Program of Studies
2017 – 2018

EASTHAMPTON
HIGH SCHOOL

"Eagles for Excellence"

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EASTHAMPTON PUBLIC SCHOOLS

EASTHAMPTON HIGH SCHOOL

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Dear Students and Families:

Course selection for the 2017-2018 school year is upon us. Content area and academic departments have reviewed their courses, aligned them with Common Core State Standards, and ensured that each course serves to move students towards college and career readiness.

It is vitally important that you read the program of studies thoroughly before selecting courses for next year. Be aware of pre-requisite requirements and recommended courses for future studies when making choices. Be advised that 108 credits must be earned in order to graduate. As you read, please note grade level promotion and graduation requirements as well as courses you might want to study next year. Keep in mind what you need to take toward graduation and what courses might serve you best in your future goals for college and career. Random selection of courses will not serve you as well as a carefully crafted pathway toward a goal, vocation, or career.

It is also important to remember that time limits and deadlines will apply to your course selections and course changes. I suggest that you choose wisely the first time as you will find the later you try to make adjustments, fewer choices will be available.

Ask for advice from your parents, teachers, and counselors. They will assist you to make wise decisions that can become a helpful part of your high school and post-graduation plans. Good luck to you.

Sincerely Yours,

Mr. Kevin A. Burke

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VISION STATEMENT

"*Eagles for Excellence*"

MISSION STATEMENT

The mission of Easthampton High School is to educate and nurture our students to grow as active learners. Every student is encouraged and challenged to their full potential in meeting our academic, civic, and social expectations.

STUDENT EXPECTATIONS

To acquire and demonstrate technological skills
To think critically and make sound decisions
To appreciate diversity through understanding and respectful actions
To develop and enhance academic, social, and physical skills
To effectively communicate using various methods
To work both independently and cooperatively
To partner with the community through class and individual projects
To appreciate through creative expression, fine, performing, and applied arts
To develop post-graduation goals
To utilize educational and social opportunities
To attain a fundamental understanding of the state frameworks standards in all curricular areas

ACCREDITATION STATUS

Easthampton High School has been awarded continued accreditation status as June 24, 2012 by the New England Association of Schools and Colleges, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

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

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

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

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 Burlington Road
Bedford, Massachusetts 01730-1433
(781) 271-0022

The PROGRAM OF STUDIES presents the courses offered at Easthampton High School to assist students and parents in selecting appropriate courses of study. The student learning time regulations require that every student be scheduled into a minimum of 990 hours of structured learning time. The student, after consultation with his/her teachers, guidance counselor, and parents, may select those courses that lead to the accomplishment of his/her academic goals. The last page provides a convenient worksheet for the student to use prior to the final selection of next year's program.

PLANNING YOUR HIGH SCHOOL PROGRAM

Planning your academic program involves making important decisions and requires a great deal of thought. Parents and students often experience confusion about how to properly prepare for admission to college. The Board of Higher Education in the Commonwealth of Massachusetts has adopted very specific minimum standards for entrance into the state universities and colleges, and although these requirements are the minimum, they may be used as a guideline by which a student can develop a high school program on which s/he can base an application to virtually any college in the country.

BOARD OF HIGHER EDUCATION MINIMUM REQUIREMENTS FOR ADMISSION TO THE MASSACHUSETTS STATE UNIVERSITY SYSTEM & UMASS

English	4 courses
Mathematics	4 courses (Algebra I, II, & Geometry or Trigonometry) including mathematics during the final year of high school
Sciences	3 courses (drawn from Natural Science, Physical Science, and/or Technology/Engineering), including 3 courses with laboratory work
Social Sciences	2 courses (including 1 course in U.S. History)
Foreign Languages	2 courses in a single language
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

RECOMMENDED COLLEGE-BOUND STUDENT TEST SCHEDULE

EHS's Code/CEEB: 220720

PSAT	October of sophomore & junior year
SAT	May & June of junior year (repeat fall of senior year if needed)
SAT II Subject Tests	May of junior year or as close to when the class is completed as possible *Some colleges and universities require the SAT II subject tests for admission*

ADDITIONAL COLLEGE REQUIREMENTS

There is no magic formula when it comes to college admissions decisions. Admission factors may include rigor of courses taken, standardized test scores, personal statements/essays, recommendations, class rank, extra-curricular activities, and/or interview. Students are encouraged to discuss specific college admissions requirements with their guidance counselor.

NCAA ELIGIBILITY FOR COLLEGE ATHLETICS

In order for a student to be eligible for participation in Division I and II athletic programs in college, the student must meet specific eligibility requirements found at www.eligibilitycenter.org.

GRADUATION REQUIREMENTS

108 total credits (128 credits available to earn over four years at 32 credits per year)

English	16 credits (minimum of one core course each year)
Mathematics	16 credits (one senior year class recommended)
Social Studies	12 credits (including U.S. History I, II, & World History II)
Science	12 credits
Foreign Language	8 credits (in a single language)
Physical Education	10 credits
Fine/Performing Arts	4 credits
Health	6 credits
Computer	4 credits
Technology	4 credits

COURSE REQUIREMENTS FOR STUDENTS ATTENDING CTEC ALL FOUR YEARS

English	16 credits (minimum of one core course each year)
Mathematics	12 credits
Social Studies	12 credits (including U.S. History I, II, & World History II)
Science	8 credits
Fine/Performing Arts	4 credits
Computer	4 credits

COURSE LEVELS & EXPECTATIONS

To assure the continuation of appropriately rigorous and meaningful educational programs, all courses have been identified as belonging to one of four levels:

AC **Academic**: College preparation classes common to the educational program of all students

H **Honor**: Often offer the same curriculum as academic level classes, but are tailored for high-achieving students, covering additional topics or some topics in greater depth

A **Advanced Placement**: Cover the breadth of information, skills and assignments found in corresponding college courses thus aligning with the standards and expectations of leading liberal arts and research institutions

SU **Survey**: Based upon state frameworks and are considered to be pre-high school curriculum

MARKING SYSTEM

Students are graded on a 0-100 scale. The passing grade is 60. Some classes are Pass/Fail and are graded with a P or an F. Students are awarded credit for each successful passing of a course, however, if a student is absent from the course too many times, credits may be deducted. A grade of an "I" in any class means the student has work that must be made up in order to receive a grade. Students have 10 school days to make up incomplete work, after which time the student will receive an F.

A (93-100)	**B+** (87-89)	**B-** (80-82)	**C** (73-76)	**D+** (67-69)	**D-** (60-62)
A- (90-92)	**B** (83-86)	**C+** (77-79)	**C-** (70-72)	**D** (63-66)	**F** (59 & below)

GRADING SCALE

Class rank is reported each semester and is determined by calculating a student's course-weighed grade point average over an extended 4.0 scale. Valedictorian and Salutatorian are determined by calculating class rank after the completion of the final semester. Rank is calculated by first converting a final grade to the 4.0 scale, then weighting it depending on the course's level. That average is then multiplied by the number of credits a student earned and then divided by the total number of possible credits for the course. This result is the student's weighted GPA. This process is repeated for each class and then the sum of all class GPAs are averaged to result in an overall GPA. It is possible to get over a 4.0 GPA once weighting of the student's final grade has occurred. An honor roll is determined at the end of each marking period. Students with a 94% average or higher are considered 1st honor and an 83-93% is considered 2nd honor. Final exam/combined project and exam grade counts for 20% of all courses.

Grade	AP	Honors	Academic	Survey	Grade	AP	Honors	Academic	Survey
0-59	0.00	0.00	0.00	0.00	**80**	3.10	2.80	2.50	2.10
60	1.10	0.80	0.50	0.10	**81**	3.20	2.90	2.60	2.20
61	1.20	0.90	0.60	0.20	**82**	3.30	3.00	2.70	2.30
62	1.30	1.00	0.70	0.30	**83**	3.40	3.10	2.80	2.40
63	1.40	1.10	0.80	0.40	**84**	3.50	3.20	2.90	2.50
64	1.50	1.20	0.90	0.50	**85**	3.60	3.30	3.00	2.60
65	1.60	1.30	1.00	0.60	**86**	3.70	3.40	3.10	2.70
66	1.70	1.40	1.10	0.70	**87**	3.80	3.50	3.20	2.80
67	1.80	1.50	1.20	0.80	**88**	3.90	3.60	3.30	2.90
68	1.90	1.60	1.30	0.90	**89**	4.00	3.70	3.40	3.00
69	2.00	1.70	1.40	1.00	**90**	4.10	3.80	3.50	3.10
70	2.10	1.80	1.50	1.10	**91**	4.20	3.90	3.60	3.20
71	2.20	1.90	1.60	1.20	**92**	4.30	4.00	3.70	3.30
72	2.30	2.00	1.70	1.30	**93**	4.337	4.037	3.735	3.35
73	2.40	2.10	1.80	1.40	**94**	4.375	4.075	3.775	3.40
74	2.50	2.20	1.90	1.50	**95**	4.412	4.112	3.812	3.45
75	2.60	2.30	2.00	1.60	**96**	4.450	4.150	3.850	3.50
76	2.70	2.40	2.10	1.70	**97**	4.487	4.187	3.887	3.55
77	2.80	2.50	2.20	1.80	**98**	4.525	4.225	3.925	3.60
78	2.90	2.60	2.30	1.90	**99**	4.562	4.262	3.962	3.65
79	3.00	2.70	2.40	2.00	**100**	4.600	4.300	4.000	3.70

HIGH SCHOOL GRADUATION PLAN POLICY

In the Easthampton Public School District, college and career exploration and high school course planning begins in the 7th grade and continues through high school graduation. Upon entering EHS, the guidance counselors work with each student to create a four year Individualized Learning Plan (ILP). The ILP is an online student directed, multi-year, dynamic planning tool that maps academic plans, personal/social growth, and career development activities. EHS students utilize the Career Cruising program to organize and record their progress. School counselors encourage students to set goals based on individual interests and strengths while identifying actions necessary to achieve those goals

Beginning with activities such as a career interest survey and identification of field(s) of interest, EHS students learn to make course selections, extra-curricular choices, and engage in career development education activities that will support their preparation for post-secondary goals. The ILP process recognizes a student's growth over time. Once students begin to identify career interests, the ILP enables them to become aware of the school courses and career development education opportunities needed to pursue their self-defined goals.

Over your lifetime, a college degree can provide you with more career options, a higher income, and better decision-making skills. These are all important in our changing and complex world. Studies show that the earlier a student begins preparing for college, the more likely he or she is to attend college and succeed.

ACADEMIC STANDING BY CLASS

Students will be considered members in good standing at each class level in September of the current year if they have accumulated the following credits: **26 credits for promotion to grade 10, 54 credits for promotion to grade 11, and 78 credits for promotion to grade 12**. Students who have not accumulated the necessary credits will not be promoted to the next grade. Each June, the report of students who have not attained the minimum credits are reviewed by the counselors and the students are notified of academic deficiencies. If the academic deficiencies are made up prior to the first day of school in August, the students will be promoted to the next grade. Students may also be promoted in January if sufficient credits have been attained.

SUMMER SCHOOL AND CREDIT RECOVERY

Students who receive a FINAL grade of 50 - 59 are eligible to attend summer school, after school programs, and night school for credit recovery offered through Easthampton Public Schools (when available) and other school districts. Requests to attend summer school and after school programs for credit recovery must be approved by the student's guidance counselor in advance of the student beginning the program. Students may not receive make-up credit for more than three major subjects in the same academic year. If credits are earned, they will be listed on the transcript with a "P" for passing. The principal will make the final decision regarding the granting of credit(s).

SCHEDULE CHANGE POLICY

After the master schedule has been created, requests for changes can only occur under special circumstances. This could include situations in which a student does not meet a course's prerequisites; a course was cancelled; a scheduling conflict exists; a teacher recommends a change; or a student was improperly placed. All changes are based on space and availability.

SCHEDULE ADD/DROP POLICY

Changes in student schedules are difficult to obtain and are discouraged by administration and guidance. Any changes to the full year schedule must occur within five school days of the beginning of semester one. Students who change a course after the first five school days of a semester will receive a "W" (Withdrawal), "WP" (Withdrawal/Passing), or a "WF" (Withdrawal/Failing) for the course that is dropped. The grade and attendance records from the dropped class will carry to the course into which the student transfers. Teachers, parents, students, and guidance counselors must work together to make a reasonable change to a student's schedule, but any schedule change made after the five day add/drop window must be approved by the principal.

EARLY GRADUATION

Students may request approval to graduate early (January). Long-range planning is essential. The student must meet with the guidance counselor by the end of junior year to discuss the possibility. Approval of the principal is required. A student who graduates early may participate in extra-curricular activities, senior activities and graduation ceremonies. Students must have passed the 10th grade MCAS exams to be eligible for early graduation. Students qualifying for early graduation receive their diploma in June.

GUIDANCE DEPARTMENT

Mission Statement

The mission of the Easthampton School Counseling Program is to advocate for the provision of planned, data driven academic, career and personal/social experiences for all students K-12. As a result of school counseling programs and services, all Easthampton youth will be challenged and supported in their development as they become prepared, informed, responsible participants in an ever changing world (Adopted: July, 2011).

Meeting the Challenge

Secondary school counselors are professional educators who understand and respond to the challenges presented by today's diverse student population. We provide proactive leadership in the delivery of programs and services to help the student achieve success in school. Professional school counselors align and work with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. The Massachusetts Standards, the Common Core, and the ASCA National Standards in the academic, career, and personal/social domains are the foundation for this work. The Massachusetts Model for Comprehensive School Counseling and the ASCA National Model (A Framework for School Counseling Programs) with their data-driven and results-based focus serves as a guide for EHS's school counseling team that is uniquely trained to implement this program.

MassCore

The EHS High School graduation requirements are aligned with the Massachusetts High School Program of Studies (MassCore). MassCore is intended to help our graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college.

If students want a job that will support a family, provide health benefits, and offer a chance for career advancement, they're likely to need an education beyond high school, at least a two- or four-year degree, apprenticeship program, military training, or workplace license or certification. MassCore provides a solid academic foundation for postsecondary education and helps you to arrive at a job with essential skills that employers want, including speaking and writing clearly, analyzing information, conducting research, and solving complex problems.

The recommended program of studies includes: four years of English, four years of math, three years of a lab-based science, three years of history, two years of the same foreign language, one year of an arts program, and five additional "core" courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including:

- AP classes;
- Dual enrollment;
- Online courses for high school or college credit; and
- Work-based learning opportunities.

Articulated Courses

While still in high school, all students enrolled in courses that have articulation agreements with area colleges can begin earning college credits. Passing the high school class with the required grade average will earn an articulation certificate. Easthampton High School has courses that articulate to Holyoke Community and Springfield Technical Community Colleges offering high school and college credit. Articulation agreements are contracts between the high school and the colleges that identify high school curriculum in the most advanced classes at EHS that follows a sequence of learning matching the introductory college course. Contracts are updated annually; however, credit is awarded by the college.

School-to-Work

School-to-Work utilizes work based learning plans which provide students with the Career Cruising software program, a college and career readiness planner, as a pre-requisite to engage students by connecting their individual interests and abilities to opportunities in the community. The program integrates the state and national School-to-Career standards.

Our goal is to prepare every student to make responsible, well-informed career choices by linking what students learn in the classroom to what they will do in their lives after high school. The expectation is that students will be strong advocates and full participants in their planning process which utilizes Career Cruising. This involves the collaboration of guidance counselors, teachers, school administrators, students, businesses and parents to help motivate students to excel academically and make wise choices. EHS supports career exploration activities and work-based learning experiences for students with placements throughout the greater Easthampton community.

Contact Information

The Guidance Department is comprised of two school guidance counselors, one school adjustment counselor and a guidance department administrative assistant. Students, with the help of the administrative assistant, may arrange an appointment to meet with their guidance counselor. The phone number for the Guidance Department is (413) 529-1585.

