

# Drury High School

## Program of Studies

GRADES 7-12



## 2019-2020

**"Empower All Learners"**

**Core Values:** At Drury High School, the entire school community must facilitate a student centered learning environment characterized by equity, personalization, collaboration, and engagement.

**Beliefs:** We believe learning is a collaborative process of continual student growth and all learners will become proficient in the Drury High School Expectations. To this end, all members of our school community are active and reflective agents of teaching and learning in an ever-changing global society.

# **North Adams Public Schools**

## **SCHOOL COMMITTEE**

Mayor Thomas W. Bernard, Chairperson  
Heather Boulger, Vice Chairperson – Karen Bond, Secretary  
Nicholas Fahey – Tara Jacobs – Ian Bergeron – James Holmes

## **ADMINISTRATION**

Superintendent of Schools	Dr. Barbara Malkas
Director of Student Support Services	Thomas Simon
Principal of the High School	Timothy Callahan
High School Director of Curriculum & Instruction/ Humanities Team Leader	Stephanie Kopala
Dean of Students/Special Education Coordinator 9-12	William Bryce
Special Education Coordinator 7-8	Mary Shea
Dean of Students	Chris Barbarotta
7/8 Academy Team Leader	Sara Luczynski
STEM Team Leader	Angela Quinto
Arts & Movement Team Leader	Aldonna Girouard
Head Guidance Counselor	Kathy Morgan
Athletic Director	David Racette

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## **GENERAL GUIDELINES FOR REGISTRATION**

Before selecting courses for the next school year, there should be a careful study of the offerings by students. In an effort to promote college and career readiness for all students, Drury High School is in the process of a multi-year plan to reorganize our course offerings to reflect this goal. Incoming students and students currently enrolled at Drury will automatically be placed in the next level of the appropriate course, and decisions about moving up to Honors or Advanced Placement level courses will be made by looking at a variety of factors including student performance data, teacher recommendations, and student self-selection. It should be noted that the official Drury High School position is to encourage as many students as possible to take the most rigorous courses possible throughout their high school career to best prepare for college and career.

Students will have opportunities to choose their elective offerings from a variety of career pathways. Drury High School will prioritize student enrollment in courses that meet the MassCore requirement.

1. All students must enroll in at least six courses, not including required Physical Education.
2. Students will be automatically enrolled in the next level of their core academic courses (English, Social Studies, Math, and Science) though they will have the option to move up to Honors or Advanced Placement offerings when appropriate.
3. Students will select the equivalent of two full-year elective offerings and designate a third as an alternate. All attempts will be made to schedule students into the chosen electives, but depending on course size and potential sign-ups, there are no guarantees of elective enrollment.
4. Subject teachers and homeroom teachers will help the students make decisions about moving up to Honors or Advanced Placement when appropriate and which elective offerings would best fit their career goals.
5. Course Request forms should be returned to a designated teacher during the scheduling/request process per school instructions.

## **NONDISCRIMINATION POLICY**

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

# ACADEMIC REQUIREMENTS

## **STUDENT CLASSIFICATION**

Grade 7/8 students must take the required MCAS testing during their 7<sup>th</sup> and 8<sup>th</sup> grade year in ELA, Math and Science. Scores on MCAS will assist school officials in appropriate course placement for students for the following academic school year. **Students enrolled in Grade 7/8 must meet the prerequisite requirements of passing their four core content courses with a minimum average of 65 in English Language Arts, Math, Science and Social Studies.** Students who do not meet the prerequisites may not move on to Grade 9 courses. Students may participate in a summer program specifically designed for academic skill building and remediation should they not meet the prerequisite to move on to Grade 9. Students who successfully complete this program will be eligible to move on to 9<sup>th</sup> Grade.

Credits for high school graduation will begin to accrue during a student's 9<sup>th</sup> grade year. Students enrolled in Grade 8 and "place into" advanced courses will receive credits towards graduation. Under current policy, a student must receive a passing grade in five (5) courses (totaling 5 credits) to be listed as Grade 10. Ten (10) credits are required to be listed as Grade 11. Fifteen (15) credits are required to be listed as Grade 12. Twenty-two (22) credits are required for graduation.

Students who do not attain a Proficient score of 240 or higher on their Grade 10 ELA and Math MCAS exams will be required to complete an Educational Proficiency Plan and specific course work in the subject areas of ELA and Math in order to be eligible to earn their high school diploma. All students are *highly encouraged* to complete the recommended Massachusetts Department of Elementary and Secondary Education High School Core Program of Studies (MassCore).

## **CLASS LOAD**

All students in Grades 7-12 must enroll in a minimum of six periods of instruction per semester. Each student must take physical education unless excused by a physician. If excused, an alternative assignment will be provided or physical education will have to be made up at a later date.

## **GRADUATION REQUIREMENTS\*\***

GRADE 7/8 Students MUST pass the four core content courses with a minimum grade of 65 to be able to move on to Grade 8/9.

<u>SUBJECT AREA (Grades 9-12)</u>	<u>CREDITS</u>
English	4
Social Studies*	3
Mathematics+	4
Science	3
Physical Education/Health++	1
Visual & Performing Arts	1
Electives	6
<b>TOTAL</b>	<b>22</b>

\*Successful completion of credits in both United States History and World History

+Students who do not score a proficient score of 240 on the 10<sup>th</sup> Grade Math MCAS **MUST PASS a fourth year of Math.**

++The requirement of the Physical Education/Health credit may be waived for students enrolled in approved after-school athletics or a movement-intensive elective class (such as Line Dancing, Marching Band, or Theater Arts) at the discretion of the administration.

\*\*Note: *Graduation Requirements may be subject to change based on Massachusetts Department of Elementary and Secondary Education Guidelines, Federal Mandates, and changes in school and/or district staffing.*

### **SUGGESTED COURSEWORK FOR STUDENTS GRADE 9-12**

<b>Massachusetts Recommended High School Core Program of Studies (MassCore)</b>	
English/Language Arts	4 credits
Mathematics	4 credits Including the completion of Algebra II or complete the Integrated Math equivalent. All students are required to take a math course during their senior year.
Science	3 credits of lab-based science
History/ Social Science	3 credits Including US History and World History
Foreign Language	2 credits Of the same language
Physical Education Health	As required by law <i>shall be taught as a required subject in all grades.</i>
Electives	6 credits Visual and Performing Arts, Career and Technical Education, Technology, or any of the subjects above
<b>22 Total Credits</b>	
Additional Learning Opportunities	Complete as many of the following as possible: <ul style="list-style-type: none"> <li>• Advanced Placement (AP)</li> <li>• Capstone or Senior Project</li> <li>• Dual Enrollment: courses taken for both high school and college credit</li> <li>• Online course for high school or college credit</li> <li>• Service Learning</li> <li>• Work-based Learning</li> </ul>

### **IMPORTANT NOTES:**

1. The minimum number of courses a student must be enrolled in is six (6) for students in grades 7 - 12.
2. Some courses are designed as semester courses, however both Fall & Spring semester courses must be chosen at the time of registration. Full year courses usually grant one credit while semester courses usually grant one-half credit.
3. A separate elective sign-up sheet is supplied for each grade.
4. A course may be cancelled at the discretion of the high school principal.
5. **Students enrolled in an Advanced Placement course are required to pay for and take the exam.**
6. Any students withdrawing from the course after the Add/Drop period will receive a W/F (withdrawal failure).

## **ELIGIBILITY FOR INTERSCHOLASTIC ATHLETICS**

Students who wish to participate in interscholastic athletics should review the requirements as printed in the student handbook. If a student has questions, he/she should contact the athletic director or appropriate guidance counselor.

## **APPLYING FOR EARLY GRADUATION\***

Within the elective curriculum at Drury High School, it is possible for a student to complete high school requirements in less than four years. If a student desires early graduation, the following requirements must be fulfilled. **Note: students must score proficient (240 or higher) on their ELA, Math, and Science MCAS exams to be eligible to apply for early graduation.**

To Apply for Early Graduation:

1. A written request to the high school principal must be submitted by Sept. 8th of the student's junior year. This must include: (a) a statement of approval from parent/guardian, (b) a written plan for education/work in the year after completion date, (c) a written recommendation from the student's guidance counselor, including the planned course sequence necessary to achieve early graduation.
2. No incomplete grades or academic failures exist on your permanent record over the past two consecutive semesters.
3. Your current academic average for all semesters at Drury must be above 80.

To Complete Early Graduation Requirements:

1. The student must successfully complete at least one dual enrollment college course in addition to all Drury coursework prior to graduation.
2. All state and local graduation requirements must be completed.

\*The school administration reserves the right to approve other circumstances for early graduation on a case-by-case basis.

