Regional High School at various festivals, competitions, and performance sites during the school day and after school hours throughout the year. All instrumental members of the Jazz Band MUST be a member in good standing of the Concert Band and/or Symphonic Wind Ensemble; vocal members MUST be a member in good standing of any choral ensemble.
WINTER PERCUSSION ENSEMBLE (Winter Season / December-April) The Indoor Winter Percussion rehearses weekly from December through April during after school hours and on weekends. The Winter Percussion Ensemble represents Somerset Berkley Regional High School at New England Scholastic Band Association (NESBA) indoor percussion competitions beginning in February and ending in mid-April. All competitions are held on Saturdays and Sundays. Woodwind and Brass instrumentalists from other band ensembles are strongly encouraged to participate and learn a new instrument. Membership is open to all students from grades 8-12. All members of the Winter Percussion Ensemble MUST be a member in good standing of any in-school band, choral or string ensemble.

WINTER COLOR GUARD (Winter Season / December-April) The Winter Color Guard rehearses weekly from December through April during after school hours and on weekends. The Winter Color Guard represents Somerset Berkley Regional High School at New England Scholastic Band Association (NESBA) indoor color guard competitions beginning in February and ending in mid-April. All competitions are held on Saturdays and Sundays. All instrumental and choral students from other performance ensembles are strongly encouraged to participate and learn a new skill set. Membership is open to all students from grades 8-12. All members of the Winter Color Guard MUST be a member in good standing of any in-school band, choral or string ensemble.

WINTER HORNLNE (Winter Season / December-April) The Winter Hornline rehearses weekly from December through April during after school hours and on weekends. The Winter Hornline represents Somerset Berkley Regional High School at New England Scholastic Band Association (NESBA) indoor competitions beginning in February and ending in mid-April. All competitions are held on Saturdays and Sundays. All instrumental and choral students from other performance ensembles are strongly encouraged to participate and learn a new skill set. Membership is open to all students from grades 8-12. All members of the Winter Hornline MUST be a member in good standing of any in-school band, choral or string ensemble.

SHOW CHOIR PIT BAND (Full School Year Season / September-June) Show Choir Pit Band rehearses weekly throughout the school year during after-school hours and accompanies “Electrify” and “Amplified”. Membership in the ensemble is selective, and open to all students from grades 9-12 through auditions given in the spring. The Show Choir Pit Band represents Somerset Berkley Regional High School at various festivals and competitions beginning in January and ending in mid-April. All competitions are held on Saturdays and Sundays. Membership is open to all students from grades 9-12. All members of the Show Choir Pit Band MUST be a member in good standing of any in-school band, choral or string ensemble.

“ELECTRIFY” SHOW CHOIR (Full School Year / September-June) “Electrify” Show Choir (mixed-varsity) rehearses weekly throughout the school year during after-school hours, evening hours and on weekends. Membership in the ensemble is selective, and open to all students from grades 9-12 through auditions given in the spring. This ensemble provides both singing and dance opportunities in a variety of contemporary genres. The “Electrify” Show Choir represents Somerset Berkley Regional High School at various festivals and competitions beginning in November and ending in mid-April. All competitions are held on Saturdays and Sundays. All members of the “Electrify” Show Choir MUST be in good standing in Concert Choir.
“AMPLIFIED” SHOW CHOIR (Full School Year / September-June) “Amplified” Show Choir (all-female) rehearses weekly throughout the school year during after-school hours, evening hours and on weekends. Membership in the ensemble is selective, and open to all female and female-identified students from grades 9-12 through auditions given in the spring. This ensemble provides both singing and dance opportunities in a variety of contemporary genres. The “Amplified” Show Choir represents Somerset Berkley Regional High School at various festivals and competitions beginning in November and ending in mid-April. All competitions are held on Saturdays and Sundays. **All members of the “Amplified” Show Choir MUST be in good standing in Concert Choir.**

“VOLTAGE” SHOW CHOIR (Full School Year / September-June) “Voltage” Show Choir (all-male) rehearses weekly throughout the school year during after-school hours, evening hours and on weekends. Membership in the ensemble is selective, and open to all male and male-identified students from grades 9-12 through auditions given in the spring. This ensemble provides both singing and dance opportunities in a variety of contemporary genres. The “Voltage” Show Choir represents Somerset Berkley Regional High School at various festivals and competitions beginning in November and ending in mid-April. All competitions are held on Saturdays and Sundays. **All members of the “Voltage” Show Choir MUST be in good standing in Concert Choir.**

CHAMBER ENSEMBLE (Full School Year / September–June) Chamber Ensemble rehearses weekly throughout the school year during before and/or after-school hours. Membership in the ensemble is selective, and open to all String students from grades 9-12 through auditions given in September. This ensemble provides advanced String students the opportunity to perform for official school functions and community events as well as working on standard chamber music literature. **All members of Chamber Strings MUST be in good standing in Orchestra and String Ensemble.**
FINE ARTS

Everyone possesses an aptitude for and is capable of developing 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.

Please Note: Because of space constraints in fine art classes, it is necessary to limit the number of classes each student may take in the Fine Arts Department. Students who are enrolled in more than 1 class must be students planning a career in the arts and/or students who have demonstrated dedication and craftsmanship in studio courses. Special permission must be acquired from the Fine Art Department in order to be enrolled in more than one art course.

COURSE OFFERINGS:
Introductory Studio Courses Open to all Grades and Abilities unless Otherwise Specified

FINE ARTS DEPARTMENT PART-TIME COURSES

Intro to Digital Photography
Grades 10 - 12
2 periods per cycle 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 digital camera although it is not necessary that the camera be a DSLR.