Mr. McGuire
School Guidance Counselor

Mrs. Soverow
School Guidance Counselor

Mr. Sampson
School Adjustment Counselor

Mrs. LeDoux
Guidance Administrative Assistant

COLLEGE AND CAREER READINESS ELECTIVES

Courses Offered

Dual Enrollment
Independent Study
The Lower Pioneer Valley Educational Collaborative Career & Technical Education Center (CTEC)
Work Based Learning
College and Career Readiness (see page 22)

COURSE DESCRIPTIONS

AP

747/748 Dual Enrollment
Grades 11 & 12
4 credits/course

Students may enroll in three credit or four credit university/college level courses at area colleges, online or on campus, if the student meets the entrance requirements and deadlines specified by the university/college. Students must meet with their guidance counselor to obtain approval to register for these classes. A "*permission to leave the building field trip form*" must be signed by the student and parent for any classes taken outside of EHS. Costs for these classes are with the student. Students are not allowed to take winter intersession courses. Students are responsible for providing an official transcript of mid-term and final grades to the Guidance Office for recording on high school transcript. This is done through the registrar's office at the college/university. Courses will not be approved if they are offered at EHS. Any student who fails a dual enrollment class will not be approved for additional dual enrollment courses through EHS. The EHS add/drop policy applies to dual enrollment classes.

Pre-requisite:
2.5 cumulative grade point average

AC

993 Independent Study
Grades 11 & 12
2 credits

Prerequisites: Completed 100% of Career Cruising and signed contract with the approval of guidance counselor and Principal

Independent Study is designed to allow students to study advanced levels and explore specific areas of interest under supervision by a faculty member or community resource person. Students initiate the process with their guidance counselor, and the independent study is supervised and overseen by the cooperating teacher. Pass/Fail grading is given. No honors points are awarded. No grades or credits will be issued prior to teacher evaluation.

AC

The Lower Pioneer Valley Educational Collaborative Career & Technical Education Center (CTEC)
Grades 9 – 12
8 credits/semester

CTEC offers exploratory and vocational programs. Enrolled students attend academic classes at EHS and attend vocational classes at CTEC. An application must be filed for consideration to this program. Accepted students meet with their guidance counselor for scheduling their classes. Students interested in this program must become familiar with specific graduation requirements in making their educational and career plans. The district deadline to apply to CTEC is determined by the superintendent of schools (historically the date is set in March); www.lpvec.org.

AC

746 Work Based Learning
Grades 11 & 12
Credits determined by contract (maximum 8 credits/semester)

Prerequisites: Completed Prep Packet including 100% of Career Cruising and signed contract with the approval of guidance counselor and Principal

Work based learning provides an experience where a high school student learns by assuming a responsible role as a worker in a company or organization and then observing and reflecting on what happened while they were in the workplace. The Internship Program is a supplement to formal classroom instruction. Its intent is to significantly add to the vitality of the instructional program and to impact the courses that a student has taken or will take.

A Work Based Learning Plan will be developed for the student in cooperation with the internship site supervisor. Internships do not have to correspond with the school calendar. Students are free to make application and begin an internship anytime during the school year. Credit and grades are assigned after the student completes all hours required and has a completed evaluation. A student may complete two internships each school year. They may occur in the fall, spring, summer, or any combination.

ENGLISH DEPARTMENT

The Easthampton High School English program is aligned to the Common Core standards and is designed to help students acquire effective communication skills for the 21st century. Students will achieve proficiency in writing, reading, listening, speaking, and the analysis of fictional and informational texts. As a school graduation requirement, students are enrolled in an English class each year and must successfully complete all four classes before being eligible to graduate. Each year's course offerings build upon the skill set acquired during the previous year. Philosophically, the Easthampton High School English Department contends that, "lifelong learners engage in constructing and conveying meaning by assessing, analyzing, synthesizing, evaluating, and applying knowledge and experiences for a variety of purposes, audiences, and situations."

Benchmarks for Student Expectations
Students will:

- *Demonstrate their technological skills with lessons designed for the 21st century learner;*
- *Exhibit in their writing the use of Standard English usage and conventions;*
- *Analyze information for relevance, reliability and validity;*
- *Demonstrate competency in writing long/short college essays and communicate effectively in oral presentations; and*
- *Interact successfully with others in small groups in order to participate in projects/demonstrations and take part in peer editing activities.*

Courses Offered

Communication Skills
Contemporary Literature
Creative Writing
English 9
English 10
English 11
English 12
Advanced Placement (AP) English Language & Composition
Advanced Placement (AP) English Literature & Composition
Literature and Film
Shakespeare and Film

PATHWAY

CORE

- English 9 (AC or H)
- English 10 (AC or H)
- English 11 (AC or H), AP Language, Communication Skills, or Contemporary Litertature
- English 12 (AC or H), AP Literature, Communication Skills, or Contemporary Litertature

ELECTIVES

10th Grade

- Creative Writing

11th Grade

- Creative Writing
- Film & Literature
- Shakespeare

12th Grade

- Creative Writing
- Film & Literature
- Shakespeare

AC

132 Communication Skills *

Grade 11 & 12
4 credits/semester
This course is offered every other year
Offered on even numbered school years

This course, aligned to the Common Core standards, will reinforce and refine the skills needed to communicate effectively. Students will respond orally and in writing to a variety of written, visual and oral texts. Students will use effective strategies to read, write, view, speak and listen. Planning, writing, peer editing, and rewriting skills are emphasized. Grammar skills are stressed to reinforce logical and coherent communication. Students will exhibit correct standard English usage in oral and written communication. Vocabulary will be studied. The student will demonstrate an understanding of various literary genres including fiction, nonfiction, poetry, and primary source documents. Student skills and understandings will be assessed by a review of written assignments, essays and journals, a poetry portfolio, evaluation of group discussions and cooperative group projects, and quizzes and tests. Student skills and understandings will be demonstrated with completed essays and a final mini research project or book report.

AC

142 Contemporary Literature *
Grade 11 & 12
4 credits/semester
This course is offered every other year
Offered on odd numbered school years

This course, aligned to the Common Core standards, will explore 20th century literature using fiction, nonfiction, poetry, drama and biography. Each unit features a specific theme for study. The students will critically analyze and respond orally and in writing to a variety of oral and written texts. Through group discussion, individual inquiry, presentations, and projects, students will demonstrate an understanding of literature exhibiting standard English usage in written and oral communication. Vocabulary will be generated from the literature. A technical writing component will be introduced to assist in real world writing applications. Student skill and understanding will be assessed by written assignments, projects, oral presentations, focused class participation, and occasional tests and quizzes.

AC

145 Creative Writing
Grades 10 – 12
4 credits/semester

The student will investigate, both in his/her reading and writing and in text, the many forms of creative expression in poetry and prose. Students will respond orally and in writing to a variety of written texts. Student writing will be submitted on a weekly basis, and students will also keep a writer's journal. Each student will receive a copy of all student writing submitted for discussion and reviewed by the class and the instructor. Students will be required to write in a variety of forms. Students will exhibit correct standard English usage in oral and written communication. Vocabulary will be generated by student writing. Students' skills and understanding will be assessed by a review of journals and portfolios of written assignments, evaluation of group discussion, and required submission of original writing to a class publication. Cumulative skills and understandings will be demonstrated by publication of an original work and a final portfolio.

AC

113 English 9
Grade 9
4 credits/semester

This course, aligned to the Common Core standards, will focus on the rules of conventional English (grammar, punctuation, and spelling). Writing will be emphasized as well as reading comprehension. Students will study and demonstrate proficiency in expository, persuasive, and research paper writing. The study of figurative language and vocabulary will be generated from the reading of short stories, plays, and Epic literature. The study of Greek, Roman, and Norse mythology as the basis of western literature is concentrated and complete. Students will be introduced to the elements of research. Possible projects will include a Create-a-Myth competition, a poetry portfolio, and an internet myth project. Assessment will include written assignments, quizzes, journals, projects, demonstrations, group work, and tests. Completing the research work is a requirement of the course.

H

114 English 9
Grade 9
4 credits/semester

Students will immerse themselves in the rich worlds of Greek and Roman mythology, with exposure to other world folklore. This course, aligned to the Common Core standards, will focus on the rules of grammar, spelling, and mechanics in order to assist students with the advancement of their writing skills. Students will study and demonstrate proficiency in expository, persuasive, and research paper writing. Vocabulary and figurative language are emphasized and generated from the epic works of *The Iliad* and *The Odyssey*, plays, poetry, and many short stories and novels. Analysis of literature and various genres studied is ongoing via class discussion, homework, quizzes, essays, and tests. One fully developed research project on the Victorian era will follow study of four time period literary pieces. This project will include all parts of the research process and culminate in a visual presentation via slide show. One Shakespearean play will also be read and fully discussed and analyzed.

AC

123 English 10
Grade 10
4 credits/semester

This course, aligned to the Common Core standards, will focus on improving writing skills and understanding literature. Literature will include comprehensive survey of short stories, drama, fiction, nonfiction, poetry, and historical documents. Students will be expected to use conventional English usage in their writing and be proficient in identifying parts of speech. Daily writing in directed journals will include developing topic sentences into well-organized and logical paragraphs and essays. Reading comprehension will also be assessed through directed journals. Students will study figurative language in order to define, understand, use, and identify examples found in prose and poetry. Weekly writing practice will be generated from reading selections and will include responding to multiple choice and open response questions in conjunction with the Common Core standards. Student skills and understanding will be assessed by quizzes and/or tests, review of journals, expository and analytical writing assignments, research projects, and oral presentations.

H

124 English 10
Grade 10
4 credits/semester

This course, aligned to the Common Core standards, will provide students with a strong foundation in developing paragraphs and essays that relate to a clear, well-defined topic sentence or thesis statement. Students will be expected to use conventional English usage in their writing and be proficient in identifying parts of speech. The reading portion of this course is rich covering a variety of genres such as fiction, nonfiction, poetry, drama, and historical documents. A comprehensive survey of short stories, a contemporary classic novel, a film unit, as well as stylistic elements of poetry will be covered in depth. Writing will be a part of the students' daily class activities to show comprehension of outside reading and to develop essays generated from open-response questions. Figurative language will be studied in conjunction with poetry and other prose so that students will be able to define, understand, use, and identify examples found in their reading. Student skills and understanding will be assessed by quizzes and/or tests, review of journals and writing assignments, responses to open-ended questions, research projects, and oral presentations. Additionally, students will read two Shakespearean plays during the semester.

AC

133 English 11
Grade 11
4 credits/semester

This course, aligned to the Common Core standards, will enable students to demonstrate the skills necessary to analyze and understand, write critically about and exhibit an appreciation of literature in order to facilitate success in college. American literature is studied thematically and includes fiction and nonfiction. The student will demonstrate an understanding of various genres: novel, short story, drama, poetry, biography, autobiography, and essay. Students will respond orally and in writing to a variety of oral, visual, and written texts; use effective strategies to read, write, speak, listen, view, and present; engage productively in discussions; use and produce a variety of media; and utilize a variety of resources for research. Essays are assigned on a regular basis, and students write directed journal entries. Students will exhibit correct standard English usage in oral and written communication and will demonstrate an understanding of the expository essay. Vocabulary is generated from the literature. Student skills and understandings will be assessed by a review of journals, essays, and other written assignments; evaluation of group and individual demonstrations and projects; and quizzes and tests. A typed, researched, comparative literature term paper is a requirement of the course.

H

134 English 11
Grade 11
4 credits/semester

This course, aligned to the Common Core standards, will focus on students' proficiency in the use of standard English, paragraph development, and essay writing. Students will be competent readers who are prepared to study American Literature in depth. They are independent workers cognizant of research techniques. English 11 H is for college-bound students who demonstrate the skills necessary to analyze and understand, write critically about, and exhibit an appreciation of literature. American literature is studied thematically and includes fiction and nonfiction. The student will demonstrate an understanding of various genres: novel, short story, drama, poetry, biography, autobiography, and essay. Students will respond orally and in writing to a variety of oral, visual, and written texts; use effective strategies to read, write, speak, listen, view, and present; engage productively in discussions; use and produce a variety of media; and utilize a variety of resources for research. Essays are assigned on a regular basis, and students write directed journal entries daily. Students will exhibit correct standard English in oral and written communication and will demonstrate an understanding of the expository essay. Vocabulary is generated from the literature. Student skills and understandings will be assessed by a review of journals, essays, and other written assignments; evaluation of group and individual demonstrations and projects; and quizzes and tests. Student skills and understandings will be demonstrated with a final portfolio and a typed comparative literature term paper.

AC

143 English 12
Grade 12
4 credits/semester

This course, aligned to the Common Core standards, will explore the cultures and themes represented in English Literature from the period of the earliest invasions of the British Isles to the 20th century. Students will read selections from the Anglo-Saxon Period: the epic *Beowulf*, *The Seafarer*, assorted riddles, literature from the Medieval Period, selections from *Chaucer's Canterbury Tales*, Shakespeare's *Macbeth*, and the satire of Swift. In addition to the above, students will read selections and historical documents from various authors and poets from across the globe during various time periods. Assessment will include, but is not limited to, expository writing assignments, analytical essays, journals, projects, tests, quizzes, and presentations.

AP

154 Advanced Placement English Language & Composition
Grade 11
4 credits/semester

Using the *Language of Composition* as the core text, students will read, discuss, and write a variety of types of essays, including analysis, argument, and synthesis. This course will prepare the student for the Advanced Placement Language and Composition Exam, as well as writing throughout the rest of their education. In addition, works of fiction will be used as exemplar models of proper and compelling rhetoric and to enhance the study of non-fiction. Students are required to take and pay for the AP Language and Composition Exam.

AP

149 Advanced Placement English Literature & Composition
Grade 12
4 credits/semester

Students will analyze a wide range of literature in terms of reading and writing as prescribed by the Advanced Placement board for the study of World Literature. During the course of the semester, students will participate in numerous timed writing activities, Saturday preparation sessions, and mock tests in order to bolster their preparedness for the College Board AP exam. Expository writing, including a research component, will be the primary focus of the writing portion of this course. Students are required to take and pay for the AP Literature and Composition Exam.

AC

136 Literature and Film
Grades 11 & 12
4 credits/semester

The students will review classic and popular literature as it has been adapted to film. Some of the classic titles will include *Pride and Prejudice*, *The Count of Monte Cristo*, *Oliver Twist*, *The Last of the Mohicans*, and *Huck Finn* to name a few. It will also include some interesting more modern classics such as *One Flew over the Cuckoo's Nest*, *The Graduate*, *Night Mother*, and *The Effect of Gamma Rays on Man in the Moon Marigolds*. Additionally, the course will look at stereotypes portrayed in film and even in cartoons. Cartoons will also be viewed for the purpose of noting the multitude of literary references to all types of literature from fairy tales to mythology.

AC

137 Shakespeare and Film
Grades 11 & 12
4 credits/semester

Students will acquire an understanding and appreciation of the life, times, and works of William Shakespeare. Using texts versus films, discussions, vocabulary exploration, and research projects, students will study the historical background of Shakespeare's life, works and effect on language with at least six plays. Readings may include *Anthony and Cleopatra*, *The Taming of the Shrew*, *Midsummer Night's Dream*, *Julius Caesar*, *Othello*, and *The Merchant of Venice*. Students' skills and understandings will be assessed by written assignments, evaluations of group reading and discussions and analyses of the film adaptations of the plays. Essays, quizzes, presentations, projects, and tests with a final research paper or project will further assess student achievement.

ENGLISH LANGUAGE LEARNERS DEPARTMENT

The English Language Learner Department promotes mastery of the English language in a culturally and linguistically sensitive environment. However, it is important not to neglect a student's first language. Continuing to develop native language at home does not interfere with English language acquisition. In fact, the research shows it helps the process.