## **COLLEGE AND CAREER READINESS PROGRAM**

An overarching goal of Drury High School is to help prepare students for immediate academic success throughout their high school years, as well as preparing students for their future beyond high school. Our College and Career Readiness Program is designed to aid students in the exploration of planning for life opportunities after their high school years. Such training includes preparing students for their future roles as:

- Citizens and leaders
- Community and family members
- Employees and business owners
- Successful College students

The mission of Drury’s College and Career Readiness Program, in alignment with The Massachusetts College and Career Readiness initiative, is to assist students in successfully navigating the postsecondary and college/career planning process. Key components of the College and Career Readiness Program offered through Drury High School include:

- Work-based learning plans
- Internships – Paid or Unpaid
- Job Shadowing
- Service Learning Projects
- Naviance
- Career Speakers
- Student Ambassador Program
- College Admissions Representatives
- Summer Work Opportunities

During the scheduling process\* students should select courses which will enable them to prepare for their post-high plans (post-graduate program, entering the workforce, entering the military, two-year college, four-year college, etc.). **Career Pathways** is a broad category that encompasses numerous occupations or job titles sharing a common theme. This broad theme gives students a context for connecting what they are learning across a wide spectrum of academic subject areas. Thus, the common question asked by students, “*What does this have to do with my future?*” can be addressed.

Specific benefits of student involvement in the College and Career Readiness program include:

- Establishment of relationships between students, worksites and Drury High School
- Exposure to activities that inform students in grades 8-12 of the vast opportunities available to them after Drury High School
- Basic Training and Career Exploration
- Preparation for a successful transition from high school to work or college

In addition, a School-to-Career team of faculty and staff are committed to providing support, opportunities, and guidance to all students as they explore options for future career goals.

## COLLEGE COURSES AT MCLA & BCC

The Courtesy Program offered by MCLA affords qualified Drury High School students seeking further academic challenge an opportunity to earn MCLA College Credit by enrolling in selected courses for free. The student would take the course at no cost (other than books). Drury High School students who successfully complete an introductory college course at MCLA will also earn high school credit which can be applied towards their Drury graduation requirements.

### **A BRIDGE TO COLLEGE**

Berkshire County high school seniors, who are Massachusetts’s residents, may enroll in one BCC credit course, free of charge, per semester. BCC will waive tuition and fees. Students will only pay for books and transportation. Students may take any course, at BCC’s main campus, South County Center, or at



McCann High School, including on-line offerings, for which they meet the prerequisites. If the student does not meet the prerequisite, the student may register for the class that is needed to meet the prerequisite if space is available. Guidance counselor approval is required and a form needs to be filled out regarding course selection. Signatures are needed on the form from the student, parent/guardian, and guidance counselor.

The benefits of college courses through MCLA and/or BCC include:

- Earn college credit at no cost
- Enroll in a future college course that can be transferred to another school, or start on an MCLA/BCC degree
- Prepares students for the rigors of a college level class and environment
- Explore new opportunities in an academic field of their interest
- Strengthen student's high school transcript and college application

Program requirements:

- Must be a high school senior
- Minimum GPA of 3.0 for courses at MCLA
- Candidates for BCC must be students in good standing
- Guidance Counselor recommendation

For more information, contact your guidance counselor.

## **SERVICE-LEARNING**

Drury High School is a nationally recognized school in regards to being on the forefront of implementing Service-Learning and is utilized by many teachers, and various programs, as a valuable, meaningful way to deliver instruction and apply learning in a real-life context. Service-Learning (S-L) is a method of teaching and a way of learning that engages students in the use of academic knowledge to meet real community needs through service activities connected to their curriculum. Community needs are continually addressed and S-L projects address a wide variety of needs including education, the environment, public safety, and human needs such as poverty and hunger.

The North Adams Public Schools has offered a comprehensive K-12 Service-Learning Program in the district and the North Berkshire County region since 1994, providing mentoring, technical assistance, professional development, transportation and mini-grant opportunities, as well as networking support with community partners. Drury High School was recognized as a National Service-Learning Leader School in 1999.

The North Adams Public Schools (NAPS) adheres to the national models for best practices of high quality service-learning. The seven critical elements for quality service-learning include integrated learning, high quality service, collaboration, student voice and ownership, civic responsibility, reflection and evaluation. Teachers develop and implement curriculum-based S-L units with learner outcomes that reflect the Learning Standards of the Massachusetts Curriculum Frameworks.

The NAPS Service-Learning Program is supported in part by funds from the federal and state levels through the Department of Education Learn and Serve grants, and the Massachusetts Service Alliance.

## **SPECIAL EDUCATION**

All students at Drury High School shall be provided a quality, inclusive education that assures full and meaningful access to the general education curriculum. Inclusive education requires support services as needed, modified curriculum, accommodating special and regular education teachers and supportive parents working cooperatively with the school. High expectations for all students and a commitment to a specific set of learning goals and standards that are clear, understood, and implemented is the shared vision of the Drury High School Special Education Department. For more information, see the section in the Program of Studies entitled Transitional/Vocational Program.

Special Education services at Drury High School have been developed under the auspices of P.L. 94142, Education for All Handicapped Children Act and Chapter 766, comprehensive Special Education Law of Massachusetts. Under these laws, students with special education needs are entitled to services and programs that will assist them in realizing their educational potential and improving their quality of life. It is the aim of this department to assist students in attaining their goals.

## **ENGLISH LANGUAGE LEARNER PROGRAM**

The North Adams Public School District offers an English Learner Education Program to students who qualify for the program at Drury High School. A sheltered English instruction/immersion program (SEI) is the model used to provide appropriate, quality education to students who are identified as Limited English Proficient (LEP). Drury High School is committed to provide high quality *and* equitable instruction to students with a first language other than English.

The mission of English Learner Education (ELE) is to prepare students to become competent learners, able to communicate successfully in English and in all aspects of their school academic life, by providing comprehensible Sheltered English Instruction. For more information on the ELE Program, contact the Director of Curriculum and Instruction.

## **ONLINE LEARNING**

There are additional online learning opportunities at Drury High School using the Edgenuity platform in the Learning Lab. Online learning can be used for credit recovery or credit acceleration at the discretion of the administration. All online courses used in the program align with the Massachusetts Curriculum Frameworks, and such courses are designated with a letter code instead of the course code on the student transcript (e.g. "MATH9" instead of "148"). The expectation is that online courses would be completed during school time, although additional work may be completed at home if appropriate internet access is available. For more information about the online learning program, contact the Director of Curriculum & Instruction. A list of available online courses are located in Appendix A.

## **SUMMER PROGRAMMING**

Besides traditional Summer School which is conducted through online coursework completed at the high school (a 3-week session, with a fee), Drury High School also offers a variety of other summer options each year, pending grant funding. More information on summer offerings will be provided to families in the spring of each year.

## **ALTERNATIVE PATHWAYS TO GRADUATION**

In addition to the traditional pathway toward graduation, which includes six scheduled periods per year and may or may not include online courses and Bridge to College classes, selected students who have not been successful in the traditional full-day setting at Drury High School may be identified by the School Building Early Support Team (B.E.S.T.) and invited to pursue an alternative pathway to graduation which may include the following options:

1. Modified schedule at Drury High School, with a targeted internship opportunity or flexiblyscheduled online classes, or a combination of both.
2. The E3 Program, an off-campus program that allows up to 12 at-risk students an opportunity to work in a small-group, competency-based program with an emphasis on literacy and STEM instruction. Students in this program work closely with E3 staff to demonstrate proficiency in the essential literacy and STEM competencies based on the Common Core Standards and Massachusetts Framework Standards. Students in the E3 program also work closely with a fulltime counselor on social skills and college and career readiness planning.

## **INDEPENDENT STUDY PROGRAM**

On rare occasions a student may participate in independent study. Independent study is designed for a student who is in good academic standing, exhibits high levels of self-motivation, responsibility, maturity, diligence and attention to details. A records review (attendance, grades, etc.) of the student's preceding years will also be taken into account when considering a student for Independent Study. For a student to enter into independent study the student must work with a teacher to formulate in writing a course showing all the attributes normally associated with coursework at Drury High School. The Principal, who will review the written application before any work can begin on the independent study course, will grant final approval of the course. Independent study is not designed for students to make up failed classes. Independent study courses will normally be graded on a pass/fail basis. Students may receive a numerical grade if the following conditions are met:

1. Student requests in writing that they be graded numerically. This request must be received no later than three weeks from the start of class.
2. The teacher agrees in writing to the request.
3. The teacher and the student agree on specific criteria that the student will attain in order to receive a specific grade. These criteria may include but are not restricted to: tests, quizzes, projects, class participation and final exam. Appropriate rubrics will be attached.
4. The principal or his or her designee agrees.

## COURSE DESCRIPTION DEFINITIONS

<b>Level:</b>	Indicates course level and bonus points toward class rank calculations, if any <i>Standard = Generally Supplemental or Providing Targeted Skills Intervention</i> <i>CP = College Preparatory (+3 bonus points for class rank)</i> <i>H= Honors/Pre-AP (+6 bonus points for class rank)</i> <i>AP = Advanced Placement (+9 bonus points for class rank)</i>
<b>Credit:</b>	Indicates amount of credit the course is worth
<b>Course Length:</b>	Indicates duration of the course (Quarter, Semester, or Full Year)
<b>Prerequisite:</b>	Indicates the conditions that must be met in order to enroll in the course
<b>Course Type:</b>	Indicates if the course is required, optional, or used as a skills intervention opportunity <i>Required = Graduation Requirement</i> <i>Elective = Student may elect to enrollment</i> <i>Intervention = Student pre-scheduled into the class to supplement skills in that area</i>

**Please note: Courses are listed in alphabetical order under each subsection unless otherwise noted**

## 7/8 ACADEMY

The 7/8 Academy serves as a middle school model within a high school setting. Students enrolled in both 7<sup>th</sup> and 8<sup>th</sup> grade share the same content teachers in English, Math, Science and Social Studies, rotate through the exploratory courses, and are enrolled in a flexible intervention period based on student needs.