Intro to Drawing & 2-Dimensional Design
Grades 9 - 12
2 periods per cycle 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.
Intro to Explorations in Art
Grades 9 - 12
2 periods per cycle
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.

Intro to Glass and Metal Arts
Grades 9 - 12
2 periods per cycle
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.

Intro to Pottery
Grades 9 - 12
2 periods per cycle
First year pottery 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.

Intro to Textile and Fashion Design
Grades 9 - 12
2 periods per cycle
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. Basic hand stitching and machine sewing will be introduced as students progress from making basic prints to creating basic apparel, fashion and interior accessories. Students will maintain a sketchbook throughout the year with their ideas, sketches and fashion illustrations.

ADVANCED STUDIO COURSES

Art Studio Level Designations:
Grades in Advanced studio-based classes are derived from student effort and quality of finished artwork. Student effort grades are not governed by levels. Every student is expected to work diligently during the entire class time. Finished artworks are graded according to student levels.

Honors:
Artworks are created with care and presented in excellent condition. Work is rich in detail and highly refined as well as being harmonious, dynamic, and exciting. Student displays deep understanding of design principles,
superior use of tools, materials, and techniques. Level one students may be asked to work beyond allotted studio time on studio-based or research projects.

**Advanced College Prep:**
Artworks are created with care and presented with proficient execution. Work is detailed and refined but may lack harmony and variety. Student understands and applies design principles and demonstrates solid understanding of the medium being explored through the studio class.

**College Prep:**
Artworks are created with care and presented with acceptable craftsmanship. Student attempts to apply design principles and demonstrates satisfactory understanding of the medium being explored through the studio class.

**Advanced Ceramics**
**Grades 10 - 12**
**Levels 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 regards to artistic presentation and personal style. **Students must have an average of B- or higher in Intro to Pottery or Advanced ceramics to advance.**

**Advanced Drawing**
**Grades 10 - 12**
**Levels 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, drawing, 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**
**Levels 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 Jewelry, Metals, and Stained Glass.**

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 Jewelry, Metals, and Stained Glass.**

**Advanced Digital Photography**
**Grade 12** (grade 11 with permission of instructor)
**5 periods per cycle**
Levels H, ACP, CP

610105, 620105, 630105

Second Year of Study: In this course, students will build upon knowledge from Digital Photo 1 and/or the Advanced Digital Photo 3 credit course. 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** (5 credits)
**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 a A-or better in their area of concentration.**
ADVANCED FINE ARTS DEPARTMENT PART-TIME COURSES

Advanced Textile and Fashion Design
Grades 10 – 12
2 periods per cycle

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.

Advanced Digital Photography
Grades 11-12
2 periods per cycle

In this course, students will build upon knowledge from Digital Photo I, while also learning to manipulate photos in Photoshop. Students will learn advanced techniques with the digital camera as well as complete assignments comparable to tasks encountered in the professional art and design fields. Students must provide their own digital camera although it is not necessary that the camera be a DSLR. Students should have an average of B- or better in Digital Photography.

AP Studio Art
Grade 12 (grade 11 with permission of instructor)
2 periods per cycle

The AP Studio Art program is designed for highly motivated advanced art students who are seriously interested in the practical experience of art. Students will work throughout the year on a portfolio that will be evaluated by the Advanced Placement College Board. This course will require a significant commitment both in and out of the classroom, and previous training in their area of concentration. The student will concentrate on 2-Dimensional Design, Drawing, or 3-Dimensional Design. Students who elect the AP Studio Art will sign up for an advanced course in their chosen area (Sculpture, Ceramics, Drawing/Design), as well as the AP Studio Art class. Interested students will go through an evaluative process on a letter of intent, portfolio review and teacher recommendation. 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 a B+ or better in their area of concentration. This course must be taken in conjunction with an Advanced Studio Art course.
WELLNESS

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

Health I – taken in conjunction with Intro to Computer Science
Grade 9
2 periods per cycle 160110
Health I is a required course for all 9th grade students. The major objective is to prepare all students to become more informed and responsible members of the Somerset Berkley Regional High School community. Areas discussed include: social and emotional health issues, suicide, teen depression, stress management, reproductive anatomy, physiology and current issues including bullying, violence prevention and disease.

Health II – taken in conjunction with Civils/Financial Literacy
Grade 11
2 periods per cycle 360110
Health II is a required course for all 11th grade students. The major objective is to help prepare students to become informed, responsible adults regarding their health, behaviors, issues and choices. Topics include: social and emotional issues, nutrition, alcohol/tobacco and other drugs, sexuality issues especially those dealing with decision-making, violence and society.

Physical Education
Grade 9
2 periods per cycle 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. 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
Grades 10-12
2 periods per cycle 368001
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. Upper classmen will be given the opportunity to select from a competitive or non competitive activity for each unit. 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.

Wellness Department Electives
Life and Relationships
5 periods per cycle
Grades 11, 12
This elective course is designed to help students gain a deeper understanding of the development of relationships and responsibilities one faces throughout a lifetime. The course begins with discussions on the nature of relationships and the natural progression to marriage and the decisions and implications of starting a family. Next is an in-depth study of the normal sequences of human development from conception to death. Issues covered include decision making, pregnancy, birth, child development, adolescence, aging, death and dying. Students are expected to keep accurate notes, perform to the best of their ability on all tests, projects and quizzes, students will be required to write opinion papers based on core concepts, principles of learning with fact based support.

Stress Management
2 periods per cycle
Grades 11 & 12
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.