ELL Educational Goals

Students will:

- *Become fluent in all areas of the English language;*
- *Acquire 21st century skills;*
- *Communicate using various methods;*
- *Demonstrate community involvement through project-based learning;*
- *Actively participate in the mainstream educational program; and*
- *Convey awareness of diverse cultures and backgrounds.*

How is Success Measured?

Teachers measure success in multiple ways. Data and evidence used includes coursework, grades, ACCESS for ELLs test scores, W-APT scores, classroom performance, and multiple forms of assessment. Portfolios are kept for all ELL students to serve as running records and evidence of each student's social and academic language development. The level of English language performance expected depends upon the proficiency level of each student.

Educational Approach

The ELL curriculum is both meaningful and comprehensible to the student and aligned with the Massachusetts State Frameworks, the Common Core State Standards, the World Class Instructional Design and Assessment (WIDA), the English language development (ELD) Standards, and the district curriculum.

Program of Services Overview

All ELL students placed into the district's ELL program develop English language skills and have the opportunity for meaningful participation in the educational program. In accordance with the State law, G.L.c. 71A, which requires that most Limited English Proficient students be educated in a Sheltered English Immersion (SEI) program, this is the program we have chosen to use in Easthampton. SEI consists of both English language development (ELL instruction) and sheltered subject matter instruction in English. Because we are a "low incidence district," we face unique challenges in implementing this program, and it may look different than large-scale implementation. All English language learners are placed in classrooms with English speakers who serve as peer models. Instruction is based on the benchmarks of the standards-based curriculum of the MA Curriculum Frameworks in each content area in conjunction with the WIDA English Language Development Standards. Students master academic content while they are learning social skills needed to compete in the 21st century.

Program Offerings

Students progress from one level to the next as they acquire more proficiency in English. Under the new WIDA assessment system, there are 6 levels of English language proficiency; Levels 1-6 (Entering, Emerging, Developing, Expanding, Bridging, and Reaching). ELL students receive ELL instruction until they are proficient in listening, speaking, reading, and writing. At that point, they are exited from the program and monitored for two years by the ESL Teacher. All ELL courses are for one full semester and count toward the sixteen credit English graduation requirement. Based on student need, sheltered content instruction may be delivered by an ESL teacher with an appropriate content area license, or through co-teaching between an ESL teacher and a sheltered content teacher.

COURSE DESCRIPTIONS

AC

119 ELL 1 Listening and Speaking (Taken with ELL 1: Literature & Composition)
Grades 9 – 12
2 credits/semester

Listening and Speaking is a full semester course for students with little or no proficiency in English. Through the use of highly scaffold interactive role-plays, dialogues, total physical response skits, games, and more, students learn to communicate their daily personal needs and converse about fundamental and familiar topics. Students are introduced to the building blocks of English grammar. Multimedia is used to reflect on the U.S. culture as well as many cultures from around the world in an attempt to answer the overarching essential question: How is language connected to culture?

AC

120 ELL 1 Literature and Composition (Taken with ELL 1: Listening and Speaking)
Grades 9 – 12
2 credits/semester

Literature and Composition is a full semester course for students with little or no proficiency in English. Students develop literacy skills and master vocabulary through reading a mix of genres. Students also learn to express their ideas through the writing process beginning with anywhere from words to simple or complex sentences and progressing to well-developed paragraphs, depending on the starting point. Students read and write multicultural narratives, but also poetry, historical fiction, and science texts. Students learn practical strategies that are the building blocks for more academic vocabulary and concepts. Students must achieve proficiency at this level in order to advance to the next course(s). The essential question explored in this course is: How is culture viewed in stories people share?

AC

121 ELL 2 Literature and Composition
Grades 9 – 12
4 credits/semester

Literature and Composition is a full semester, intermediate-advanced course for students to increase their English vocabulary, improve reading, writing, and thinking strategies in English, and write about literature they read. Multicultural selections include: high-interest novels, non-fiction, narratives, mythology, short stories, dramas, and film. Students also work on improving pronunciation. Students must achieve proficiency in ELL 1 or equivalent to advance to this course. The overarching essential question explored in the course is: How does culture reveal itself in new ways as one acquires more of its host language? The curriculum is adjusted based on the students in the class.

HEALTH/PHYSICAL EDUCATION/EARLY CHILDHOOD EDUCATION DEPARTMENT

The Wellness program at Easthampton High School provides students with a comprehensive education in Health, Physical Education, and Early Childhood Education. Students must earn ~~8~~ 10 credits in physical education. All ninth grade students, except those enrolled in CTEC, are required to take 9th grade Physical Education and Wellness. This meets the physical education and health requirement for freshman year. This is the only PE course that freshmen can take. Sophomores, juniors, and seniors will choose physical education classes that best compliment their schedules. Intro to Early Childhood Education can be used as a health credit. All other Early Childhood Education classes are electives and count toward graduation requirements.

Benchmarks for Student Expectations

Students will:

- *Learn how to use technology to access information;*
- *Obey rules. They reflect critically in writing and orally on personal issues that require decision making;*
- *Practice specific skills through role playing, participating in games, and practice in their individual lives;*
- *Appreciate diversity. They become more aware, respectful, and understanding of differences in fellow students through the establishment of a community environment in which students assist in creating rights and responsibilities and hold each other accountable for individual behavior;*
- *Successfully complete all academic, interpretive, safety, and physical requirements of the department. In some classes, students will carry out a semester-long personal behavior change project and develop their own interactive health workshops;*
- *Meet requirements by successfully completing oral, written, and physical demonstrations of tasks assigned. Role playing, journal writing, discussions, and other interactive forms of communication will be used;*
- *Through individual and group activities, demonstrate knowledge of skill, content, and games;*
- *Successfully complete experiences with the community through the "Tiny Tot" program and outside presentations on health topics;*
- *Come to a better understanding of character and the role that health, nutrition, physical fitness, and a desire to improve play in achieving post-graduation goals;*
- *Engage in social and interpersonal interactions in the classroom setting, use personal examples that occur on a daily basis to increase awareness around social interactions, and be exposed to a formal and informal environment;*
- *Understand the framework standards that are being addressed in each unit taught;*
- *Learn the principles of cardiovascular and muscular fitness and apply skills in the fitness center; and*
- *Understand the skills needed for a wellness lifestyle and practice self-management with an emphasis on nutrition, fitness, and stress.*

Courses Offered

Hot Topics for Teens
Life 101
Early Childhood Practicum I, II, III, IV
Freshmen Physical Education
Freshman Wellness
Intro to Early Childhood Education
Conditioning for Sports and Life
Modern Physical Education (4 credits)

AC

839 Conditioning for Sports and Life (PE, E)
Grades 10 – 12
4 credits/semester

This course is designed for the student who wishes to increase his/her cardiovascular condition and strength. Students will be challenged daily through extremely vigorous activities in the areas of cardiovascular fitness, strength training, and circuit training. These activities will include lifting weights in the fitness room, circuit training, running sprints, and going for (up to) four mile runs. Students participating in this class should come with some conditioning experience, but it is not necessary. Most important is a willingness to work hard and get better. Students will be expected to push themselves beyond their perceived limits.

AC

806 Early Childhood Practicum I (E)
Grades 10 – 12
4 credits/semester

Prerequisite: Intro to Early Childhood Education or recommendation of guidance counselor (Seniors without the prerequisite will be allowed to take the class)

Students will work in a preschool setting three days per week applying theories and curriculum that they have researched and developed. Working as a team, student teachers will apply cooperative and communication skills to work toward developing proficiency in site-based management**.** Demonstration of problem solving and critical thinking skills will be used to plan programs for preschoolers. Students will have an opportunity to read text, research theorists, and interpret and apply this information to design developmentally appropriate preschool lessons. All students are expected to participate in all areas of the preschool program. A strong desire to work with children is essential. The EHS students teaching Tiny Tots will act as role models, and it is mandatory that appropriate behavior and language be exhibited at all times. Each student teacher must plan at least two developmentally appropriate programs that they will carry out over two classes. The program should include a story, large and small motor activities, and a learning experience (table project, treasure hunt, puppet show, etc.) Each student teacher will take a turn being the director of the program and coordinate the activities planned. Due to the nature of this class, consistent attendance is needed to successfully complete the course. Students will be graded on attendance, class participation, journal entries, projects, and written lesson plans. The final exam will be the creation of a children's book, the development of a parent brochure, or a progress report written about a specific preschooler.

AC

807 Early Childhood Practicum II (E)
Grades 10 – 12
4 credits/semester

Prerequisite: Intro to Early Childhood Education and Early Childhood Practicum I or teacher permission

Students will continue to work in the preschool setting and apply theories and curriculum that they have researched and developed. Working as a team, the student teachers will apply communication skills and work toward developing proficiency in site-based management. Student teachers will take an active part in assisting the first-year teachers in the planning and designing of their programs. All student teachers are expected to participate in all areas of the preschool program. A strong desire to work with children is essential. The student teachers will act as role models and it is mandatory that appropriate behavior and language be exhibited at all times. Each student teacher must plan at least two developmentally appropriate programs for the preschool. Each student teacher will take a turn being the director of the program and will coordinate any activities that are planned. A daily journal must be kept that contains classroom observations, suggestions for improvement, discoveries, questions, etc. Due to the nature of this class, consistent attendance is needed to successfully complete this course. Students will be graded on attendance, class participation, daily journal entries, projects, and written lesson plans. The final exam will consist of a written analysis.

AC

809 Early Childhood Practicum III (E)
Grades 11 & 12
4 credits/semester

Prerequisite: Intro to Early Childhood Education and Early Childhood Practicums I & II. Level III is designed to meet the needs and interests of those students who are considering pursuing a career in the teaching field.

Students will continue to work in the preschool setting and apply theories and curriculum that they have researched and developed. Students will continue to apply cooperative and communication skills and work toward developing proficiency in site-based management. Student teachers will take an active part in assisting the first and second year teachers in the planning and designing of their programs. All student teachers are expected to participate in all areas of the preschool program. A strong desire to work with children is essential. The student teachers act as role models and it is mandatory that appropriate behavior and language be exhibited at all times. Each student must develop at least two developmentally appropriate programs, assist in the planning of themes for the semester, and design a bulletin board or newsletter for parents. A daily journal must be kept that contains classroom observations, suggestions for improvement, discoveries, questions, etc. Due to the nature of this class, consistent attendance is needed to successfully complete this course. Students will be graded on attendance, class participation, daily journal entries, projects, and written lesson plans. The final exam will consist of written analysis of the preschoolers.

AC

745 Early Childhood Practicum IV (E)
Grade 12
4 credits/semester

Prerequisite: Intro to Early Childhood Education and Early Childhood Practicums I, II, & III. This class is designed to meet the needs and interests of those students who are considering a career in the teaching field ONLY.

Students will continue to work in the preschool setting and apply theories and curriculum that they have researched and developed. Students will continue to apply cooperative and communication skills and work toward developing proficiency in site-based management. Student teachers will take an active part in assisting the first, second, and third year teachers in the planning and designing of their programs. All student teachers are expected to participate in all areas of the preschool program. A strong desire to work with children is essential. The student teachers act as role models and it is mandatory that appropriate behavior and language be exhibited at all times. Each student must develop at least two developmentally appropriate programs, assist in the planning of themes for the semester, and write a research paper on a topic related to child development. A daily journal must be kept that contains classroom observations, suggestions for improvement, discoveries, questions, etc. Due to the nature of this class, consistent attendance is needed to successfully complete this course. Students will be graded on attendance, class participation, daily journal entries, projects, and written lesson plans. The final exam will consist of written analysis of the traits of preschoolers along with construction of a preschool game.

AC

833 Freshman Physical Education (PE)
Grade 9
2 credits/quarter

This 9th grade course is broken into three parts; team sports, fitness, and individual sports. This course incorporates a range of skill and sport development as well as fitness activities that a student can use throughout his/her lifetime to stay healthy. Students will be introduced to the skills, strategies, and rules of a variety of sports. In addition, students will be exposed to our fitness center where emphasis will be placed on personal fitness. Students will be introduced to what constitutes fitness over a lifetime. This is the only physical education course freshman are eligible for. The class is intended to give an overview of classes that they are able to take to meet their physical education requirement over the ensuing three years. Students will be trained with “CPR in Schools Training Kit” which is a hands only CPR.

AC

832 Freshman Wellness (H)
Grade 9
2 credits/quarter

The intent of this 9th grade course is to give students a basic understanding of wellness concepts, to assess personal life-styles, understand human needs, and develop goals for growth. The course is designed to provide opportunities for students to develop health knowledge, skills, and attitudes necessary for practicing lifelong, healthy behaviors. Life skills such as decision making, communication, and building self-esteem will be addressed. Topics include: Managing stress, substance abuse, analyzing media and technology, depression and suicide prevention, healthy relationships, conflict resolution, and healthy sexuality including, sexually transmitted infections, pregnancy, and pregnancy prevention. Students will be introduced to career cruising, a requirement for graduation. The 7 Habits of Highly Effective Teenagers and The Six Most Important Decisions You Will Ever Make and Life Strategies for Teens are books that will be required reading.

AC

H834 Hot Topics for Teens (H, E)
Grades 10 – 12
4 credits semester

What's your opinion? This course is designed for students who want to discuss controversial issues. It is intended to foster mature decision-making as it relates to pertinent health issues facing young adults in today's society. Students will conduct in-depth research on controversial issues such as euthanasia, marijuana legalization, underage drinking, drug testing for athletes, etc. Students will be expected to participate in group and one-on-one debates in addition to other classroom formats for presenting information. The course will involve a significant amount of discussion and in class participation. As a result students will have ample opportunities to develop effective public speaking skills.

AC

805 Intro to Early Childhood Education (H, E)
Grades 9 – 12
4 credits/semester

Early childhood is an important aspect of human living. This course is designed to provide an overview of the many areas of child growth and development. Students will gain knowledge to help them better understand young children, as well as themselves. Areas explored include personal development, birth, parenting, child abuse, and PIES (physical, intellectual, emotional, and social development). Parenting skills depend on knowledge of child growth and development coupled with appropriate attitudes and understandings. Problem solving and critical thinking strategies are an integral part of this course. All students will be expected to participate in class discussions, group activities, and independent analysis. Each student brings with him/her a wealth of personal background knowledge that will be used to increase understandings about children. Students will have the opportunity to work directly in the preschool classroom two days per week to test out theory and understandings as related to young children. This provides the students with practical, hands-on experiences. Students will be required to keep a journal during the course. Specific questions and assignments will be given that relate to the topic being discussed. There will be periodic essays and short answer tests based upon discussions and reading from various sources. Individual and group projects will be assigned when appropriate. Each student is required to participate in the "Baby-Think-It-Over" assignment, which requires the student to take home a computerized infant simulator and write about the experience. Students are graded on attendance, class participation, journals, writing assignments, and projects. Students will be expected to assess their own writing using a rubric. There is a final exam that allows the student to demonstrate acquired knowledge

AC

837 Life 101 (H, E)
Grade 10 & 11
4 credits/semester

This course is about you and your lifestyle choices. This course will expand upon concepts learned in the 9th grade wellness class. Current topics in health and society will be explored. Students will spend time completing assignments that ask them to evaluate their personal behavior and explore topics that are relevant to teenagers today. Learning experiences related to health concepts will include topics such as, relationships, sexual behaviors, mental and emotional health, nutrition, disease prevention, and substance abuse. This class is project and skill based. Students will demonstrate success in goal setting, decision making, interpersonal communication, self-management, and advocating for oneself. Novels on pertinent health issues facing young adults today will be required reading. Organization and participation in a health fair and community service projects are viable options for students. Students will be trained in CPR and First Aid. Certification is not available.

AC

PE838 Low Impact Physical Education (PE, E)
Grades 10 – 12
4 credits/semester

This course will offer a variety of activities, which are designed to help students understand the importance of physical activity in maintaining healthy lifestyles. This course will include activities such as walking, yoga, Tae-Bo, and weight training. Students will understand the five components of fitness, create a personal fitness plan, set short and long term goals and strive towards self-management of that plan. In addition students will engage in team and individual activities throughout the semester.