## ACADEMICS

### **(054) ENGLISH 7**

English 7 is designed to help students improve the language skills needed to be successful on the grade 7 ELA MCAS and prepare for high school academic expectations. Students will read literature from several genres such as memoir, fiction, drama, and nonfiction.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	Prerequisite for English 8	Full Year	Required

### **(058) ENGLISH 7 HONORS**

English 7 Honors is designed to help students who are partially meeting or meeting grade-level standards advance the language skills needed to exceed expectations on the grade 7 ELA MCAS. The course is also designed to prepare students for advanced coursework in high school. Students will read literature from several genres such as memoir, fiction, drama, and nonfiction.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
H	Prerequisite for English 8	Full Year	Required

**(097) ENGLISH 8**

Grade 8 English is designed to help students improve the language skills needed to be successful on the Grade 8 ELA MCAS and prepare for high school academic expectations. Students will read a variety of literature, including *A Midsummer Night's Dream*, *Dracula*, *Bound*, and *Animal Farm*.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	Prerequisite for English 9	Full Year	Required

**(096) ENGLISH 8 HONORS**

English 8 Honors is designed to help students who are partially meeting or meeting grade-level standards advance the language skills needed to exceed expectations on the grade 8 ELA MCAS. The course is also designed to prepare students for advanced coursework in high school. Students will read literature from several genres such as memoir, fiction, drama, and nonfiction.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
H	Prerequisite for English 9	Full Year	Required

**(183) MATH 7**

In grade 7, students focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	Prerequisite for Math 8	Full Year	Required

**(186) MATH 7 HONORS**

Grade 7 Math Honors is designed to help students who are partially meeting or meeting grade-level standards advance the math skills needed to exceed expectations on the grade 7 Math MCAS. In grade 7, students focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
H	Prerequisite for Math 8	Full Year	Required

### **(136A) MATH 8**

In grade 8, students focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	Prerequisite for Algebra I	Full Year	Required

### **(171) ALGEBRA 8 HONORS**

Algebra 8 Honors is designed to help students who are partially meeting or meeting grade-level standards advance the math skills needed to exceed expectations on the grade 8 Math MCAS. Algebra 8 follows the same focus and standards as Math 8 but also includes additional honors-only standards as designated in the Massachusetts Curriculum Frameworks. Students who were successful in Honors Math 8 will be prepared to continue on with honors-level classes in grades 9-11 and take Advanced Placement and college math classes prior to graduation.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
H	Prerequisite for Geometry Honors	Full Year	Required

### **(282) SCIENCE 7**

Students in grade 7 focus on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy developed in earlier grades. They gain experience with plate tectonics, interactions of humans and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society. This course creates a foundation for exploring cause and effect relationships in more depth in grade 8.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	Prerequisite for Science 8	Full Year	Required

### **(284) SCIENCE 7 HONORS**

Science 7 Honors is designed to help students who are partially meeting or meeting grade-level standards advance the science skills needed to exceed expectations when they take the grade 8 Science MCAS. Students in grade 7 focus on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy developed in earlier grades. They gain experience with plate tectonics, interactions of humans and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society. This course creates a foundation for exploring cause and effect relationships in more depth in grade 8.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
H	Prerequisite for Science 8	Full Year	Required

### **(281) SCIENCE 8**

Grade 8 students use more robust abstract thinking skills to explain causes of complex phenomena and systems. In grade 8 these include, for example, causes of seasons and tides; causes of plate tectonics and weather or climate; the role of genetics in reproduction, heredity, and artificial selection; and how atoms and molecules interact to explain the substances that make up the world and how materials change. Being able to analyze phenomena for evidence of causes and processes that often cannot be seen, and being able to conceptualize and describe those, is a significant outcome for grade 8 students.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	Prerequisite for Biology	Full Year	Required

### **(280) SCIENCE 8 HONORS**

Science 8 Honors is designed to help students who are partially meeting or meeting grade-level standards advance the science skills needed to exceed expectations on the grade 8 Science MCAS. Grade 8 students use more robust abstract thinking skills to explain causes of complex phenomena and systems. In grade 8 these include, for example, causes of seasons and tides; causes of plate tectonics and weather or climate; the role of genetics in reproduction, heredity, and artificial selection; and how atoms and molecules interact to explain the substances that make up the world and how materials change. Being able to analyze phenomena for evidence of causes and processes that often cannot be seen, and being able to conceptualize and describe those, is a significant outcome for grade 8 students.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
H	Prerequisite for Biology	Full Year	Required

### **(311) HISTORY 7**

History 7 continues the sequence from grade 6, studying the development of ancient civilizations and then focusing on physical geography and history of Asia, Oceania and Europe today. The course includes a study of the physical geography, settlement patterns, indigenous peoples, and encounters/conflicts that shaped the regions in terms of their history, economics and culture. Students study these topics by exploring guiding questions such as, “How did early forms of government influence those in the modern day?” and “Why do empires rise and fall?”

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	Prerequisite for History 8	Full Year	Required

### **(310) HISTORY 7 HONORS**

History 7 Honors is designed to help students who are partially meeting or meeting grade-level standards advance the historical and literacy skills needed to exceed expectations on the grade 7 ELA MCAS. History 7 continues the sequence from grade 6, studying the development of ancient civilizations and then focusing on physical geography and history of Asia, Oceania and Europe today. The course includes a study of the physical geography, settlement patterns, indigenous peoples, and encounters/conflicts that shaped the regions in terms of their history, economics and culture. Students study these topics by exploring guiding questions such as, “How did early forms of government influence those in the modern day?” and “Why do empires rise and fall?”

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
H	Prerequisite for History 8	Full Year	Required

### **(312) HISTORY 8**

In History 8, students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?”

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	Prerequisite for History 9	Full Year	Required

### **(318) HISTORY 8 HONORS**

History 8 Honors is designed to help students who are partially meeting or meeting grade-level standards advance the historical and literacy skills needed to exceed expectations on the grade 8 ELA MCAS. In History 8, students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?”

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
H	Prerequisite for History 9	Full Year	Required

## **EXPLORATORY**

### **(789) ARTS TECHNOLOGY 7/8**

Arts Technology 7/8 is a general introduction to the basics of television production, the television industry, and studio music recording.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	None	Semester	Required



**(555) BAND 7/8**

Band 7/8 is a course for wind and percussion instrumental students interested in developing their technical proficiency on at least one instrument. The course will also prepare students for taking band in high school.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	None	Full Year	Required

**(560) CHORUS 7/8**

Chorus 7/8 is designed to explore singing using a variety of musical literature. Classical, folk, jazz, pop and multi-cultural music will be performed. Basic vocal techniques, ensemble performance, music history and music theory are taught to enable the students to improve overall musical skills.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	None	Full Year	Required

**(283) ENVIRONMENTAL SCIENCE 7/8**

Environmental Science 7/8 focuses on land-based activities that impact the local environment including terrestrial and atmospheric systems. In addition, students will analyze interactions between plant, animal, and human activity that determine the overall health of our ecosystem.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	None	Semester	Required

**(434) EXPLORING SPANISH 7/8**

Exploring Spanish is designed for students with no experience in Spanish. The course is meant to introduce students to the Spanish language through games, activities, and interactive projects.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	None	Semester	Required

**(806) HEALTH PE 7/8**

In Health PE students will play games and complete exercise activities in which they will set personal and team goals while learning about lifelong fitness and how to make healthy choices. In addition, students will learn about the functions of the human body.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	None	Semester	Required

**(057) LIBRARY 7/8**

Library 7/8 teaches students how to research credible sources of information and cite them properly. The skills learned in this class will transfer to all other content areas and prepare students for high school research and writing expectations.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	None	Semester	Required

**(554) PERFORMING ARTS 7/8**

Performing Arts 7/8 introduces students to theater and the stage. During this course, students will explore all aspects of theater (types of plays, acting skills, improvisation) as well as what it takes to put on a show.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	None	Semester	Required

**(055) READING 7/8**

Reading 7/8 provides specialized reading instruction for students to help build their reading and comprehension skills.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	None	Semester	Required

**(582) VISUAL ARTS 7/8**

This course is an introduction to the basic elements and principles of art. The fundamentals of drawing, design elements, and photography, as well as an overview of careers in visual art, will be explored.

<b>Level:</b>	<b>Credit:</b>	<b>Course Length:</b>	<b>Course Type:</b>
CP	None	Semester	Required

## ARTS & MOVEMENT

The Arts & Movement department combines fine and performing arts with health and physical fitness. The courses offered as part of Arts & Movement help to foster the growth of the whole child, both creatively and physically, and consist of the following subsections: Comprehensive Health and Wellness, Media Arts, Performing Arts, and Visual Arts.