AC

467 Modern PE for Band & Chorus Students (PE, E)
Grades 10 – 12
4 credits/year A/B

Designed for 10th-12th grade Chorus and/or Band students, this course will offer many of the same activities of the traditional PE class combined with an emphasis on cardiovascular fitness and strength training.

AC

844 Modern Physical Education (PE, E)
Grades 10 – 12
4 credits/semester

This course will offer many of the same activities of the traditional PE class combined with an emphasis on cardiovascular fitness and strength training. This course is designed for the student who is interested in a variety of activities.

MATHEMATICS DEPARTMENT

The EHS Mathematics Department embraces the Massachusetts Common Core Standards as outlined in the 2011 Massachusetts Curriculum Framework document. The department understands that the new standards call for rigor as well as a focus on conceptual understanding and depth of learning. In order to achieve these goals, teachers will plan and deliver their instruction utilizing the Standards of Mathematical Practice. Teachers will provide students with opportunities for relevant applications of their learning and will establish a classroom environment welcoming students' active participation.

The MassCore and the Massachusetts High School Program of Studies recommend four years of mathematics to provide all students with college and career readiness. Therefore, 16 credits of mathematics are required for graduation. Algebra I, Geometry, and Algebra II are the minimal recommended courses for college preparation. Students can select Pre-calculus or a math elective for their fourth math class.

Academic Courses

Students learn mathematical skills and concepts to prepare them for college and career. Each discrete course will be planned based on the prescribed content standards as outlined in the Massachusetts Common Core Standards. Students will be prepared for the MCAS, PSAT, and SAT and ACT exams, and college courses they may take. At any time during the series, a student may begin taking honors level classes.

Honors Courses

Students in honors classes will learn the mathematical skills and concepts outlined for each discrete course in the Massachusetts Common Core Standards. Students taking Honors level classes should expect to be challenged to excel at a level much greater than at the Academic level. Honors level courses will explore mathematics with the additional depth and rigor necessary for preparation to take advanced level mathematics, such as AP Calculus and/or AP Statistics. Qualifying scores of 3 or better on AP exams will entitle the student to earn college credit while attending high school.

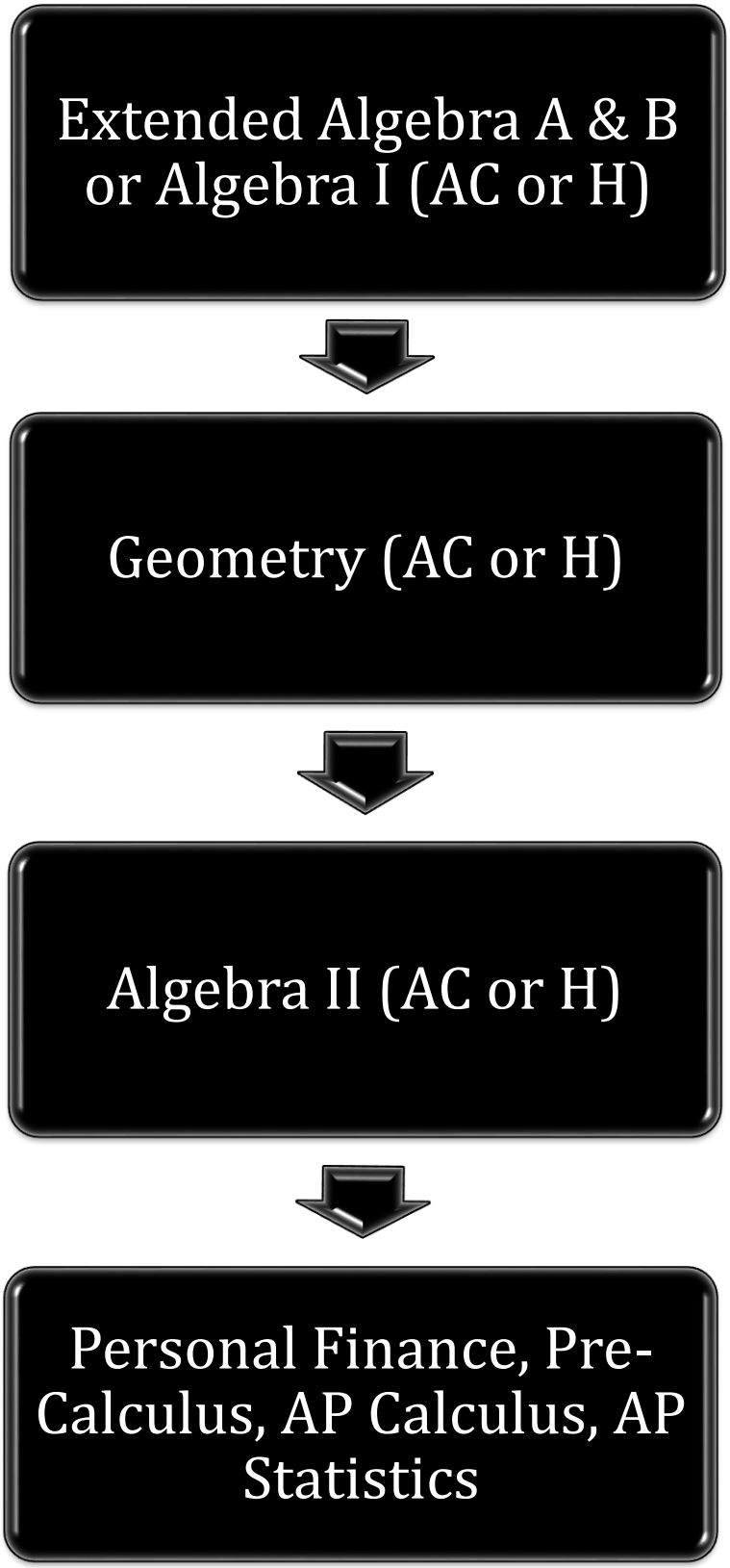
Benchmarks for Student Expectations

Students will:

- *Apply previously learned mathematical skills in the context of new problems;*
- *Be flexible, creative, and persistent in their problems solving strategies;*
- *Demonstrate competent and judicious use of calculators;*
- *Work individually as well as collaboratively and cooperatively to learn and apply mathematical concepts;*
- *Demonstrate their understanding of mathematical concepts through both written and verbal means;*
- *Successfully apply their understanding of mathematics to other disciplines; and*
- *Pass the MCAS at the proficient or advanced level.*

Courses Offered

Algebra I
Algebra II
Advanced Placement Calculus AB A
Advanced Placement Calculus AB B
Extended Algebra I A
Extended Algebra I B
Geometry
Math Literacy and Application
Personal Finance
Pre-Calculus
AP Statistics


Extended Algebra A & B or Algebra I (AC or H)
Geometry (AC or H)
Algebra II (AC or H)
Personal Finance, Pre-Calculus, AP Calculus, AP Statistics

PATHWAY

AC

314 Algebra I
Grades 9 – 12
4 credits/semester

Algebra I is a course that provides basic building blocks for higher mathematics courses. Objectives of Algebra I include developing strategies for solving non-routine problems and enabling students to develop an understanding of algebra by emphasizing concepts, structure, and applications. Tables and graphs are used to interpret algebraic expressions, equations, and inequalities and to analyze functions. Manipulatives, such as algebra tiles, are used to transition from the concrete to the abstract. Calculators, graphing utilities, graphing calculators, and computer graphing simulators will be used as tools to assist in problem solving and understanding of form and structure. These tools make it possible to include realistic applications throughout the curriculum.

H

318 Algebra I
Grades 9 – 12
4 credits/semester

Prerequisite: Teacher recommendation

Algebra I Honors covers all of the concepts and techniques in Algebra 1 Academic. Rigorous application and modeling experiences will require students to attain a higher level of problem solving proficiency. This course is designed for students who intend to work at the honors level toward AP Statistics and AP Calculus.

AC

326 Algebra II
Grades 10 – 12
4 credits/semester

Prerequisite: Geometry

Algebra II extends the concepts studied in Algebra I and Geometry and introduces more advanced topics such as matrices, vectors, complex numbers, polynomials, exponential and logarithmic functions, periodic phenomena, and data collection methods to apply and extend students' skills in statistics and probability. Students will thoroughly explore the similarities between manipulating polynomials and the base ten number system. Students will be required to develop fluidity with rewriting expressions and equations to suit their problem solving needs with attention to domain and range. A graphing calculator is required for the course.

H

329 Algebra II
Grades 10 – 12
4 credits/semester

Prerequisite: Geometry

Honors Algebra II is designed for the student with exceptional ability and/or interest in mathematics. More advanced topics such as quadratic, rational, exponential, and logarithmic functions, linear programming, and sequences and series are studied. Students use logical reasoning and problem-solving skills as they work with real-life data in a variety of applications. A graphing calculator is required.

AP

346 Advanced Placement Calculus AB A
Grades 11 & 12
4 credits/semester

Prerequisite: Pre-calculus

AP Calculus is an advanced course in which students will study the mathematics of motion and change. Topics covered include functions, limits and continuity, definition of the derivative, techniques of differentiation, and applications of derivatives including optimization and related rates. Integral calculus topics such as Riemann sums, anti-derivatives, definite integrals, techniques of integration, and slope fields will also be covered. Students will demonstrate their understanding through accurate calculation, analytical solutions, graphing, and written descriptions. Students will use a TI graphing calculator to support and confirm their work. A graphing calculator is required for this course. This is the Fall section of a full year course. Students must take both semesters of AP Calculus in the same year and will be required to take the AP exam in May.

AP

347 Advanced Placement Calculus AB B
Grades 11 & 12
4 credits/semester

Prerequisite: AP Calculus AB A

AP Calculus AB B is the continuation of AP Calculus AB A. Students will continue the study of motion and change in addition and further hone their skills for communicating their understanding. Topics covered include differential equations, integrating and differentiating transcendental functions, accumulation problems, and areas and volumes of curved regions and figures. Students will continue to demonstrate their understanding through accurate calculation, analytic solutions, graphing, and written descriptions. A graphing calculator is required for this course. Students will thoroughly review and prepare for the AP Exam. This is the Spring semester of a full year course. Students must take both semesters of AP Calculus in the same year and will be required to take the AP exam in May.

AC

288 Extended Algebra IA
Grade 9
4 credits/semester

Students will be assigned to this class based on MCAS and 8th grade math performance as well as teacher and guidance recommendation. It is not available for open enrollment. It is designed for students whose math skills are below grade level and who have struggled with understanding key math concepts. The course will run as a long block throughout the school year. The course content will emphasize algebra skills while reinforcing the pre-algebra concepts necessary for success. Class routines will include daily warm-up problems, a core learning activity focusing on new skills in a real-life context, a partner homework review session, a partner or cooperative learning session on key concepts of up-coming lessons, a staying sharp session with 5-6 problems focusing on algebra and pre-algebra skill practice, and a lesson wrap-up. Technology, manipulatives, and hands-on activities will be incorporated into lessons. Students successfully completing both Extended Algebra IA and IB will move on to Geometry.

AC

289 Extended Algebra IB
Grade 9
4 credits/semester

See description above.

AC

324 Geometry
Grades 10 – 12
4 credits/semester

Prerequisite: Algebra I or Extended Algebra IA & IB

In this course, students will build upon their foundational studies of geometry in middle school. Geometric proof will be introduced as a key component of mathematical communication. The use of mathematics as a tool to model natural phenomenon will be emphasized. Students will extend their knowledge of transformations (reflections, rotations, and translations) to demonstrate congruence between figures. Dilations of geometric figures will be shown to lead to similarity of those figures and (in the case of right triangles) to the Pythagorean Theorem and basic trigonometric functions. Students will extend these ideas to the coordinate plane (Analytic Geometry). Students will also investigate and derive formulas for surface area and volume of common geometric shapes (pyramids, prisms, cones, cylinders, and spheres).

H

325 Geometry
Grades 10 – 12
4 credits/semester

Prerequisite: Algebra I

Honors Geometry extends the concepts studied in Geometry Ac using a more in-depth and rigorous approach. It emphasizes abstract and logical thinking through inductive and deductive reasoning as applied to the properties of location, distance, surface area, and volume. Analysis of more complicated and applied mathematics problems will enable students to master concepts in greater detail. This class will move at a faster pace, cover all of the material in Geometry Ac with additional trigonometry and probability topics. Significant time will be spent on assignments outside of class.

AC

287 Math Literacy and Application
Grades 11 & 12
4 credits/semester

This course will be mandatory for any student who scored below 230 on the 10th grade mathematics MCAS test. It will address key algebra and geometry standards outlined in the 2011 MA Mathematics Frameworks. Students will develop skills through individual, partner, and small group activities stressing problem-solving and modeling-based applications. Assessments will involve multiple choice, short answer and open-response type questions. Students will develop a strong math foundation for future math testing, including MCAS and PSAT, as well as other required math courses. Placement in this course will be determined by the guidance counselor with approval by the math department. This course will be offered semester 1.

AC

292 Personal Finance
Grades 12
4 credits/semester

Prerequisite: Algebra II or teacher recommendation

The focus of this course will be to apply mathematics to real life financial situations that students will face after high school. Budgets, college and career research, taxes, personal credit, renting vs. buying a home, buying a car, insurance, and investing are all life skills that this course will discuss in detail. Students will work on building a strong foundation of information and skills that will help them make good decisions in the future. This class will involve extensive use of technology as students work on individual projects.

AC

334 Pre-Calculus
Grades 10-12
4 credits/semester

Prerequisite: Algebra II

This course is recommended for any student intending to apply to a four-year college or university. Students will expand and deepen their understanding of topics including logarithmic, trigonometric, polynomial and rational functions, complex numbers, conic sections, as well as vectors and matrices. Students will solve problems using graphical, numerical, and algebraic techniques. Technology will be used for more complicated cases. Students will also use mathematical techniques to model situations from business, engineering, and physics. This course prepares students for AP Calculus. A graphing calculator is required.

H

335 Pre-Calculus
Grades 10-12
4 credits/semester

Prerequisite: Algebra II

The goal of Honors Pre-Calculus is to prepare students to succeed in AP Calculus or Calculus at the college level. By combining trigonometry, geometry, and algebraic techniques the course will strengthen students' conceptual understanding of problems and deepen their mathematical reasoning. This course is well suited for students wishing to pursue a career in the sciences (engineering, physics, medicine, computer science, business). Honors Pre-Calculus covers all concepts and techniques as academic Pre-Calculus, but in greater depth. More difficult problems and a faster pace allow students to cover topics including sequences and series, complex numbers in the complex plane, probability and statistics, vector analysis, conic sections, and limits. A graphing calculator is required.

AP

187 Advanced Placement Statistics
Grades 11 & 12
4 credits/semester

Prerequisite: Successful completion of Algebra II

AP Statistics is an introductory, college-level course with a focus on collecting, analyzing, and interpreting data. Data collection will be examined through the design of studies, surveys and experiments. Students will undertake a survey of descriptive statistical techniques and data exploration and will move on to inferential analysis through estimating population parameters, the study of confidence intervals and hypothesis testing. Probability and simulations will be used as tools to model random phenomena. Communication is an important part of statistics, therefore there is a strong written component to the course. Students are required to take and pay for the AP Statistics Exam.

SCIENCE DEPARTMENT

In the last century, we have seen countless medical, agricultural, and environmental issues arise which affect our daily lives. These issues will affect humans for many years to come. It is therefore essential that students become scientifically literate citizens. The Science Department offers a variety of courses in many scientific fields such as Biology, Chemistry, Physics, and Earth Science. It is the goal of the science department to provide students with the opportunity to develop the essential skills to succeed in a rapidly changing world. Coursework will foster an appreciation of the natural world and encourage scientific curiosity. Students need 12 Science credits and must complete of one of the MCAS Science Strands (see below) in order to meet Science Department requirements for graduation. It is recommended that students attending college acquire 16 Science credits for all college majors. If students are considering a science related major, it is recommended that students take Biology, Chemistry, and Physics along with other elective science courses.

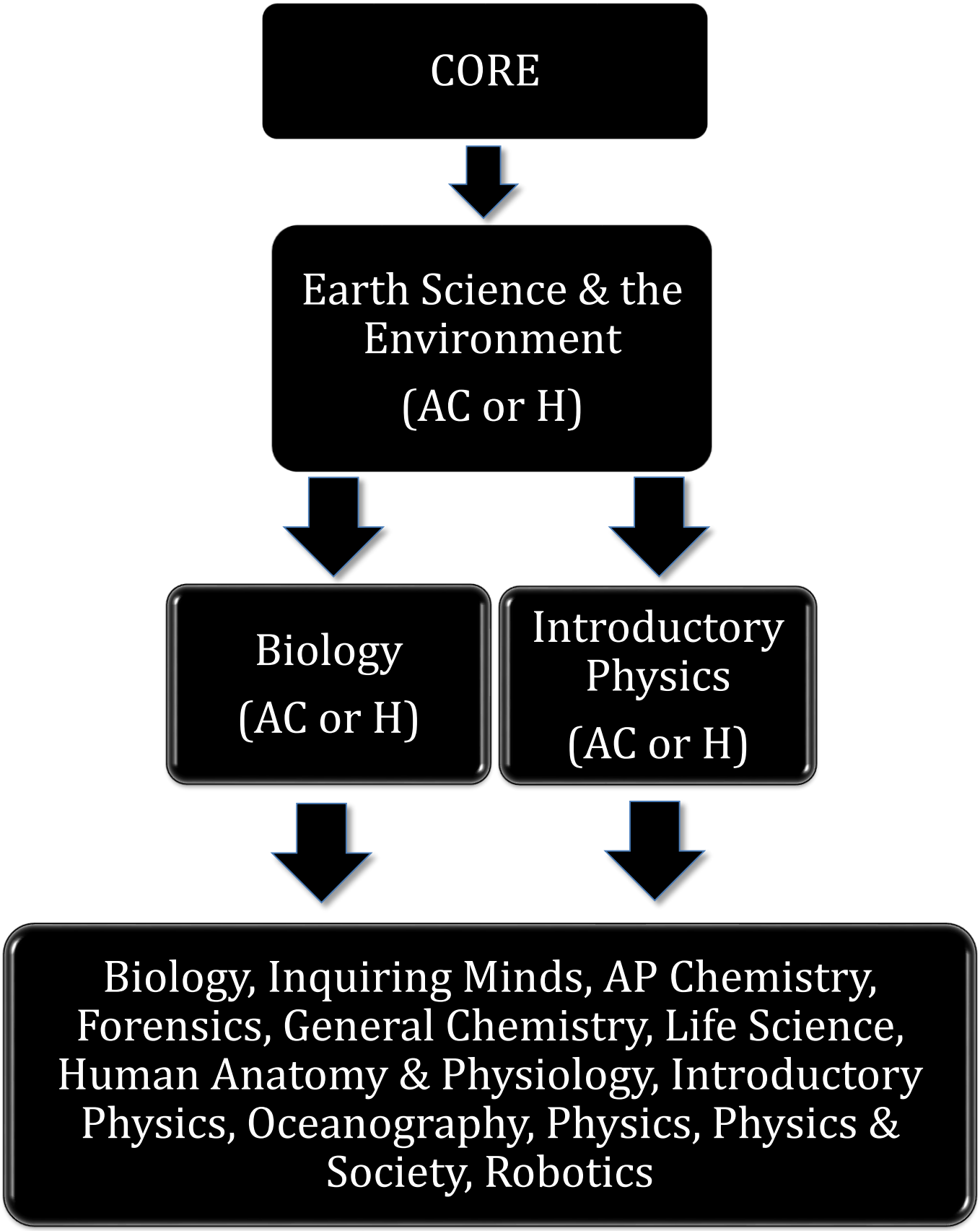
MCAS Strand 1
Earth Science and the Environment (4 credits)
Biology (4 credits)
MCAS Biology Exam (10th grade)
MCAS Strand II
Earth Science and the Environment (4 credits)
Introductory Physics (4 credits)
MCAS Physics Exam (10th grade)

Benchmarks for Student Expectations
Students will:

- *Demonstrate technological proficiency through the use of computer-based presentation tools, online research, and appropriate use of online sources;*
- *Apply knowledge learned in the classroom to solve problems through research and experimentation;*
- *Demonstrate respectful actions to all on a daily basis by using language/behavior that is appropriate in the classroom;*
- *Successfully complete science cooperative learning activities and laboratory/classroom activities;*
- *Give oral and written presentations that are designed to educate other students;*
- *Complete assessment measures of the course;*
- *Show community involvement through engagement with guest speakers, field trips, and community projects;*
- *Demonstrate creative expression through completion of a variety of projects and activities such as posters, poetry, creative writing, and video production;*
- *Explore college and career options in science classes; and*
- *Successfully complete science courses that are aligned with the MA State Science Frameworks.*

Courses Offered
Biology
Advanced Placement (AP) Chemistry
Earth Science and the Environment
Physics
Introductory Physics
Forensics
General Chemistry
Human Anatomy & Physiology
Oceanography
Life Science
Physics and Society
Inquiring Minds
Robotics

PATHWAY


CORE
Earth Science & the Environment
(AC or H)
Biology
(AC or H)
Introductory Physics
(AC or H)
Biology, Inquiring Minds, AP Chemistry, Forensics, General Chemistry, Life Science, Human Anatomy & Physiology, Introductory Physics, Oceanography, Physics, Physics & Society, Robotics

AC H

418/419 Biology
Grade 10
4 credits/semester

Prerequisite: Earth Science and the Environment

Students will form a solid foundation of biochemistry, cell biology, and molecular genetics. In addition, the course will encompass patterns of inheritance, evolution, biodiversity as well as anatomy & physiology of the human body. This is a laboratory-based science class where science skills such as formulating hypotheses, designing investigations, and analyzing and interpreting data will be emphasized. Biology State Science Frameworks will be stressed as this course is designed to prepare students for the MCAS Biology Exam. This is the second of two courses required for completion of Science Strand I. Honors science courses (H) cover topics in greater depth than non-honors courses or sections and are for highly motivated students who demonstrate competence in scientific principles.

AC

432 Life Science
Grade 10-11
4 credits/semester

Prerequisite: Earth Science and the Environment

Students will form a solid foundation of biochemistry, cell biology, and molecular genetics. In addition, the course will encompass patterns of inheritance, evolution, biodiversity as well as anatomy & physiology of the human body. This is a laboratory-based science class where science skills such as formulating hypotheses, designing investigations, and analyzing and interpreting data will be emphasized. This course will emphasize strategies to pass the MCAS Biology Test. A student who passes Biology **and** the MCAS Biology Exam cannot take Life Science

AP

447/448 Advanced Placement Chemistry
Grades 11 & 12
4 credits/semester

Prerequisites: Completion of Science Strand I or II, General Chemistry 433/434, & payment of AP Chemistry Exam Fee

A semester long, college level chemistry course focusing on topics such as: structure of matter, states of matter, reactions, physical behavior of gases, kinetics, chemical equilibrium, thermodynamics, and thermochemistry. Experiments will be based on the chemical theories learned in class. Emphasis will be on developing increased competency in solving chemical calculations and problems on the AP exam. This class is for highly motivated students who can work independently on college level assignments. Students are required to take and pay for the AP Chemistry Exam. This course runs FALL semester only.

AC H

405/406 Earth Science and the Environment
Grade 9
4 credits/semester

This course covers topics of matter and energy in the Earth's system. Earth processes, cycles, and sources of energy will be examined. These topics will include geology, oceanography, astronomy, chemistry, and basic physics. In addition, students will explore how matter and energy cycle through living systems. Students will understand how changes in advancements in science and technology alter the Earth's balance. Students will work in-depth with the scientific method, including research and experimental design, methods of data collection, analysis as well as presentation. This is the first of two courses required for completion of Science Strand I. Honors science courses (H) cover topics in greater depth than non-honors courses or sections and are for highly motivated students who demonstrate competence in scientific principles.

AC

457 Forensic Science (E)
Grades 9 – 12
4 credits/semester

Forensic Science is an investigative course that examines how science helps to solve crimes. Students will learn how different types of evidence are analyzed, the procedures for processing crime scenes, and how scientific principles are applied to legal matters. Topics will include fingerprint analysis, hair and fiber comparison, serology, and crime scene analysis. The course will revolve around a crime scene investigation project during which teams will work to solve a case using scientific and forensic skills.

AC H

433/434 General Chemistry (E)
Grades 10 – 12
4 credits/semester

Prerequisites: Algebra I & Science Strand I or II.

This course introduces students to the field of chemistry by exploring atomic structure, chemical bonding, chemical reactions, kinetic molecular theory, states of matter, acids and bases, rates of reaction, and equilibrium. Classes consist of laboratory investigations, projects, and class discussions. The Honors section is for highly motivated students who can expect extensive reading and homework.

AC H

464/462 Human Anatomy & Physiology (E)
Grades 11 & 12
4 credits/semester

Prerequisite: Completion of Science Strand 1. This course can count for either Science or Health credit.

This is a layered, laboratory-based course where students will actively acquire knowledge through laboratory dissections, their own research, and in-class presentations of the following body systems: integumentary, muscular, skeletal, nervous, endocrine, cardiovascular, respiratory, excretory, digestive, reproductive, and lymphatic. A primary focus will be on the interaction of body systems, maintenance of homeostasis, and its relationship to health and disease. Students will investigate health issues related to alcohol and drug use and abuse, cigarette smoking, and nutrition. Goals include providing students with information to help maintain health throughout their lives and opportunities to improve research skills, as well as helping students to become scientifically literate consumers of information and resources relating specifically to health issues and the human body. The honors (H) section will include more rigorous layered assignments and will discuss each topic in more detail.

AC H

407/408 Introductory Physics
Grade 10
4 credits/semester

Introductory Physics is a laboratory-based and conceptual course. Topics will include motion, forces, energy, momentum, heat transfer, waves, electricity, and magnetism. Students who enroll in this course will be expected to take the Introductory Physics MCAS in June of the same year this course was taken. This course is required for completion of Science Strand II. Honors science courses (H) cover topics in greater depth than non-honors courses or sections and are for highly motivated students who demonstrate competence in scientific principles.

AC

453 Principles of Oceanography (E)
Grades 11 & 12
4 credits/semester

Prerequisite: Completion of Science Strand 1 or II

This is a survey course in oceanography dealing with physical, chemical, geological, and biological aspects of the world's oceans. Topics include properties of water, atmospheric circulation, tides, and topography of the ocean floor, geography, and history. The course also includes a section of marine biology. Topics vary from plankton to pilot whales. Students will participate in labs, activities, and projects as well as a possible trip to Mystic Aquarium.

H

444 Physics
Grades 11 & 12
4 credits/semester

Prerequisite: Completion of Science Strand 1 or II, Algebra II, and Pre-calculus

This course is for students interested in pursuing a science-based career. The course covers motion, forces, trigonometric functions, mechanics, hydraulics, energy, heat, sound, light, electricity, and magnetism. Laboratory experiments will be used to investigate and gain a better conceptual understanding of Physics. The honors level is for highly motivated students. Concepts and topics will be taught in greater depth, and it is expected that honors students will have quality essay writing skills and demonstrate skills necessary to analyze and evaluate science concepts in greater depth. There will be more projects, more independent work, and work will be held to a higher standard.

SU

456 Physics and Society
Grades 10 – 12
4 credits/semester

Prerequisite: Completion of Science Strand 1 or II

This course introduces students to basic concepts of physics and technology while also introducing students to laboratory skills that can be useful in science-related occupations. Projects will be integrated into the curriculum as students study the following topics: motion, forces, renewable energy and non-renewable energy sources, careers in science, and more.

AC

409 Robotics
Grades 10 – 12
4 credits/semester

Prerequisite: Completion of Science Strand 1 or II

Robotics is a hands-on building and demonstration course. In small groups, the students design, build, and program robots to perform specific tasks. The tasks start simple and progressively get more complicated throughout the course. Some of the topics that will be covered are: simple machines, gear and pulley systems, transmission systems, and computer programming.

AC

441 Inquiring Minds (E)
Grades 10-12
4 credits/semester

Prerequisite: Completion of Science Strand 1 or II

This course introduces students to the basic concepts of chemistry, physics, and technology through laboratory investigations. Topics that will be covered are forensic science, renewable energy and non-renewable energy sources, careers in science and more. This course is not open to students who have already taken General Chemistry Ac or H and Forensic Science.

SOCIAL STUDIES DEPARTMENT

The Social Studies Department at EHS strives to meet the Massachusetts State Frameworks and Common Core Standards and prepare students for MCAS testing by teaching students how to read, listen, write, and frame relevant questions and reasoned arguments while incorporating 21st century skills. In addition, students are taught to set both short and long range goals and work toward them, conduct research, interpret evidence, present evidence and think critically. All students must take and pass four full semesters of social studies (two semesters of United States History, one semester of World History, and an elective) and are advised to choose from a wide variety of electives to round out the educational opportunities available to them.

Benchmarks for Student Expectations

Students will:

- *Make use of technology to gain information literacy and investigate historical events to raise global awareness;*
- *Evaluate, analyze and corroborate multiple forms of media to better understand history and the world around them;*
- *Be taught critical thinking to employ in-group decision-making processes in order to develop the following skills: flexibility, adaptability, initiative and leadership;*
- *Participate in various learning activities to develop social and cross-cultural skills;*
- *Use multiple forms of communication to demonstrate creativity and innovation in order to share their ideas and opinions;*
- *Work independently and collaborate in order to better understand historical concepts and civic responsibility;*
- *Understand the inherent responsibility in being a citizen of a democratic republic;*
- *Explore the fine and performing arts by innovating and creating various products to enhance their knowledge of history;*
- *Be made aware of post-graduate opportunities by taking part in activities designed to acquaint students with opportunities in the world in which they live; and*
- *Be made aware of the Massachusetts State Curriculum Frameworks and Common Core Standards.*

Courses Offered

History vs. Hollywood: Analyzing History in Film
Introduction to Psychology
Sociology
U.S. History I
U.S. History II
Advanced Placement (AP) U.S. History
We the People: The Citizen and the Constitution
World History II
World Politics: Genocide, War and Power in Today's World

PATHWAY

US History I (AC or H)

↓

US History II (AC or H)

or

AP US History (AP)

↓

World History II (AC or H)

↓

History vs. Hollywood, Intro to Psychology, Sociology,
We the People, World Politics,
or AP US History

AC

258 History vs. Hollywood: Analyze History in Film (E)
Grades 11 & 12
4 credits/semester

Do you love to write? Do you love to analyze and question images and films that are presented to you? If so, this is the class for you! This fast paced course will analyze, study and critique Hollywood's depiction of political, social and cultural history. We will discuss how the movie industry reinforces popular opinions and misinterprets events, themes and historical issues. We will be exploring several different films over the course of the semester. Students will build their analytical skills as they assess the accuracy of each film in comparison to historical evidence. Students will also be researching topics in the library and applying their knowledge in several essays, discussions and debates. Students will be required to write analytical essays for most of the films viewed in class. The class will also explore bias in the media and how personal agendas can distort accuracy.