### COMPREHENSIVE HEALTH & WELLNESS

#### **(807s) HEALTH PE 9/10**

In Health PE students will play games and complete exercise activities in which they will set personal and team goals while learning about lifelong fitness and how to make healthy choices. In addition, students will learn about the functions of the human body.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.25	Quarter	None	Required

#### **(808s) HEALTH PE 11/12**

In Health PE students will play games and complete exercise activities in which they will set personal and team goals while learning about lifelong fitness and how to make healthy choices. In addition, students will learn about the functions of the human body.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.25	Quarter	None	Required

### MEDIA ARTS

#### **(786) INTRO TO TELEVISION PRODUCTION**

This course is a general introduction to the basics of television production and the television industry. This course provides a basic overview of the equipment, job responsibilities, and techniques involved in both studio production and remote location work. Introductory activities involving camera operation, picture composition, script writing, lighting, remote shooting and directing will be covered in the course. **Students are required to participate in after school and evening events, performances and rehearsals.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	None	Elective

### **(546) PERFORMING ARTS MANAGEMENT & CONCERT SERIES**

This course examines issues particular to the management of performance artists and venues. Focuses on contracts, legal issues, union representation, artistic freedom, promotion, marketing and the day-today running of a performance space. Students will utilize this yearlong course to plan and execute a multi-concert series that will be open to North Adams Public Schools as well as the general public, while learning the basics of production (planning, technical, artists hospitality, etc.).

Connections between the Creative Economy, Common Core and 21<sup>st</sup> Century career skills will be emphasized. STEM learning will be highlighted by exploring jobs in Arts Management as well as hands-on, real-world experience in math and scientific principals such as acoustics, sound waves and the general physics of sound and electricity.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	None	Elective

### **(548) REALITY THROUGH THE ARTS**

This class will examine the roles of art, music, theatre, dance and film in society. A variety of historical periods will be examined as students are guided to discover the answered to the following questions: How do the arts tell the stories of humanity? How do the arts reflect and influence social change? How are the characteristics of each medium used to elicit emotional responses? For example: throughout time, the arts are used to promote nationalistic pride. When/how has nationalistic pride been used to influence people to conform to/support current governments and when/how has it been used to promote revolution/change?

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course</b>	<b>Type:</b>
CP	.5	Semester	None	Elective	

## **PERFORMING ARTS**

### **(538) BEGINNER GUITAR CLASS**

Beginning group instruction will be given on the guitar. Chord and melody playing will be covered as well as standard note reading, tablature reading and music theory. Students will play pop, rock, country, folk and classical music. No prior musical knowledge is necessary but all students must provide his or her own instrument and be willing to practice outside of class time. **Students are required to participate in after school and evening activities.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	Students must own a guitar in working condition	Elective

### **(PIAN) BEGINNER PIANO CLASS**

Beginning group instruction will be given on the piano in our piano lab. Chord and melody playing will be covered as well as standard note reading and basic music theory. Students will play pop, rock, country, folk and classical music. No prior musical knowledge is necessary. **Students are required to participate in after school and evening activities.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	None	Elective

### **(541) CHORUS**

Chorus is open to all students; no prior singing experience is needed. This course is designed to explore singing using a variety of musical literature. Classical, folk, jazz, pop and multi-cultural music will be performed. Basic vocal techniques, ensemble performance, music history and music theory are taught to enable the students to improve overall musical skills. **Students are required to participate in after school and evening performances and rehearsals.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	None	Elective

### **(545) CONCERT/MARCHING BAND**

This is a course for wind and percussion instrumental students interested in developing their technical proficiency on at least one instrument. In addition to advancing their performance skills, students will be expected to gain an aesthetic appreciation of music, in general, so that they may learn to become a functioning member of any musical ensemble. Students are also expected to contribute to the musical growth and pride of the school and community by participating in various functions such as concerts, football games, parades and assemblies. Students will also be required to attend one group lesson per cycle, on a rotating basis so that individual help may be given to each student. **Students are required to participate in after school and evening performances and rehearsals.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
H	1	Full Year	None	Elective

### **(525) JAZZ COMBO**

This is a course designed to give instrumentalists a small group jazz ensemble experience and to broaden their knowledge and appreciation of the art of jazz. Various styles (swing, ballades, Latin, funk, rock) are studied and performed. A strong focus is placed on listening and developing improvisational skills. Enrollment is not limited by “traditional” big band instrumentation. Good attendance, self-improvement and motivation are essential in this course. **Students are required to participate in after school and evening performances and rehearsals.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	Instructor approval	Elective

### **(519) THEATRE ARTS**

Theatre Arts at Drury examines many aspects of theatre history, dramatic criticism and stagecraft, but heavily emphasizes the basics of acting. The course includes lecture, monologue and scene work and productions ranging from one act plays to major productions. The Drury Stage Company occasionally collaborates with students and teachers from music classes for the production of musical plays.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	None	Elective

### **(UKU) UKULELE**

Students will learn to play basic chords and strumming patterns. Students will have many opportunities make individual song choices.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	None	Elective

## **VISUAL ARTS**

### **(504) STUDIO ART**

Students will be introduced to a variety of art subjects and media, such as printmaking, painting, ceramics, drawing, and multimedia projects. Each lesson or project will take the student into a deeper level of mastery and understanding of art terms, concepts, self-critique and self-exploration through art forms and media. Self-motivation and a genuine interest in Art are essential, as well as a mature attitude and work ethic. Participation in one or more school projects working as a team will be required and will vary year to year. Course may be taken more than once for credit.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	None	Elective

### **(583) AP DRAWING:**

With Studio Art as background, this course offers instruction in advanced drawing and 2D work. The student's motivation to master skills, with an eye to developing a personal style and purpose in projects, will be individually assessed. Along with these goals, the student must develop an AP portfolio for submission, which includes studies in line quality, light and shade, rendering form, composition, surface manipulation, the illusion of depth and mark making which could be done using a variety of methods including but not limited to drawing, painting, printmaking, and mixed media. In order to accomplish this, art making must be done outside of school: such as sketchbook work, to complete the AP portfolio. With these goals in mind, each student will have to visit AT LEAST TWO museums or major galleries. At least one team project will be included in the curriculum when funds are available. **Taking the AP Exam is an end-of-course requirement. There is a fee associated with this exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	Studio Art	Elective

## COLLEGE AND CAREER READINESS

The College and Career Readiness program gives students an opportunity to explore their career interests while still enrolled in high school.

### **(796) ADMINISTRATIVE ASSISTANT**

This course involves working in an office setting and understanding administrative duties and tasks. Students will file paperwork, answer the telephone, interact with parents, faculty and students, and handle mailings. Students will work independently and demonstrate professionalism.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
Standard	.25 or .5	Quarter or Semester	None	Elective

### **(702) ENTREPRENEURSHIP**

Students who are interested in entering the field of Business, Retail, Finance, or Marketing should consider this course. By working in the school store, students will manage inventory, complete register logs, advertise merchandise and design clothing to sell.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
Standard	.25 or .5	Quarter or Semester	None	Elective

### **(797) EVENT PRODUCTION**

This class involves creating, organizing and facilitating large-scale projects, including student ambassador coordination, Annual Showcase, elementary school outreach programs and other events to promote Drury High School.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
Standard	.25 or .5	Quarter or Semester	None	Elective

### **(930/931) INTERNSHIP**

This class is geared for students who wish to take a closer look into a possible career. Students may or may not leave school grounds to work closely with members of the community and gain insight into the ins and outs of that specific career.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
Standard	.25 to 2	Quarter or Semester	None	Elective

### **(791) PEER MENTOR**

This class allows students to work closely with both teachers and other students. Peer mentors will complete daily tasks, assist students with writing or other classroom projects, and assist teachers with classroom duties, including designing bulletin boards and planning lessons and units.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
Standard	.25 or .5	Quarter or Semester	None	Elective

## HUMANITIES

The humanities can be described as the study of how people process and document the human experience. Since humans have existed, we have used literature, history and language to understand and record our world. At Drury High School, the Humanities department includes the following subsections: English, Foreign Language, Interdisciplinary Studies, and Social Studies.

### ENGLISH

- Courses are listed in the order they are offered/recommended starting with grade 9 and concluding with electives

#### **(005) ENGLISH 9**

This is a course designed to help students gain the communication skills necessary for college. It challenges the student to gain personal insight through the study of literature, stressing the analysis of basic literary types: essays, short stories, drama, novels, and poetry. In this course, students will develop skills in grammar usage, vocabulary enrichment, writing, speaking, and critical thinking. Class activities will include discussion, projects, presentations, a wide variety of writing assignments, and extensive reading.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	English 8	Required

#### **(004) ENGLISH 9 HONORS**

This is an accelerated course designed to help prepare students for rigorous work in the PreAP/Advanced Placement courses and college. Students analyze and evaluate the different forms of writing -- essays, poems, plays, short stories, and novels -- and work toward mastery of their own writing. Class activities will include discussion, projects, presentations, a wide variety of writing assignments, and extensive independent reading.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
H	1	Full Year	English 8	Required

#### **(010) ENGLISH 10**

This course continues preparation for students who plan to attend college. Students will study a comprehensive array of literature that will include short stories, poetry, and novels including *The Adventures of Huckleberry Finn* and *The Secret Life of Bees*. Students will also write a variety of analytical essays and research papers. MCAS review will prepare students for the test with a goal of scoring at the Proficient level or above.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	English 9	Required