AC

257 Introduction to Psychology (E)
Grades 11 & 12
4 credits/semester

Have you ever wondered why people do the things they do? Are you curious about brains? Does madness fascinate you? If so, you are already a psychologist. In this course we will examine how people perceive the world, how a brain is put together, the motivations behind people's actions and what happens when one or many of these things goes horribly wrong. In this course, we will study the origins, symptoms and treatment of psychological disorders and explore complexity of behavior and the inner workings of our own minds. Students will gain a complete introduction to the broad and diverse field of psychology from sensation and perception to development and learning with a strong focus on physiology. We will study the human mind in all its aspects, and we will study the biological bases of behavior, sensation, perception, learning, development and disorder. We will also study various theories of personality, philosophies of treatment for disorders, and pathways to psychological well-being. Because of the applied diagnostic nature of this course, it is especially useful to students who are interested in a career in the medical field

AC H

209/239 Sociology (E)
Grades 11 & 12
4 credits/semester

This course focuses on how sociologists identify social problems and the theories that arise to explain why these social problems occur in our society. We will begin our journey by defining sociology and then by analyzing how culture influences our daily life. Major topics that represent the core of this course include: drug abuse, racism, sexism, poverty and crime. The course will explore many different perspectives using a variety of classroom activities including videos, online research, simulations and debates. Students taking the honors level will have additional and more complex assignments and essays. They will be expected to read more complex documents and will also have higher standards on performance assessments. The honors level can average up to 30-60 minutes of additional homework per night.

AC H

242/243 U.S. History I: The Revolution through Reconstruction
Grade 9
4 credits/semester

Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers and individual rights. Students study America's westward expansion, the establishment of political parties and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War and the consequences of the Civil War, including Reconstruction. The class will work together following the Massachusetts Curriculum Frameworks, Common Core Standards and 21st Century Skills to improve students' critique, analysis, organization, research and writing skills. Students taking the honors level will have additional and more complex assignments and essays. They will be expected to read more complex documents and will also have higher standards on performance assessments. The honors level can average up to 30-60 minutes of additional homework per night.

AC H

245/246 U.S. History II: 20th Century America
Grade 10
4 credits/semester

In this course, students will explore the rise of organized labor unions along with political and popular reforms. As we follow America's emergence into world politics, we will analyze the contributions made by the many diverse groups of American people to our history. We will study the goals and accomplishments of the Progressive Era and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American family life. Students will study the causes and course of the Cold War, important economic and political changes during the Cold War and the impact of the Civil Rights Movement. Finally, students will study America's role in the emerging global economy and other recent trends that have shaped modern-day America. Students will use primary resources and documents to examine common themes in American history such as resistance, utopianism, pragmatism, nationalism and individualism. The class will work together following the Massachusetts Curriculum Frameworks, Common Core Standards and 21st Century Skills to improve students' critique, analysis, organization, research and writing skills. Students taking the honors level will have additional and more complex assignments and essays. They will be expected to read more complex documents and will also have higher standards on performance assessments. The honors level can average up to 30-60 minutes of additional homework per night.

AP

207/208 Advanced Placement U.S. History A & B (E)
Grades 10 – 12
8 credits/year

The Advanced Placement Program in United States History is designed to provide students with the analytical skills, thematic understandings and content knowledge necessary to deal critically with the problems and materials in U.S. history. The program is designed to prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-semester introductory college courses. Students will learn the skills necessary to practice the discipline of history by learning to assess historical materials and weigh the evidence and interpretations presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions based on informed judgments and to present evidence clearly and argumentatively in essay format. The material for the course will cover from the indigenous cultures prior to European exploration through the present. Students will use primary and secondary resources and documents to examine common themes in American history such as Identity, Work, Exchange and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, and Ideas, Beliefs, and Culture. The students will be required to take and pay for the Advanced Placement exam in order to fulfill the course. After the Advanced Placement exam in May, students will complete a research paper and presentation on a local history question of their own development. This course will meet the requirement for U.S. History II and an additional elective.

AC H

SS210/SS211 We the People: The Citizen and the Constitution (Academic and Honors combined)

Grades 11&12
4 credits/year

Do you want to know more about how your government works? Do you like to debate with your peers? This course will offer you an opportunity to become a more educated and responsible citizen and have lots of fun in the process!

The We the People course is designed to enhance students' understanding of the institutions of American constitutional democracy and help them to identify the contemporary relevance of the Constitution and Bill of Rights. Students will study the historical and philosophical influences; the framing and structure; and the history and modern applications of the U.S. Constitution including specific attention to the Bill of Rights. Critical thinking exercises, problem-solving activities, and cooperative learning techniques will be used in order to help students become active, knowledgeable and responsible citizens. The culminating activity is a simulated congressional hearing in which students testify before a panel of judges in the Massachusetts We the People competition in January. Students will be required to participate in this competition in order to fulfil the course. The competition will allow students to demonstrate their knowledge and understanding of constitutional principles and have opportunities to evaluate, take, and defend positions on relevant historical and contemporary issues. The course will follow the Center for Civic Education curriculum with additional supplemental resources.

AC H

249/250 World History II: The Rise of the Nation State to the Present
Grade 11
4 credits/semester

Students will study the rise of the nation state in Europe, the French Revolution and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th Century political reform in Western Europe and imperialism in Africa, Asia and South America. They will explore the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic and religious conflict in many parts of the world. Students will use primary source documents to examine common themes in 20th Century world history. The class will work together following the Massachusetts Curriculum Frameworks, Common Core Standards and 21st Century Skills to improve students' critique, analysis, organization, research and writing skills.

AC H

229/230 World Politics: Genocide, War and Power in Today's World (E)
Grades 11 & 12
4 credits/semester

Do you want to learn about today's world? This is the class for you. This course will focus on the politics of war, genocide and power struggle in the 20th and 21st centuries. We will discuss current events across the world and look for solutions to the many problems. We will study conflict in Israel, wars and genocide in Cambodia, Sudan and Rwanda, current political revolutions in the Middle East, the economic crises and other modern conflicts and wars. Students taking the course for honors credit will have additional and more complex readings and assignments as well as higher standards on performance assessments. All students will be expected to meet the course objectives.

SPECIAL PROGRAMS

The following programs or courses are designed to help students with specialized identified needs as determined by the student's Special Education Team. Enrollment in these programs are based on the determination of the student's Special Education Team.

Benchmarks for Student Expectations

Students will:

- *Be able to produce a word-processed document and access information;*
- *Be prompted to utilize opportunities to develop action plans for addressing situations and to take more personal responsibility over their learning;*
- *Participate, with socially acceptable behavior, in classroom discussions and school activities that address diversity;*
- *Participate in P.E.*
- *Through assistive technology or other forms of communication, be able to make others aware of their needs, wants, and/or thoughts;*
- *Participate in both individual and group activities;*
- *Participate in or attend in-school performances by performing arts groups;*
- *Participate in Team meetings*
- *Participate in writing their transitional Plans and/or Vision Statements;*
- *Attend either extracurricular activities and/or school field trips; and*
- *Receive copies of the Massachusetts State Frameworks and discussions in class will reiterate and clarify expectations.*

SPECIAL EDUCATION
Individualized Learning Center (ILC)

Entrance into ILC courses is determined by each student's Special Education Team. ILC is a small class setting with modifications based on student needs. Students in ILC classes are instructed using the MA Curriculum Frameworks in a small, supportive group setting. Instruction includes individual, small group, and whole class activities

COURSE DESCRIPTIONS

AC

063 English
Grades 9 – 12
4 credits/semester

Reading, writing, listening, and speaking skills are taught in an integrated approach to mastery in all areas of language arts. Literature-based, whole, and phonetic language instruction incorporates reading comprehension, composition, grammar, and spelling skills. Students are taught at their individual reading levels using high-interest and relevant material as well as novels and nonfiction.

AC

059 Study Skills & Academic Support
Grades 9 – 12
4 credits/semester

This course is designed to teach the study, learning and organizational skills necessary for students to individually and successfully access content and meet the requirements of general education classes. Direct services include monitoring homework, class assignments, and test completion.

SPECIAL EDUCATION
Applied Learning Center (ALC)/Full Day Program

The Applied Learning Center is a special education referral-based program of instruction that focuses on preparing students, ages 14 to 22, to become proficient in: activities of daily living, personal, social, and occupational skills, and functional academics. Instruction occurs in 1:1 or small group settings. Full-time participants are placed in general education classes as appropriate. Student's academic and social progress is assessed through data collection and assessment. Preparation towards independence in school, home, and community is learned through individual entry points in the Massachusetts curriculum areas of: 1) communication & literacy; 2) organizing & analyzing information; 3) problem-solving; 4) using technology; 5) completing entire activities; 6) acting professionally; 7) interacting with others; 8) understanding industry; and 9) taking responsibility.

COURSE DESCRIPTIONS

SU

053 English Language Arts
Grades 9 – 12
Semester I & II/4 credits each

This course is modified to teach students who are between pre-reading and third grade reading level. Skills addressed include reading, writing, comprehension, and oral language using age appropriate literature and functional materials, which can be icon based. When applicable, this course will provide units of modified classroom work for MCAS alternate assessment. Topics addressed include functional reading, functional writing, comprehension, and essay composition. Technology may be used in instruction.

SU

054 Mathematics
Grades 9 – 12
Semester I & II/4 credits each

This course teaches basic mathematics skills and concepts. Students are taught according to skill level in either a 1:1, small, or larger group basis. Topics include number sense & operations; patterns, relations, & algebra; geometry; measurement; or data analysis, statistics, & probability. Each of these topics are needed for supported or independent living and employment.

SU

055 U.S. History
Grades 9 – 12
Semester I/4 credits

This course parallels the common core curriculum in explaining the major components of local government in Massachusetts, including the roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils. Included will be an explanation of rights and responsibilities of citizens in a democracy, the role of political parties, and how laws are made, enforced, and interpreted in the United States. When applicable, this course will provide units of modified instruction appropriate for inclusion on MCAS alternate assessment.

SU

056 Food Science I
Grades 9 – 12
Semester I/4 credits

This course is laboratory-based where students will actively acquire knowledge through a supplemental curriculum introducing them to the fundamentals of microbiology, while at the same time imparting important public health information on food preparation. The scientific method is practiced to understand the formulation of hypotheses, the follow through of designed investigations, and the analyzing and interpreting of data. This course is in alignment with National Science Education Standards and with the common core curriculum. When applicable, this course will provide units of modified work for alternative MCAS alternate assessment.

SU

057 Food Science II/Work Skills
Grades 9 – 12
Semester II/4 credits

This course takes the knowledge learned from Food Science I and transfers it into food preparation. The focus is on broad transferable skills. It stresses understanding and demonstration of the elements of meal planning, basic cooking and baking techniques, food safety, and sanitation. On Friday mornings, the Golden Eagle Cooking Program is a work site simulation that teaches basic work skills. Duties include café set-up, cash register, order taking, order assembly, egg chef, sandwich assembly, and clean up. Food is consumed within the program.

SU

058 Fitness Education/Wellness
Grades 9 – 12
Semester II/4 credits

Students will, with the support of program paraprofessionals, participate in a general education Physical Education class to increase fitness and wellness and provide opportunity for peer interactions. Skills addressed include communication, cooperation, sports/game concepts, and self-advocacy.

SU

046 Community Life
Grades 9 – 12
Semester I & II/4 credits

This course covers the following: the activities of daily living, safety, community-based learning, communications and social skills. The curriculum includes small group learning with frequent teacher interaction. The entry points are individually based on student's independent achievement and need. Topics include: personal finance management, personal needs, household management, family relationships, food preparation, citizen responsibilities, leisure activities, socially responsible behavior, independence, interpersonal skills, decision making, communication skills, Job/Career interests, appropriate work habits, ways to seek and maintain employment, development of physical and manual skills, and exploration of job competencies.

Intensive Instructional Support

Intensive Instruction and Support courses provide a small group setting with a curriculum based on the state learning standards modified to address the essential elements. Coursework is further individualized as needed to meet the needs of each student. The overarching focus of Intensive Instruction and Support courses is developing both literal and inferential thinking skills, learning and applying study and organizational skills, and generalizing learned skills across academic and real life situations.

COURSE DESCRIPTIONS

AC

022 English
Grades 9 – 12
4 credits/semester

This course uses grade level content, which can be modified to meet individual student need, to provide instruction in both ELA standards and compensatory strategies needed to access the curriculum in the general education setting with special education support. Content areas addressed are reading, writing, listening and speaking. Imbedded in content lessons will be individualized instruction in research based strategies and learning skills needed to compensate for weaknesses in listening, speaking, reading, writing, spelling, organization, attention, memory, study skills, perseverance, social skills and self-regulation.

AC

023 Science
Grades 9 – 12
4 credits/semester

This course uses science curriculum frameworks and the EHS Science curriculum, which can be modified to meet individual student need, to provide instruction in science standards, compensatory strategies and learning skills needed to access the curriculum in the general education setting with special education support. Hands on experiments, in a non-lab setting, are included in the curriculum. Imbedded in content lessons will be individualized instruction in research based strategies and learning skills needed to compensate for weaknesses in listening, speaking, reading, writing, spelling, organization, attention, memory, study skills, perseverance, social skills and self-regulation.

AC

025 Math
Grades 9 – 12
4 credits/semester

This course uses grade level content, which can be modified to meet individual student need, to provide instruction in math standards, compensatory strategies, MCAS review, and learning skills needed to access the curriculum in the general education setting with special education support. Gaps in student's mathematical understanding are addressed through instruction supported by a variety of tools including, computer based training, hands-on activities, and real world applications where appropriate. Instruction of the mathematical concepts necessary for college and career readiness is also integrated into the curriculum. Imbedded in content lessons will be individualized instruction in research based strategies and learning skills needed to compensate for weaknesses in listening, speaking, reading, writing, spelling, organization, attention, memory, study skills, perseverance, social skills and self-regulation.

AC

0026 Social Studies
Grades 9 – 12
4 credits/semester

This course uses social studies curriculum frameworks and the high school's social studies curriculum, which can be modified to meet individual student need, to provide instruction in both social studies standards and compensatory strategies needed to access the curriculum in the general education setting with special education support. Content includes social studies facts and concepts and their relevance in today's world. Students learn to identify the causes and effects of historic events. Geography skills, vocabulary development, reading comprehension, analytical thinking, and written expression are also addressed. Imbedded in content lessons will be individualized instruction in research based strategies and learning skills needed to compensate for weaknesses in listening, speaking, reading, writing, spelling, organization, attention, memory, study skills, perseverance, social skills and self-regulation.

SPECIAL EDUCATION
Excel

Entrance into Excel courses is determined through the special education referral process. The purpose of the Excel program is to address the behavioral and social/emotional challenges preventing students from accessing the curriculum in the general education setting. Low staff to student ratios will provide the venue for addressing goals needed for a student's return to the general education setting.

COURSE DESCRIPTIONS

AC

002 English
Grades 9 – 12
4 credits/semester

English instruction addresses the Massachusetts State Frameworks in the areas of reading, literature, writing, spelling, listening, and speaking skills. The course is an integrated approach conducted at the student's reading level with modified content as deemed appropriate.

AC

003 Math
Grades 9 – 12
4 credits/semester

Excel Math provides individualized instruction of Massachusetts State Frameworks standards in a small class setting. Emphasis is placed on assisting students in filling in the gaps in their mathematical understanding. Instruction is supported by a variety of tools, including computer based training, hands-on activities, and real world applications where appropriate. Students are also provided with instruction of the mathematical concepts necessary for college and career readiness.

AC

005 Life Skills
Grades 9 – 12
4 credits/semester

Excel Life Skills is a comprehensive, career development program for high school students making the transition to life after high school. The curriculum focuses on the important "how to live and work" skills not often found in other areas of education. From maintaining a healthy body and a safe home to finding and keeping a job, Excel Life Skills prepares young adults for a successful life after high school. The curriculum includes study skills, goals for learning, lesson reviews, critical thinking questions, visual and online learning components, and field trips. The course also utilizes the EHS Work Study Coordinator for resume building and job seeking skills through the "Your Plan for College" and "Career Cruising" software programs.