### **(008) ENGLISH 10 HONORS**

Students will study American literature from the 17<sup>th</sup> century through the 21<sup>st</sup>. This course prepares students for the rigorous demands of the Advanced Placement courses and the expectations of college. Students will read a variety of novels, such as *The Scarlet Letter* and *The Adventures of Huckleberry Finn* and study plays, poetry, short stories, and non-fiction essays and speeches from different literary eras. Writing is a major component of the program. Students will write essays and research papers throughout the year. They will also work on vocabulary enrichment. MCAS review will prepare students for the test with a goal of scoring at the Advanced level.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
H	1	Full Year	English 9	Required

### **(014) ENGLISH 11**

This course continues preparation for students who plan to attend college. Students will study a wide range of literature from authors such as William Shakespeare, George Orwell, Alice Walker, and Kurt Vonnegut. Students will work to develop college-level skills in reading, writing, and speaking, and they will prepare for the SAT with vocabulary study and practice test items.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	English 10	Required

### **(015) ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**

The Advanced Placement English Language and Composition course is designed to help students become skilled readers of prose written in a variety of styles and to become skilled writers who compose for a variety of purposes. Students will work to become more aware of a writer's purposes, audience expectations, and subjects as well as the way style contributes to effectiveness in writing. In addition, students will practice writing timed essays and answering multiple choice exercises in class to prepare for the national AP English Language and Composition exam. **Taking the AP Language Exam is an end-of-course requirement. There is a fee associated with this exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	English 10 or 11	Required

### **(022) ENGLISH 12**

This class is designed as a final preparation for college-level reading and writing. The literature includes a survey of English-language poetry and prose, starting with *Beowulf* and culminating in the study of contemporary world fiction. Full-length works students may read include selections such as *Macbeth*, *The Importance of Being Earnest*, *The Great Gatsby*, and *The Kite Runner*. Students will also explore contemporary arts and cinema and prepare a project for the Senior English Festival at the end of the year.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	English 11	Required

### **(020) ADVANCED PLACEMENT LITERATURE AND COMPOSITION**

In AP English Literature and Composition, students will be expected to read over fifteen full-length literary works, including *Invisible Man*, *The Kite Runner*, and *Macbeth*, along with dozens of short stories and poems over the course of the year. Throughout the year, students will write analytical and creative responses to assignments, increasing their ability to explain clearly, cogently, and elegantly what they understand about literary works, and why they interpret them as they do. At the end of the year, students will develop a multi-component project for the Senior English Festival. In addition, students will practice writing timed essays and answering multiple choice exercises in class to prepare for the national AP English Literature and Composition exam. **Though not a requirement, successful completion of the Advanced Placement Language and Composition course would better prepare students for this class. Taking the AP Literature Exam is an end-of-course requirement. There is a fee associated with this exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	English 10 or 11	Required

### **(SCRE) ELEMENTS OF FILM & SCREENWRITING**

This elective course is designed for students at all levels with an interest in media and the arts. Topics will vary by semester, and in all courses, students will explore iconic and trending films with a focus on analysis and discussion. Students will also engage in writing screenplays.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	None	Elective

### **(032) READING 9-12**

This course is designed to provide reading instruction to students who still need additional help building basic reading fluency. Students are scheduled into this course as their primary English class based on IEP team recommendations and administrative approval.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
Standard	1	Full Year	None	Required

### **(098) CREATIVE WRITING**

Creative Writing is a semester course designed to focus on the process of creative writing through reading and writing. Course literature will include *Bird by Bird Instructions on Writing and Life* by Anne Lamott. Students will write daily in class, and in their journals, and will workshop their creative writing drafts.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	None	Elective or Intervention

## FOREIGN LANGUAGE

- Courses are listed in the order they are offered/recommended starting with grade 9 and concluding with electives

### (422) SPANISH I

This course is for the beginning student who has little to no experience in Spanish. The first year beginning student will learn Spanish through the four major skills of foreign language learning: speaking, listening and understanding, reading, and writing in the Spanish language in order to begin forming a complete foundation. Emphasis is placed on the acquisition of meaningful Spanish vocabulary and expressions as well as proper syntax to enable the student to communicate at the beginning level. It is intended to expose the student to the cultural similarities and differences as well as to offer them the opportunity to cultivate an appreciation of the lifestyles of the people of the Spanish-speaking world including the United States.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	None	Elective

### (423) SPANISH II

This course is designed as a sequel to the Spanish I course. The second year beginning student will continue practicing Spanish through the four major skills of foreign language learning: speaking, listening and understanding, reading, and writing in the Spanish language in order to continue the formation of a complete foundation. Emphasis is placed on continuing the acquisition of meaningful Spanish vocabulary and expressions as well as proper syntax to enable the student to communicate at the second year beginning level. The course is also intended to continue to expose the student to the cultural similarities and differences as well as to cultivate an appreciation of the lifestyles of the people of the Spanish-speaking world including the United States.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	Spanish I	Elective

### (426) SPANISH III

This course is designed as a sequel to the Spanish I and II for the intermediate student. The third year intermediate student will continue, to learn at an accelerated level the four major skills of foreign language learning: speaking, listening and understanding, reading, and writing in the Spanish language in order to continue the formation of a complete foundation. Emphasis continues to be placed on continuing the acquisition of meaningful Spanish vocabulary and expressions as well as proper syntax to enable the student to communicate at the third year intermediate level. The course is also intended to continue to expose the student to the cultural similarities and differences as well as to cultivate an appreciation of the lifestyles of the people of the Spanish-speaking world including the United States. The student will continue to learn more about their own language, as they understand more of the linguistic similarities and differences in Spanish.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	Spanish II	Elective

### **(403) ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

The AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. AP Spanish Language and Culture takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The course also engages students in an exploration of culture in both contemporary and historical contexts. **Taking the AP Spanish Exam is an end-of course requirement. There is a fee associated with this exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	Spanish III	Elective

## **SOCIAL STUDIES**

- Courses are listed in the order they are offered/recommended starting with grade 9 and concluding with electives

### **(326) UNITED STATES HISTORY I**

This course explores the major developments in American history from 1763 to the end of Reconstruction (1877). The primary areas of study will include the American Revolution, the formation and framework of American democracy, western expansion, the sectional conflicts leading up to the Civil War, and Reconstruction. This course will emphasize retention of material through written and verbal assessments. It is designed for highly motivated students who plan on attending college. Emphasis will be placed on preparation and development of skills necessary for college level work.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	Social Studies 8	Required

### **(309) ADVANCED PLACEMENT HUMAN GEOGRAPHY**

AP Human Geography is a great introductory college level course that blends together world geography, world history, earth science, and data analysis. During the course, students will learn to analyze data about human societies and then apply this data to help understand the environmental consequences of our decisions. AP Human Geography will help students increase their ability to interpret graphs, maps, and charts as well as improve their ability to think critically and read with understanding. By the end of this course, students will be more literate in world geography, be able to discuss current global issues, and overall have a better understanding of different cultures. **Taking the AP Human Geography exam is an end-of-course requirement. There is a fee associated with the exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	Social Studies 8	Required or Elective

### **(349) UNITED STATES HISTORY II**

This course covers United States history from the Gilded Age to the present. Special attention will be devoted to the internal development of big business, the technology of the period, and the civil rights and social and political advancements of women and other minority groups in the country. The history and development of the United States as a world power in both economic and military theaters will also be examined. This will be accomplished through the use of the text, selected readings, and various other media.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	US I	Required

### **(344) ADVANCED PLACEMENT UNITED STATES HISTORY**

This AP U.S. History college-level course focuses on the development of historical thinking skills such as chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narratives. This course covers the history of the Americas from 1491 to the present. **Taking the AP US History Exam is an end-of-course requirement. There is a fee associated with the exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	USI or AP Human Geo	Required or Elective

### **(317) MODERN WORLD HISTORY**

Modern World History will examine imperialism, nationalism, genocide, and modern issues such as poverty and world conflicts. This course incorporates the teaching of historical skills by emphasizing primary source document analysis, synthesis, comparing and contrasting multiple sources while identifying the importance of historical context. It is designed for highly motivated students who plan on attending college.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	US II or APUSH	Required

### **(330) ADVANCED PLACEMENT WORLD HISTORY**

Advanced Placement World History is designed to help students develop greater understanding of the evolution of global processes as well as contacts and interactions between different types of Human societies. The chronological time frame is from 8000 BCE to the present. The course is divided into six units and covers topics such as the River Valley Civilizations, classical civilizations, the foundation of the world's religions, all major global conflicts, the discovery of the "New World", all major revolutions, imperialism, industrialization, de-colonization, and globalization. **Taking the AP World History Exam is an end-of-course requirement. There is a fee associated with the exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	US II or APUSH	Required or Elective

### **(375) ADVANCED PLACEMENT EUROPEAN HISTORY**

This course examines European history since 1450 and introduces students to the cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop an ability to analyze historical evidence and historical interpretation and to express historical understanding in writing. **Taking the AP European History Exam is an end-of-course requirement. There is a fee associated with the exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	Previous AP class or Modern World	Required or Elective

### **(373) 1960s: THE AGE OF AQUARIUS**

“Young or old, black or white, man or woman, Democrat or Republican, hawk or dove; one of the few things that most people will agree on when talking about the 1960s is that the world changed over the course of that decade. During those years, tensions were high, attitudes were strong and definite, people were divided about what they believed was right and wrong. On subjects as diverse as the war in Vietnam, women’s rights, civil rights, the environment, music, and the way people wore their hair, everyone had an opinion” (PBS.org). This course will explore the fascinating 1960s, one of the greatest eras of dissent, activism, and change in American History. Course activities will include discussion and writing based on readings, film, and of course...music. Students will also explore topics through independent research and projects. Due to the nature of some of the content, parent permission is required for this course.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	Prior US History course preferred	Elective – Juniors and Seniors only

### **(368) INTRODUCTION TO CRIMINAL JUSTICE**

This course is designed for those students who have an interest in pursuing a career in law enforcement at the city, state, or federal level. Students will have the opportunity to explore the three main components of the criminal justice system: law enforcement (police), adjudication (the courts), and corrections (jail, prisons, probation and parole.) Students will “investigate” the U.S. legal system by learning key ideas about the different kinds of laws and basic rights and the difference between civil law and criminal law. Through role-play, students will participate in court case dramas and become familiar with the technical vocabulary utilized in a court of law. Guest speakers will be provided.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	Prior US History course preferred	Elective

## STEM

STEM is the study of science, technology, engineering, and mathematics (STEM). In addition to subject-specific learning, STEM aims to foster inquiring minds, logical reasoning, and collaboration skills.

### MATHEMATICS

- Courses are listed in the order they are offered/recommended starting with grade 9 and concluding with electives

#### **(142) ALGEBRA I**

Algebra I focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	Math 8	Required

#### **(150) GEOMETRY HONORS**

Geometry Honors focuses on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plan; (5) prove basic geometric theorems; and (6) extend work with probability.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
H	1	Full Year	Algebra 8 or Algebra I	Required

#### **(149) GEOMETRY**

Geometry focuses on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plan; (5) prove basic geometric theorems; and (6) extend work with probability

<b>Level:</b> CP	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
	1	Full Year	Algebra I	Required

### **(155) ALGEBRA II & FIANCIAL LITERACY**

Algebra II builds upon Algebra I and focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods. In addition, Algebra II will contain a unit that helps students understand real-world math related to personal finances.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	Geometry	Required

### **(155) ALGEBRA II & FINANCIAL LITERACY HONORS**

Algebra II Honors builds upon Algebra I and focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods. In addition, Algebra II will contain a unit that helps students understand real-world math related to personal finances.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
H	1	Full Year	Geometry	Required

### **(164) COLLEGE ALGEBRA**

Topics include solving linear equations and inequalities, graphing linear equations and inequalities, solving systems of equations and an introduction to polynomials and their factoring. Operating with rational expressions, solving rational expressions, solving rational equations, manipulating square roots and solving square root and quadratic equations will also be covered.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	Algebra II	Required or Elective

### **(178) PRE-CALCULUS HONORS**

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of Calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Students selecting this pre-calculus course should have met the college and career ready standards. Instructional time should focus on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
H	1	Full Year	Algebra II	Required or Elective



### **(162) ADVANCED PLACEMENT CALCULUS AB**

This course is intended to give the necessary background so students may take the College Board AP Calculus test which may grant college credit upon successful completion. Topics include: derivatives and applications, the integral and applications, exponential, logarithmic, trigonometric functions and methods of integration. **Taking the AP Calculus Exam is an end-of-course requirement. There is a fee associated with this exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	Algebra II or Pre-Calculus	Required or Elective

### **(163) ADVANCED PLACEMENT STATISTICS**

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data (2) Sampling and Experimentation (3) Anticipating Patterns (4) Statistical Inference. **Taking the AP Statistics Exam is an end-of-course requirement. There is a fee associated with this exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	Algebra or Geometry	Required or Elective

### **(185) ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. **Taking the AP Computer Science Principles Exam is an end-of-course requirement. There is a fee associated with this exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	Algebra or Geometry	Required or Elective

## SCIENCE

- Courses are listed in the order they are offered/recommended starting with grade 9 and concluding with electives

### **(218) BIOLOGY**

The goal of this course is to provide students with an in depth analysis of the biological sciences that exceeds the Massachusetts curriculum requirements. Students will build knowledge from data collected through laboratory experimentation and various other sources. The culmination of this course is the state's MCAS biology exam. *This course counts as a laboratory science.*

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	Science 8	Required

### **(214) BIOLOGY HONORS**

This course is designed for students who wish to pursue an in depth study of topics in the biological sciences. It is designed to exceed state curriculum requirements and challenge students' abilities. Students are expected to take responsibility for their own learning. This class will involve significant independent work and laboratory experimentation. It will prepare students appropriately for further studies in honors and college science. The culmination of this course is the state's MCAS biology exam. *This course counts as a laboratory science.*

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
H	1	Full Year	Science 8	Required

### **(209) CHEMISTRY**

This course is designed for students pursuing general college preparatory studies. Its goal is to provide students with an in depth analysis of chemistry that exceeds the Massachusetts curriculum requirements. Students will build knowledge from data collected through laboratory experimentation and various other sources. *This course counts as a laboratory science.*

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	Biology	Required

### **(213) CHEMISTRY HONORS**

This course is designed for students who wish to pursue an in depth study of chemistry. It is designed to exceed state curriculum requirements and challenge students' abilities. Students are expected to take responsibility for their own learning. This class will involve significant independent work and laboratory experimentation. It will prepare students appropriately for further studies in honors and college science. *This course counts as a laboratory science.*

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
H	1	Full Year	Biology	Required

### **(229) PHYSICS CONCEPTS**

This course is designed for students pursuing general college preparatory studies. Its goal is to provide students with an in depth analysis of physics that exceeds the Massachusetts curriculum requirements. Students will build knowledge from data collected through laboratory experimentation and various other sources. *This course counts as a laboratory science.*

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	Chemistry	Required or Elective

### **(227) PHYSICS HONORS**

This course is designed for students who wish to pursue an in depth study of physics. It is designed to exceed state curriculum requirements and challenge students' abilities. Students are expected to take responsibility for their own learning. This class will involve significant independent work and laboratory experimentation. It will prepare students appropriately for further studies in college science. *This course counts as a laboratory science.*

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
H	1	Full Year	Chemistry	Required or Elective

### **(250) ADVANCED PLACEMENT BIOLOGY**

AP Biology is designed to provide students with a college level study of the biological sciences. It follows the national curriculum established by The College Board. Success on the AP Biology exam may permit students to undertake upper-level science studies as a first year college student. *This course counts as a laboratory science.* **Taking the AP Biology Exam is an end-of-course requirement. There is a fee associated with this exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	Passing Score on Science MCAS	Required or Elective

### **(248) ADVANCED PLACEMENT CHEMISTRY**

AP Chemistry is designed to provide students with a college level study of the chemical sciences. It follows the national curriculum established by The College Board. Success on the AP Chemistry exam may permit students to undertake upper-level science studies as a first year college student. *This course counts as a laboratory science.* **Taking the AP Chemistry Exam is an end-of-course requirement. There is a fee associated with this exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	Passing Score on Science MCAS	Required or Elective

### **(221) ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. **Taking the AP Environmental Exam is an end-of-course requirement. There is a fee associated with this exam.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
AP	1	Full Year	Passing Score on Science MCAS	Required or Elective

### **(003ST) ADL STEM**

This course provides specialized instruction in science and math to meet the goals established in Individualized Education Plans for students who will be completing Alternative Assessments instead of MCAS. Students are scheduled into this course based on IEP team recommendations and/or administrative approval.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
Standard	1	Full Year	None	Required

### **(233) COLLEGE HUMAN ANATOMY AND PHYSIOLOGY**

Human Anatomy and Physiology is designed as a concurrent enrollment opportunity with MCLA to provide motivated college-bound seniors with knowledge about the structure and function of the human body using comparative dissection techniques. Students will use scientific publications to develop their ability to critically evaluate a number of health issues based on what they have learned in class. Students will also be given a series of lab practicals to assess dissection techniques as well as the identification of organs and body structures. *This course counts as a laboratory science.*

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP/H	1	Full Year	Passing Score on Science MCAS	Required or Elective

### **(260) FORENSIC SCIENCE**

Forensic Science is designed to provide students with the opportunity to explore key topics such as the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Students will develop their knowledge and skills in using forensic tools and technical resources, forming and testing hypotheses, properly collecting data, and writing responsible conclusions. Students will do this through the use of virtual and hands-on labs and the analysis of fictional crime scenarios. *This course counts as a laboratory science.*

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP/H	1	Full Year	None	Elective

## TECHNOLOGY & ENGINEERING

### **(742) CAD/CAM 3D ENGINEERING DESIGN**

In this class, solutions will be engineered to solve different assigned problems. Problems will be stated, goals set, constraints identified, solutions proposed, and one solution will be selected, developed, tested and revised. Three-dimensional CAD software will be used throughout the course to model various solutions. These models will be assembled and tested through the use of computer simulations.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	None	Elective

## TRANSITIONAL/VOCATIONAL PROGRAM SUPPORTING COLLEGE AND CAREER

Special Education services at Drury High School have been developed under the auspices of P.L. 94-142, Education for All Handicapped Children Act and Chapter 766, comprehensive Special Education Law of Massachusetts. Under these laws, students with special education needs are entitled to services and programs that will assist them in realizing their educational potential and improving their quality of life.