TECHNOLOGY DEPARTMENT

Technology has three primary areas of focus, including Business and Computer, Media Arts, and Technical Sciences. Students learn key components for success in the twenty-first century, such as critical thinking, problem solving, communication, and collaboration while learning to use essential technological tools. Students will utilize the Design Process to learn how to brainstorm ideas and then design, elaborate, refine, analyze, and evaluate to improve and maximize their efforts.

Benchmarks for Student Expectations
Students will:

- *Demonstrate technological proficiency through the effective use of hardware, software and peripherals needed for the effective implementation of the arts, business, engineering and other technologies;*
- *Complete projects and assignments that will utilize the design process and meet state and Common Core Standards;*
- *Behave in a socially acceptable way and create products that are free of bias;*
- *Define, analyze, and solve complex problems;*
- *Develop an understanding of a variety of tools and media and their applicability;*
- *Work effectively both independently and in groups;*
- *Be instilled with standards of excellence throughout all levels of all courses; and*
- *Be encouraged and provided with support to collaborate and interact between school and community.*

Courses Offered

Accounting I & II
Advanced Placement Computer Science A
Advanced Placement Computer Science Principles
Business I
Business II
Design Technologies I & II
Exploring Computer Science
Computer Science Principles
Graphic Arts I & II
Information Technology I
International Business, Communication and Technology
Multimedia I & II
Publications I, II, & III
Structural Design & Engineering Basics
Web Page Design I & II

AC

A635 Accounting I (E, CVTE)
Grades 10 – 12
4 credits/semester

Accounting I is an introductory course in which students learn basic accounting, database, and spreadsheet skills in MS Excel. Students will learn accounting concepts, principles, and controls that must be mastered for success in college and the business world. Topics and projects will include understanding the accounting cycle, banking activities, spreadsheets, and databases in MS Excel.

AC

636 Accounting II (E, CVTE)
Grades 10 – 12
4 credits/semester

Accounting II is for the college-bound student who is planning on a career in business or accounting. Topics will include the accounting cycle for merchandising corporations, accounting for special procedures such as taxes, plant assets, depreciation, and partnerships, and advanced MS-Excel techniques.
Prerequisite: Successful completion of Accounting I

AP

634 Advanced Placement Computer Science A (E, C, T)
Grades 10 – 12
4 credits/semester

AP Computer Science A introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving, programming and design. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. Students must take the AP Computer Science Exam in May.
Prerequisite: Exploring Computer Science or Information Technology, Algebra I & II

AC

616 Exploring Computer Science (E, C, T, CVTE) (DESE Course Code 100120)

Grades 9-12
4 Credits/Semester

Exploring Computer Science is for students who are interested in a career in computers and technology. Assignments and instruction are contextualized to be socially relevant and meaningful for diverse students. Units utilize a variety of tools/platforms, and culminate with final projects around the following topics**:** Human/Computer Interaction, Problem Solving, Web Design, Programming, Computing and Data Analysis. This course has been designed to align with classes at the Computer Science Department of colleges and universities, and recommended by CSTA and CAITE
Prerequisite: None

AC

T636 Business I
(E,C,T,CVTE)
Grades9-12
4 Credits/Semester

Business concepts, principles, and operations of the private enterprise system are identified in this course. Students will use computer technology to compare and contrast sole proprietorships, partnerships, and corporations. This course also discusses the functions of modern business management, marketing, and ethics and social responsibility. Business math, Bookkeeping, financial management, spreadsheets and financial statements are also examined. .
Prerequisite: None

AC

T637 Business II
(E,C,T,CVTE)
Grades10-12
4 Credits/Semester

Students will study complex global economies and communities as the basic foundation of how businesses operate in global environments. This course will include influences on international business, foreign exchange and currencies, global marketing, technology, doing business on the Internet around the world, developing countries, entrepreneurship, and laws in other countries. Students will learn international e-commerce, online customer environments, data mining and security issues. Graph and map analysis, technology projects and writing activities will be used to make academic and global connections.

Prerequisite: Business I

AC

617 AP Computer Science Principles (E, C, T, CVTE)
Grades 10-12
4 Credits/Semester

This course will follow Exploring Computer Science and students will continue to develop programming skills, but will also give them an understanding of the fundamental concepts of computing, its breadth of application and its potential for transforming the world we live in. It will be rigorous and engaging. Computer Science Principles is a proposed AP course under development that seeks to broaden participation in computing and computer science among all students. The students will be required to take and pay for the Advanced Placement exam in order to fulfill the course.
Prerequisite: Exploring Computer Science

AC

624 Information Technology I (E, C, T, CVTE)
Grades 9 – 12
4 credits/semester

Students will develop proficiency in the use of computers and applications as well as an understanding of technology concepts underlying hardware, software, connectivity and power typing skills. Students are given an integration of computer applications, computer trouble shooting and repair, networking of computers, and an introduction to graphics with Adobe Photoshop and animations with Adobe Flash. Students will earn college credits at Holyoke Community College and Greenfield Community College through articulation agreements upon admission.

AC

628 International Business, Communication & Technology (E, T)
Grades 10 – 12
4 credits/semester

Students will study complex global economies and communities as the basic foundation of how businesses operate in global environments. This course will include influences on international business, foreign exchange and currencies, global marketing, technology, doing business on the Internet around the world, developing countries, and laws in other countries. Students will learn international e-commerce, online customer environments, data mining and security issues. Graph and map analysis, technology projects and writing activities will be used to make academic and global connections.
Prerequisite: Information Technology I

AC

618 Web Page Design I (E, C, T, CVTE)
Grades 9 – 12
4 credits/semester

In this class, students will learn the basics of web site design. Students will use industry standard web authoring tools such as XHTML, Cascading Style Sheets, web authoring software, and security issues in the design of a web page. Adobe Photoshop, Adobe Fireworks, and Adobe Flash will be used to create graphics, animations, and video for web pages. Students will learn basic security issues regarding servers, hardware, and infrastructure including conditions that lead to vulnerability and potential solutions of a web page.
Prerequisite: Information Technology I

AC

619 Web Page Design II (E, C, T, CVTE)
Grades 10 – 12
4 credits/semester

Students will design, create, publish, and maintain several school web pages. Students will create projects to enhance their programming, graphic, and video skills. Students will also create a digital portfolio consisting of samples of their work that can be used to obtain employment or further careers in the field of web design. Students should be self-motivated and will work independently.
Prerequisite: Successful completion of Web Page Design I

AC

856 Graphic Arts I (E, C, T, CVTE)
Grades 9 – 12
4 credits/semester

Graphic Arts I begins an exploration into the language and processes of digital design and imaging. Students will use computers and other technologies to communicate effectively through digital media within a project-based course structure. Coursework will include a thorough introduction to the Adobe Creative Suite software, primarily Adobe Illustrator, Photoshop, and InDesign, with other programs introduced as needed. Peripherals such as digital cameras and scanners will be employed as components of the digital workspace. Students will learn how to express themselves through the visual arts and will have regular writing assignments to help them refine and clarify their ideas about what they have been learning. They will create, obtain, organize, and communicate information through creative problem solving. The design process will be introduced to help students learn how to develop ideas and to create and refine their concepts. Students will also participate in the yearly EHS Arts Festival by preparing and exhibiting their artwork for community-wide viewing.

AC

858 Graphic Arts II (E, C, T, CVTE)
Grades 9 – 12
4 credits/semester

Graphic Arts II continues an exploration into the language and processes of digital design and imaging. Working within a project-based structure, students will further develop their investigations and skills in the Adobe Creative Suite software, focusing on Illustrator, Photoshop, and InDesign, with additional software utilized as needed. Peripherals will be utilized as components of the digital workspace. Students will further develop their ability to express themselves through the visual arts through the process of creating more advanced, complex, and increasingly independent projects. They will also have regular writing assignments to allow them to refine and further develop their ideas and reinforce their learning. Creative problem solving and visual communication are essential components of this course. Building on established visual principles, students will investigate problems in typography and effective communication. A portfolio will be created from a cohesive body of work developed throughout the semester. Students will also participate in the yearly EHS Arts Festival by preparing and exhibiting their artwork for community-wide viewing. An articulation agreement with Springfield Technical Community College will allow students who have taken Graphic Arts 1 &11 to eliminate a course from STCC's program.

Prerequisite: Graphic Arts I

AC

859 Multimedia I (E, C, T, CVTE)
Grades 9 – 12
4 credits/semester

Multimedia I is an art-based introduction to digital video production. Topics include instruction in the use of digital video cameras, non-linear editing platforms, and digital sound. Students will study video as a form of communication and artistic expression with an emphasis on the development of the compositional, shooting, editing, conceptual, and critical skills associated with time-based media. The course structure is project-based and focuses on creative problem solving and effective communication of ideas and concepts. Project proposals, storyboarding, and scripting will be utilized in order to improve and maximize creative efforts. Community-based projects will be a component of this course as appropriate. Students learn essential skills for success in the twenty-first century, including critical thinking, problem solving, communication, and collaboration. Student work will be screened at the annual EHS Arts Festival.

AC

860 Multimedia II (E, C, T, CVTE)
Grades 9 – 12
4 credits/semester

Multimedia II continues an exploration into video as a medium for communication and artistic expression. Students will strengthen their conceptual, critical, technical, and observational skills through creation of a series of video works that will evolve to explore a theme of their choosing. Students' technical capabilities will develop as more advanced and complex digital editing software is introduced. Course structure is project-based and focuses on more advanced creative problem solving and effective communication of ideas and concepts. The design process is reinforced as a structural element, enabling students to develop strategies and structures for creating ideas and solving visual, time-based problems. They will continue to elaborate, refine, analyze, and evaluate their ideas, utilizing project proposals, storyboarding, and scripting, to improve and maximize creative efforts. Community-based projects will be a component of this course as appropriate. Students learn essential skills for success in the twenty-first century, including critical thinking, problem solving, communication, and collaboration. Student work will be screened at the annual EHS Arts Festival.
Prerequisite: Multimedia I

AC

960 Publications I (C, T)
Grades 10 & 12
4 credits/semester

Students will work on the creation of print-based media to develop an understanding of the basics of design, typography, and print technology. Students will have the ability to work on independent projects while in class. If a student is a member of the Newspaper Club, Yearbook Club, or other activity requiring printed material as a component of the activity, they may work on their projects with guidance in Publications class. Special projects will be assigned using Macintosh computers, equipment in the lab, and various software programs: primarily Adobe InDesign, Adobe Illustrator, and Photoshop. Students will plan projects, create page designs, generate content, interview people, write articles, and organize publication content. Students will use photography to enhance and inform their work.

AC

614 Publications I for Band (C, T)
Grades 9-12
4 credits/year A/B

Students will work on the creation of print-based media to develop an understanding of the basics of design, typography, and print technology. Students will have the ability to work on independent projects while in class. If a student is a member of the Newspaper Club, Yearbook Club, or other activity requiring printed material as a component of the activity, they may work on their projects with guidance in Publications class. Special projects will be assigned using Macintosh computers, equipment in the lab, and various software programs: primarily Adobe InDesign, Adobe Illustrator, and Photoshop. Students will plan projects, create page designs, generate content, interview people, write articles, and organize publication content. Students will use photography to enhance and inform their work.

AC

615 Publications I for Chorus(C, T)
Grades 9-12
4 credits/year A/B

Students will work on the creation of print-based media to develop an understanding of the basics of design, typography, and print technology. Students will have the ability to work on independent projects while in class. If a student is a member of the Newspaper Club, Yearbook Club, or other activity requiring printed material as a component of the activity, they may work on their projects with guidance in Publications class. Special projects will be assigned using Macintosh computers, equipment in the lab, and various software programs: primarily Adobe InDesign, Adobe Illustrator, and Photoshop. Students will plan projects, create page designs, generate content, interview people, write articles, and organize publication content. Students will use photography to enhance and inform their work.

AC

961 Publications II (C, T)
Grades 11 & 12
4 credits/semester

Prerequisite: Publications I

This course will build on the basic understandings of Publications I (see course description above).

AC

962 Publications III (C, T)
Grades 11 & 12
4 credits/semester

Prerequisite: Publications I & II

This course will build on the basic understandings of Publications I and II (see course description above).

AC

737 Design Technologies I (E, T, CVTE)
Grades 9 – 12
4 credits/semester

This project-based course is founded on the design cycle, a compulsory element of design and engineering. Students will complete a variety of hands-on projects closely following the design process and learn how to utilize computer aided design (CAD) and 3D modeling software to create objects using the 3D printer and the CNC routers. In Stage I (project planning), students will be asked to bring creativity and problem solving skills to the research and development of an action plan. In Stage II (project development), students will be asked to work collaboratively as they use various tools, machinery, and materials to construct their project solutions. In Stage III (project evaluation), students will be asked to objectively critique their process/projects based on a set of design criteria.

AC

738 Design Technologies II (E, T, CVTE)
Grades 9 – 12
4 credits/semester

Prerequisite: Design Technologies I

In this course, students take on the role of engineers as they solve design problems. Students will work in collaborative engineering teams to enhance their knowledge of the design process by using mathematical analysis and computer simulations to define project solutions. Through the completion of projects, students will understand engineering as the art of skill integration and knowledge application in solving design problems in real-world simulations and terms.

AC

410 Structural Design & Engineering Basics (E, T, CVTE)
Grades 9 – 12
4 credits/semester

Prerequisite: Design Technologies I

This course starts with instruction in the fundamentals of drafting and then proceeds into orthographic projection, isometrics, 3-D developments, auxiliaries, sectional drawings, and the basics of engineering drawing. Students will be given problem-solving activities that will require design, construction, testing, and evaluating their prototypes. Attention will be given to the Design Process and the student's ability to communicate basic principles of architectural design with regard to approved structural planning criteria. Another area of focus in this course will be energy systems. We will examine how structures can be designed to capture and utilize thermal and solar energy. A broader look at energy systems will lead us to study how simple and complex machines convert energy to do work.

VISUAL AND PERFORMING ARTS DEPARTMENT

Students are required to have a minimum of 4 credits in visual/performing arts to graduate. Most students will take more than the required 4 credits. All visual/performing arts courses are considered "academic" for GPA purposes. The Arts are universal forms of human expression and have been important in all societies throughout history. Art belongs to all of us, whether we are old or young, rich or poor. Art enriches the lives of people of all races and ethnicities, provides a universal form of communication and brings joy and personal growth into the lives of people of varying cognitive and physical abilities. If our students are to comprehend the human story, then they must have the opportunity to learn about how men, women, and children all over the world and throughout the ages have expressed their ideas, feelings, and beliefs through the arts.

Benchmarks for Student Expectations
Students will:

- *Utilize computers and other technological equipment (keyboards, video equipment, etc.) to express themselves both individually and in small and large groups;*
- *Review and evaluate performances, projects, exhibits, and productions for constructive analysis. Students develop cooperative learning strategies to rehearse in small groups in order to prepare for performances and exhibits;*
- *Be made aware of the wide spectrum from which art forms are created. Groups perform music of various cultures and artistic influences. Diversity and respect for others is a main element within daily productions and rehearsals;*
- *Use cooperative skills in group work while developing specific academic projects within a variety of media;*
- *Do hands-on work and be required to pay consistent attention to these skills;*
- *Demonstrate their work using writing skills (open response), oral presentations, visual displays, and small and large ensemble rehearsals;*
- *Work on plays, musical performances, and art exhibitions that will demonstrate their ability to work together in a constructive way to produce common goals by combining individual efforts and diversified talents; and*
- *Learn to appreciate the many styles, history, and approaches to music, and visual arts by viewing live performances and art exhibitions outside the school environment.*

Courses Offered

2 Dimensional Art
3 Dimensional and Modern Art
Concert Band
Chorus
Foundations of Art
Foundations of Contemporary Art
Music Appreciation
Music Technology I
Music Technology II
Portfolio
School of Rock I
School of Rock II
Stagecraft
Illustration and Beyond

AC

740 2 Dimensional Art (E)
Grades 9 – 12
4 credits/semester

This course is designed to explore a variety of approaches, strategies, and techniques in 2 dimensional art. Students will be guided through the creative process from sketches to finished works. Lessons will include working from direct observation, using photographic sources, and building an image through imagination. Some of the materials used in this course will include: charcoal, graphite pencils, color pencils, watercolor paint, and India ink. In addition to building technical skills, students are challenged to think critically about their own work and their peers'. Students will be expected to participate actively in class critiques and discussions.