As outlined in Chapter 766 regulations, the special education program of each student is developed by a TEAM evaluation. At the TEAM meetings, it is decided which program prototype category would best meet the needs of the student.

**Note: All programs are open to all students, but are available on a limited basis with entrance interviews required.**

### **(778) ACADEMIC SUCCESS**

This course provides students with targeted skills intervention and specialized instruction needed to meet student-learning goals. Students are scheduled into this course based on IEP team recommendations and/or administrative approval.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
Standard	.5 or 1	Semester or Full Year	None	Intervention

### **(139) LEARNING LAB**

This course provides students with the opportunity to recover credit from previous classes. Students complete Edgenuity courses online to receive credit or to accelerate learning. See Appendix A for a detailed list of courses offered.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	None – Credit Recovery	Semester	None	Intervention

**(603/614) HORTICULTURE 1/2 (Off Campus Site)**

Students learn how to plant, cultivate and maintain plants in a greenhouse environment, as well as outdoor garden beds and plots. Specific duties: planting seeds, transplanting, watering, and fertilizing. Enrollment is limited.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
Standard	.5	Semester	By Authorization	Elective

**(909/910) PLANT MAINTENANCE (Off Campus Site)**

Students in this program are exposed to the daily workings of the physical plant and its surroundings. Routine repairs, painting, building planning, grounds maintenance and woodworking are just a few of the activities offered daily.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
Standard	.5 or 1	Full Year (910) Semester (909)	None	Elective

**(502) RECREATIONAL ARTS & CRAFTS (Off Campus Site)**

Students work on projects either started in the woodshop or in the arts-and-crafts room: painting, working with different materials to complete saleable items for the Off Campus Store. Enrollment is limited.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
Standard	.5	Semester	By Authorization	Elective

**APPENDIX A: EDGENUTY COURSE CATALOG**

**ENGLISH LANGUAGE ARTS**

**ENGLISH 9:** This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer’s The Odyssey and Richard Connell’s “The Most Dangerous Game.” They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

**ENGLISH 10:** This sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature, literary nonfiction, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the e-Writing software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

**ENGLISH 11:** This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Martin Luther King, Jr., F. Scott Fitzgerald and Sandra Cisneros.

**ENGLISH 12:** This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Edgar Allen Poe, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

## **MATHEMATICS**

**ALGEBRA I:** This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways.

**GEOMETRY:** This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane.

**ALGEBRA II:** This course focuses on functions, polynomials, collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

**FINANCIAL MATH:** Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions

## **SOCIAL STUDIES**

**U.S. HISTORY I:** This a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

**U.S. HISTORY II:** This a yearlong course that examines the major events and turning points of U.S. history from the Industrial Revolution through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they will study the impact of dynamic leadership and economic and political change on our country's rise to global prominence. Students will also examine the influence of social and political movements on societal change and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and among multiple perspectives.

**SURVEY OF WORLD HISTORY:** This yearlong course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

**U.S. GOVERNMENT:** This course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays.

## **SCIENCE**

**BIOLOGY:** This compelling course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.

**CHEMISTRY:** This course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

**PHYSICS:** This course acquaints students with topics in classical and modern physics. The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world.



**ENVIRONMENTAL SCIENCE:** Environmental science is a captivating and rapidly expanding field, and this course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

## **WORLD LANGUAGES**

**SPANISH I:** Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. Writing and Speaking assignments will be graded by a DHS Spanish teacher.

**SPANISH II:** Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. Writing and Speaking assignments will be graded by a DHS Spanish teacher.

## **ELECTIVES**

**ART HISTORY I:** Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth- and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

**PSYCHOLOGY:** Psychology will introduce students to the systematic study of the behavior and mental processes of human means and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. Students also learn about the methods psychologists use in their science and practice. The major aim of this course is to provide each student with a learning experience equivalent to that obtained in most introductory college psychology courses.

**SOCIOLOGY:** Providing insight into the human dynamics of our diverse society, this is an engaging, one-semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

**STRATEGIES FOR ACADEMIC SUCCESS:** Offers a comprehensive analysis of different types of motivation, study habits, and learning styles. This course encourages high school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

## APPENDIX B: PAST COURSES NOT OFFERED IN 2019-2020

### COMPREHENSIVE HEALTH & WELLNESS

#### (821) 9-12 PHYSICAL EDUCATION

Students will play games and complete exercise activities in which they will set personal and team goals while learning about lifelong fitness.

<b>Level:</b> CP	<b>Credits:</b> .25	<b>Course Length:</b> Quarter	<b>Prerequisite:</b> None	<b>Course Type:</b> Required
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#### (230) HEALTH AND PHYSIOLOGY

This course has been designed to explore the complex, yet coordinated, functioning system that is the human body. Topics include: how structure contributes to function, how homeostasis is maintained and supports life functions, the social and emotional aspects of health and wellness, and decision making involving safe and healthier choices.

<b>Level:</b> CP	<b>Credits:</b> .5	<b>Course Length:</b> Semester	<b>Prerequisite:</b> None	<b>Course Type:</b> Required
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### ENGLISH

#### (029) ENGLISH BASIC

This course provides students with targeted reading, writing, speaking, and listening interventions and specialized instruction needed to meet student learning goals. Students are scheduled into this course as their primary English class based on IEP team recommendations and/or administrative approval.

<b>Level:</b> Standard	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> None	<b>Course Type:</b> Required
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#### (JOUR) JOURNALISM

This elective course is designed for student at all levels, who have an interest in communication and media studies. Students will explore the history of journalism, and its evolving function in society. Students will profile leaders in the field, explore bias in the media, exercise critical thinking skills, and write a variety of pieces through a school, local, and national lens.

<b>Level:</b> CP	<b>Credits:</b> .5	<b>Course Length:</b> Semester	<b>Prerequisite:</b> None	<b>Course Type:</b> Elective
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#### (050) READING BOOST

This intervention course provides specialized reading instruction for students who are one or more grade levels behind in their reading fluency. Students use Read 180 software and other learning tools to increase their reading ability to better prepare them for college and career expectations. Students are scheduled into this course as an additional English class based on prior MCAS history, reading assessments, and administrative approval.

<b>Level:</b> CP	<b>Credits:</b> .5	<b>Course Length:</b> Semester	<b>Prerequisite:</b> None	<b>Course Type:</b> Intervention
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**(051) SCIENCE FICTION**

This elective course is designed for grade 8-10 students to gain more experience with reading, writing, and critical thinking. Students will read a variety of texts including selections from Kurt Vonnegut, Isaac Asimov, and H.G. Wells. Students are identified for placement into this course based on scores lower than Proficient on the ELA MCAS.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	None	Intervention

**(006) WRITING WORKSHOP**

This elective course is designed for students to improve their writing skills through self-expression. Creative writing and poetry is the focus of most of the assignments and activities in the class, as students play with words and ideas to create meaning.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	None	Elective or Intervention

**INTERDISCIPLINARY STUDIES**

**(DESIG) TABLETOP GAME DESIGN**

Throughout human history playing and designing games has been an important part of entertainment and skill development. During this semester course students will be provided the opportunity to play and analyze an assortment of tabletop games. By analyzing the rules, components and mechanics within the game students will be exposed to the math, art, technology, and history of game development.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	None	Elective

**MATHEMATICS**

**(003MATH) ADL MATH**

This course provides specialized instruction in mathematics to meet the goals established in a student's Individualized Education Plan for students who will be completing Alternative Assessments instead of MCAS. Students are scheduled into this course based on IEP team recommendations and/or administrative approval.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b> Required
Standard	1	Full Year	None	

**(123) BASIC MATH**

This course provides specialized instruction in mathematics to meet the goals established in a student's Individualized Education Plan. Students are scheduled into this course based on IEP team recommendations and/or administrative approval.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b> Required
Standard	1	Full Year	None	

### **(126) INTEGRATED MATH I**

This course is designed to provide specialized instruction in mathematics for students who may have specific, but different, behavioral or academic intervention needs. The focus of the course is on the central mathematics standards identified for preparation for MCAS success and college and career readiness. Students are scheduled into this course based on IEP team recommendations and/or administrative approval.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b> Required
Standard	1	Full Year	None	

### **(148) MATH 9**

The fundamental purpose of the Math 9 course is to formalize and extend the mathematics that students learned in the middle grades. This course is comprised of standards selected from the high school conceptual categories, which were written to encompass the scope of content and skills to be addressed throughout grades 9–12 rather than through any single course. Instructional time will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b> Required
CP	1	Full Year	Completion of a Math 8	

### **(169) MATH 9 HONORS**

The fundamental purpose of the Honors Math 9 course is to formalize and extend the mathematics that students learned in the middle grades. This course is comprised of standards selected from the high school conceptual categories, which were written to encompass the scope of content and skills to be addressed throughout grades 9–12 rather than through any single course. Instructional time will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane. Honors Math 9 also covers more in-depth and challenging standards than the College Prep Math 9 course.