AC

741 3 Dimensional and Modern Art (E)
Grades 10 – 12
4 credits/semester

This course is an advanced survey of some of the methods used to create sculptural art. Students will focus on elements of design and composition while exploring a variety of 3 dimensional media. Some of the materials used in this course will include: clay, wire, wood, cardboard, paper mache, and found objects. Sculptural methods taught in this class will include subtractive, additive, assemblage, relief, and hand building. Lessons will include an overview of 20th Century art and its impact on contemporary three dimensional art as well as student participation in the design, construction and painting of sets and props for performances and theatrical productions. Students in this course will be challenged to think critically by actively participating in class critiques and discussions.

AC

730/731 Concert Band (E)
Grades 9 – 12
4 credits/year A/B

Prerequisite: Students must play a band instrument and demonstrate adequate music reading skills

The Easthampton High School Band members comprise both the Marching and Concert Band. This is primarily a performing group. The band affords its members the opportunity to develop instrumental skills and musical knowledge through rehearsals and performances. A wide range of literature will be covered and students will be responsible for performing at a high level of musicianship. This group also travels and competes at festivals in the spring. Qualified students will be required to perform at several events throughout the school year, including Pep Band Games, Veteran's Day Ceremony, Winter Concert, St. Patrick's Day Parade, Memorial Day Parade/Ceremony, Spring Concert, and Graduation. This course may be taken more than once for credit.

AC

726/727 Chorus (E)
Grades 9 – 12
4 credits/year A/B

The Easthampton High School Chorus is a performing ensemble. The chorus affords its members the opportunity to develop vocal skill and musical knowledge through rehearsals and performances. A wide range of literature will be covered and students will be responsible for performing at high levels of musicianship. This group also travels to festivals and competes in the spring. This group will perform at several events throughout the year: Holiday Stroll, First Fridays, Winter Concert, State Festivals, Spring Concert, and Graduation. There is no prerequisite for this class and students are encouraged to join no matter their given vocal experience. This course may be taken more than once for credit.

AC

695 Illustration and Beyond (E)
Grades 9 – 12
4 credits/semester

Illustration is the foundation for conveying a message in a visual format. Whether it is a children's book or a graphic novel, the powerful presence of an illustrated text can be compelling. In this course students will explore a variety of ways to express their "voice" through illustration. Some of the materials we will work with include: watercolor, charcoal, graphite pencil, relief printmaking, and collage. This course will also include a survey of the history of illustration, a study of illustration and social activism, and a "design and produce your own illustrated book" project.

AC

696 Music Appreciation (E)
Grades 9 – 12
4 credits/semester

This course will be a window into a better understanding of music of all different types and genres. Music appreciation begins with instruction on the basics of music: including melody, harmony, rhythm, structure, and form. From there, students will explore different instrumentation of Western music, as well as study prolific musicians and composers from different eras. Students will learn about a wide range of musical styles and genres, including rock, jazz, pop, and classical. Students will also work on keyboards and learn piano skills throughout the semester. No previous musical study is required.

AC

742 Music Technology I (E)
Grades 9 – 12
4 credits/semester

This course will provide students with an introduction to music technology. Throughout the course, students will work on computers using music sequencing software in order to understand and build recording skills and techniques. Many different hands-on projects will assigned to allow students to arrange their own musical compositions. Throughout the course, students will learn basic music theory and piano skills. Students will learn about the history of the music business, as well as the current technology and tools used every day in the music industry. No prior musical experience is required to take this course.

AC

743 Music Technology II (E)
Grades 9 – 12
4 credits/semester

This course will provide students with a more detailed understanding of music technology. Throughout the course, students will work on computers using music sequencing software in order to understand and build recording skills and techniques. Students will learn about the following topics: audio recording, producing, mastering, and instrument plug-ins. Many different hands-on projects will be assigned to allow students to create their own musical productions and arrangements.
Prerequisite: Students must pass Music Technology I

AC

601 Portfolio (E)
Grades 11 & 12
4 credits/semester

This course is designed to support juniors and seniors who are assembling an art portfolio for their college applications. This course will assist the student to photograph artwork, organize a diverse portfolio, and prepare a successful presentation.

AC

865 School of Rock ~~I~~ (E)
Grades 9 – 12
4 credits/-semester

This course is designed to teach all students the basics of playing and understanding guitar. Students will learn how to play root position chords, barre chords, strumming patterns, and basic rhythms and melodies. Students will also learn the basics of holding, picking, and tuning the guitar. Students will learn songs from many different genres of music, including rock, jazz, pop, and classical. By the end of the course, students will be able to compose their own tunes and play them on the guitar. Students do not need to own a guitar or have any prior knowledge of playing the instrument to join this class.

AC

845 Stagecraft (E)
Grades 9 – 12
4 credits/semester

Students will be trained in the use of the auditorium facilities, the stage rigging system, set design and building, color theory, lighting design, sound engineering, large-scale painting, crafts, costuming and props design and construction. Students will have the opportunity to work on class projects as well as support full length school productions including Distinguished Young Women, the annual musical and Mr. Easthampton. This class is also great experience for students interested in all visual arts, management, and architecture.

WORLD LANGUAGE DEPARTMENT

Easthampton High School requires two semesters of the same world language, however, the World Language Department recommends that students preparing for four-year post-secondary education enroll in at least one foreign language for a minimum of three levels. The Department encourages students to study a second foreign language and to pursue the study of both foreign languages for as many years as possible. The recommendations are made for the following reasons:

- The study of a foreign language and culture contributes greatly to a student's understanding of how other people live and think in the rest of the world as well as in our country, and it enhances the student's appreciation of his/her own language and culture;
- World Language requirements in college vary greatly from one institution to another. Therefore, the student should not be content to satisfy only minimum requirements;
- Foreign languages, as a secondary skill, increase the student's potential when seeking employment in many fields: business, industry, social services, government agencies, travel and tourism. All of these areas seek employees who have successfully learned a foreign language; and
- Knowledge of a foreign language is of critical importance to students who must do research while preparing for a master's or doctoral degree.

Eight credits (2 levels) of the same language are required. C-Tech and EXCEL students are exempt from this requirement.

Benchmarks for Student Expectations
Students will:

- *Use the Internet for research to demonstrate their proficiency in technological skills;*
- *Pass in writing samples to be graded on a particular grammar point or lesson objective;*
- *Through studying different cultures, be exposed to differences in gestures, holiday celebrations, and speech;*
- *Have classwork collected and individual strengths and weaknesses identified;*
- *Use writing assignments as a catalyst for student dialogues to be presented to the class;*
- *Use the talents of each individual to create a group presentation;*
- *Discuss how learning a language is an extension of their own heritage and ethnicity;*
- *Set high goals for themselves whether going to college, trade school or entering the workforce after graduation (Post-graduation training includes foreign language);*
- *Will be enthusiastically involved in school & after school activities; and*
- *Succeed in passing the exit exam as well as demonstrate mastery of the course material.*

Courses offered

French I	Spanish I
French II	Spanish II
French III	Spanish III
French IV	Spanish IV
French V	Spanish V

AC

511 French: Level I/513 Spanish: Level I
4 credits/semester
Grades 9 – 12

This course provides exposure to language through the four basic skills of reading, writing, listening and speaking. The primary goal is to help students develop linguistic proficiency and cultural sensitivity. The concepts of culture, communication and language are always evident in the presentation and practice of functional expressions, vocabulary and structure. Cultural information is incorporated into activities wherever possible. Reading selections vary from ads to letters to short stories and are designed to develop students' reading skills and challenge their critical thinking abilities. The DVD program is fully integrated and correlates directly with the text. Through dialogues and writing mini compositions, students will learn basic greetings, how to respond to requests, ask information, etc. The present tense is used in real-life situations. Vocabulary comes alive when describing objects as well as family and friends.

AC

521 French: Level II/523 Spanish: Level II
4 credits/semester
Grades 9 – 12

Prerequisites: Successful completion of Level I

Level II is the second of five sequential courses offered in the World Language Department. In this course, the student will continue building upon knowledge that he/she learned in the Level I course. The four language skills of reading, writing, speaking and listening will be emphasized to help students become proficient in the language. Advanced grammar will be presented with emphasis on the past tense. Each student will be exposed to expressing action at different points of time. Making commands, giving directions, using adjectives to describe and expanded vocabulary will also be introduced. In addition, students will be exposed to cultural similarities and differences not only in language, but also in customs and ways of life.

H

532 French: Level III/536 Spanish: Level III
4 credits/semester
Grades 10 – 12

Prerequisites: Successful completion of Level II; grade of at least 70 is highly recommended

Level III is a continuation of the development of the four basic skills of reading, writing, listening and speaking with the expectation of a higher level of performance. By interweaving language and culture, the student develops linguistic proficiency through structured practice and is able to express oneself with confidence and creativity. In the language area, the focus is on the past and the imperfect tenses. In Spanish, the subjunctive mood is studied as well. The use of the spoken language in real-life situations is encouraged in a relaxed atmosphere. Connections with other disciplines are accomplished through short authentic literary works to expose students to the culture of the language.

H

541 French: Level IV/543 Spanish: Level IV
4 credits/semester
Grades 10 – 12

Prerequisites: Successful completion of level III; grade of at least 70 is highly recommended

Level IV has the following objectives: (1) to develop the ability to understand the spoken language in various contexts; (2) to develop a vocabulary sufficient for reading newspaper and magazine articles, authentic literary works and other non-technical writings without dependence on a dictionary; and (3) to develop the ability to express oneself in French or Spanish, both orally and in writing, with some fluency and accuracy. The future and conditional tenses will be studied along with the subjunctive mood.

H

555 French: Level V/554 Spanish: Level V
4 credits/semester
Grades 11 & 12

Prerequisites: Successful completion of Level IV; grade of at least 70 is highly recommended

Using the target language, students explore art history, music, contemporary literature, advanced grammar, foreign films and dialect. There is an emphasis on oral presentations and creative writing. Students study all tenses, including subjunctive, in depth with the expectation of mastering language structure. A weekly journal is kept to encourage writing and oral presentations to enhance speaking.

EASTHAMPTON HIGH SCHOOL ~ COURSE SELECTION SHEET

Name_____ **Grade Entering: 9**

Directions: After reviewing the Program of Study with your parents and your guidance counselor, *p*lease list your course selections below. Your required courses are listed first, followed by electives according to preference. You must schedule a **minimum of 32 credits** in Section A and at least two choices in Section B. Your current teachers will recommend placement in academic vs. honors courses and math courses. If you are on an IEP, Ms. Nancy Weld, Special Education Coordinator will also review this form and approve your selections.

SECTION A: Please list required course numbers first, followed by electives:

COURSES				Recommendations	
	Course Number	Course Name	Credits	Teacher's Signature	If not approved, recommended course by teacher
1		Eng 9-Ac or Eng 9-H	4		
2		US His-Ac or US His-H	4		
3		Earth Science A or H	4		
4		Math_____	4		
5		World Lang_____	4		
6a	833	Freshman Physical Education	2		
6b	832	Freshman Wellness	2		
7					
8					

Must Equal 32 Credits

SECTION B: Scheduling conflicts often occur. Below, please list courses in order of preference that could be substituted if a scheduling conflict occurs.

1					
2					
3					
4					

If student is on an IEP: Special Education Coordinator Approval _____

Parents/Guardians: Please sign this form after the required teachers have initialed it. Your signature indicates your approval of the courses selected above. We will be making our Master Schedule based on student requests. Therefore, schedule changes will **not** be permitted except for extenuating circumstances. If you have any questions, please contact the present subject teacher.

_____ _____

Parent/Guardian Signature Date

EASTHAMPTON HIGH SCHOOL ~ COURSE SELECTION SHEET

Name_____ **Grade Entering: 9 CTEC**

Directions: After reviewing the Program of Study with your parents and your guidance counselor, *p*lease list your course selections below. Your required courses are listed first, followed by electives according to preference. You must schedule a **minimum of 32 credits** in Section A and at least two choices in Section B. Your current teachers will recommend placement in academic vs. honors courses and math courses. If you are on an IEP, Ms. Nancy Weld, Special Education Coordinator will also review this form and approve your selections.

SECTION A: Please list required course numbers first, followed by electives:

COURSES				Recommendations	
	Course Number	Course Name	Credits	Teacher's Signature	If not approved, recommended course by teacher
1		Eng 9-Ac or Eng 9-H	4		
2		US His-Ac or US His-H	4		
3		Earth Science A or H	4		
4		*Math_____	4		
5		CTEC Exploratory S1	8		
6		CTEC Exploratory S2	8		
		Must Equal	32	Credits	

***Please note: If student is recommended to take Extended Algebra, they will not be registered for US History 1 in the 9th grade year.**

If student is on an IEP: Special Education Coordinator Approval

_____

Parents/Guardians: Please sign this form after the required teachers have initialed it. Your signature indicates your approval of the courses selected above. We will be making our Master Schedule based on student requests. Therefore, schedule changes will **not** be permitted except for extenuating circumstances. If you have any questions, please contact the present subject teacher.

_____ _____

Parent/Guardian Signature Date

EASTHAMPTON HIGH SCHOOL
COURSE SELECTION SHEET

Name_____ **Student #**_____ **Grade Entering: 10**

Directions: After completing your credit audit and reviewing the Program of Study, please list your course selections below. Required courses should be listed first, followed by electives according to preference. For 10th Grade, required courses are **English 10, Math, Science, US History II, PE and a second year of World Language.** You must schedule a **minimum of 32 credits** in Section A.

SECTION A: Please list required courses first, followed by electives:

	COURSES			Recommendations	
	Course Number	Course Name	Credits	Teacher's Signature	If not approved, recommended course by teacher
1					
2					
3					
4					
5					
6					
7					
8					
9					

Must Equal 32 Credits

SECTION B: Scheduling conflicts often occur. Below, please list courses in order of preference that could be substituted for a class in Section A.

1					
2					
3					
4					

If applicable: Special Education Liaison Signature _____

Parents/Guardians: **Please sign this form after the required teachers have initialed it. Your signature indicates your approval of the courses selected above. We will be making our Master Schedule based on student requests. Therefore, schedule changes will not be permitted except for extenuating circumstances. If you have any questions, please contact the present subject teacher.**

_____ _____

Parent/Guardian Signature **Date**

EASTHAMPTON HIGH SCHOOL
COURSE SELECTION SHEET

Name_____ **Student #**_____ **Grade Entering: 11**

Directions: After completing your credit audit and reviewing the Program of Study, please list your course selections below. Required courses should be listed first, followed by electives according to preference. For 11th Grade, required courses are **English 11, Math, Science, and World History II. Physical Education and a third year of World Language are strongly encouraged.** You must schedule a **minimum of 32 credits** in Section A.

SECTION A: Please list required courses first, followed by electives:

	COURSES			Recommendations	
	Course Number	Course Name	Credits	Teacher's Signature	If not approved, recommended course by teacher
1					
2					
3					
4					
5					
6					
7					
8					
9					

Must Equal 32 Credits

SECTION B: Scheduling conflicts often occur. Below, please list courses in order of preference that could be substituted for a class in Section A.

1					
2					
3					
4					

If applicable: Special Education Liaison Signature _____

Parents/Guardians: **Please sign this form after the required teachers have initialed it. Your signature indicates your approval of the courses selected above. We will be making our Master Schedule based on student requests. Therefore, schedule changes will not be permitted except for extenuating circumstances. If you have any questions, please contact the present subject teacher.**

_____ _____

Parent/Guardian Signature **Date**