<b>Level:</b>	<b>Credits:</b> 1	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b> Required
H		Full Year	Completion of a Math 8	

### **(176) MATH 10**

The focus of this course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math 9. This course is comprised of standards selected from the high school conceptual categories, which were written to encompass the scope of content and skills to be addressed throughout grades 9–12 rather than through any single course. Instructional time will focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b> Required
CP	1	Full Year	Completion of a Math 9	

### **(177) MATH 10 HONORS**

The focus of this course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math 9. This course is comprised of standards selected from the high school conceptual categories, which were written to encompass the scope of content and skills to be addressed throughout grades 9–12 rather than through any single course. Instructional time will focus on five critical areas: (1) extend the laws of

exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning. Honors Math 10 covers more in-depth and challenging standards (Model Standards as stated in the Massachusetts Curriculum Framework for Mathematics).

<b>Level:</b> H	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> Completion of a Math 9	<b>Course Type:</b> Required
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**(173) MATH 11**

It is in the Math 11 course that students integrate and apply the mathematics they have learned from their earlier courses. This course is comprised of standards selected from the high school conceptual categories, which were written to encompass the scope of content and skills to be addressed throughout grades 9–12 rather than through any single course. Instructional time will focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

<b>Level:</b> CP	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> Completion of a Math 10	<b>Course Type:</b> Required
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**(174) MATH 11 HONORS**

This course is comprised of standards selected from the high school conceptual categories, which were written to encompass the scope of content and skills to be addressed throughout grades 9–12 rather than through any single course. Instructional time will focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. Honors Math 11 covers more in-depth and challenging standards (Model Standards as stated in the Massachusetts Curriculum Framework for Mathematics).

<b>Level:</b> H	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> Completion of a Math 10	<b>Course Type:</b> Required
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**(182) REAL WORLD MATHEMATICS**

This is a problem-based, inquiry-oriented course that builds upon the theme of mathematics as reasoning and sense-making. It will prepare students for success in college, in careers, and in daily life in contemporary society. Through investigations of real-life contexts, students will develop a rich understanding of important mathematics that makes sense to them and which, in turn, enables them to make sense out of new situations and problems. Students who need further math intervention may be scheduled into this class in addition to their regular math course.

<b>Level:</b> CP	<b>Credits:</b> .5	<b>Course Length:</b> Semester	<b>Prerequisite:</b> None	<b>Course Type:</b> Intervention
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**PERFORMING ARTS**

**(ACTs1/ACTs2) ACTING, VOICE AND DICTION FOR RADIO AND TELEVISION**

The basic fundamentals of acting are explored along with training in the preparation and presentation of broadcast material. Fundamentals of diction are combined with techniques for handling the problems unique to broadcasting, such as microphone techniques, reading for the camera, interviewing techniques, preparing commercials, promotional and public service announcements, news copy, script writing, weather and sports announcing. An opportunity may be provided to create programming for the school podcasts and DTV. Demonstration, exercises, improvisations are used to practice techniques

taught. Greater emphasis is placed on character analysis and development of the actor for television. **Students are required to participate in after school and evening events, performances and rehearsals.**

**Level:** CP      **Credits:** .5      **Course Length:** Semester      **Prerequisite:** None      **Course Type:** Elective

**(550) DANCE**

Prior dance experience is not needed for success in this class. Many traditional folk dances and contemporary line dances will be taught. An emphasis will be placed on gaining lifelong physical fitness skills while enjoying the artistic expression of dance. The cultural roles of dance will be explored as well as choreography and the role of the choreographer. Students will have the opportunity to create dances.

This class is a Physical Education/Dance class and Physical Education credit can be earned through successful completion of this class. Numerical grades will be given for this class, not Pass/Fail grades. Students will not be allowed to take this class more than once.

**Level:** CP      **Credits:** .5      **Course Length:** Semester      **Prerequisite:** None      **Course Type:** Elective

**(539) DISCOVERING MUSIC**

This course is designed to be an experiential overview of all types of music with each student having the opportunity to explore musical styles of his/her own choosing. Rock, pop, hip-hop, country, classical, jazz, and multi-cultural music will be covered with a focus on listening and creating. Teacher-directed as well as student-directed activities will be included. No prior musical experience is necessary.

**Level:** CP      **Credits:** .5      **Course Length:** Semester      **Prerequisite:** None      **Course Type:** Elective

**(500) INTRODUCTION TO ART**

This course is an introduction to the basic elements and principles of art. The fundamentals of drawing, design elements, and photography, as well as an overview of careers in visual art, will be explored.

**Level:** CP      **Credits:** .5      **Course Length:** Semester      **Prerequisite:** None      **Course Type:** Elective

**(503) ADVANCED STUDIO ART**

This course offers 10th through 12th grades instruction in advanced drawing, painting, architecture, design, photography, ceramics and sculpture. The student's motivation to master skills, with an eye to developing a personal style and purpose in projects will be individually assessed. Each lesson or project will take the student into a deeper level of understanding of art terms, concepts, self-critique and self-exploration through art forms and media. Self-motivation and a genuine interest in art are essential, as well as a mature attitude and work ethic. All work will be displayed in the building as well as one artwork at art show TEEN INVITATIONAL AT MASS MOCA. Along with these goals, the student must develop a portfolio suitable for entrance into an art school program including at least 15 quality artworks by the end of the year. A possible team project will be included in the curriculum, for example, sponsored public art, and/or various Service Learning projects when funds are available.

**Level:** CP      **Credits:** 1      **Course Length:** Full Year      **Prerequisite:** Intro to Art (High School Elective)      **Course Type:** Elective

### **(530) MUSIC THEORY**

Students in this course will learn the fundamentals of music theory. This course is essential for any student interested in pursuing a career in music.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	None	Elective

### **(553a/b) SINGER'S WORKSHOP**

This class is designed for the beginning and advanced singer with basic and intermediate vocal skills. If you can match a pitch, you can be trained in this course. It presents the basic principles of singing and reading music. Students will learn to produce beautiful sounds easily and artistically as they sing selected songs. Students will sing daily by themselves and in small groups both in class and for concerts during the school year. Preparations for college and regional theatre auditions are explored. Students are required to participate in some after school and evening events.

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	None	Elective

### **(547) STUDIO RECORDING**

Students will develop skills in recording science using Garageband and other software. **Students are required to participate in some after school and evening events.**

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	.5	Semester	None	Elective

## **SCIENCE**

### **(211BC) BIOCHEMISTRY**

This course combines a focus on biology topics with an introduction to chemistry. Designed for students who must retake the Biology MCAS or need additional support with science topics, this course provides laboratory experiences, hands-on activities, and extensive instruction in the foundational standards of science. Students are scheduled into this course based on Building Early Support Team recommendations and/or administrative approval. *This course counts as a laboratory science.*

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	None	Required or Intervention

### **(251) BIOTECHNOLOGY**

Biotechnology is designed to provide students with the opportunity to explore the fundamental principles and business applications of biotechnology. Students will develop their knowledge of the preparation of biotechnology products, biotechnology careers, bioethics, applications, and genetic engineering through a close examination of the structure and function of DNA and proteins. Students will complete lab investigations, lab simulations, research papers, projects, and a biotechnology career exploration. *This course counts as a laboratory science.*

<b>Level:</b>	<b>Credits:</b>	<b>Course Length:</b>	<b>Prerequisite:</b>	<b>Course Type:</b>
CP	1	Full Year	Completion of Bio or equivalent	Elective

### **(231) MY EARTH**

My Earth is designed to provide students with knowledge based on real, current, and relevant content that brings the world of environmental science to life. With its emphasis on literacy skills, mathematical concepts, and the scientific method, this

course may also be used as an intervention for students who need additional preparation to achieve proficiency in one or more MCAS subject areas.

<b>Level:</b> CP	<b>Credits:</b> .5	<b>Course Length:</b> Semester	<b>Prerequisite:</b> None	<b>Course Type:</b> Elective or Intervention
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## **SOCIAL STUDIES**

### **(357) AMERICAN GOVERNMENT**

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework; federalism; the three branches of government, including the bureaucracy; civil rights and liberties; political participation and behavior; and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. Basic concepts of state and local government and their relationships with the federal government are also examined.

<b>Level:</b> CP	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> Completion of US History preferred	<b>Course Type:</b> Elective
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### **(355 - A) CURRENT EVENTS IN THE UNITED STATES**

Current Events in the United States is a one-semester course aimed at exploring contemporary American issues such as immigration, terrorism, foreign relations, human rights and foreign policy. During the semester, students will attain and develop a greater comprehension of local, national, and international issues and how those issues directly impact all of us.

<b>Level:</b> CP	<b>Credits:</b> .5	<b>Course Length:</b> Semester	<b>Prerequisite:</b> None	<b>Course Type:</b> Elective
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### **(355 - B) CURRENT EVENTS IN THE WORLD**

Current Events in the World is a one-semester course aimed at exploring contemporary world issues such as climate change, revolution, genocide, global poverty, nuclear weapons programs, globalization, and international peacekeeping efforts. During the semester, students will attain and develop a greater comprehension of international issues and how those issues directly impact all of us.

<b>Level:</b> CP	<b>Credits:</b> .5	<b>Course Length:</b> Semester	<b>Prerequisite:</b> None	<b>Course Type:</b> Elective
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### **(348) UNITED STATES HISTORY II HONORS**

This course covers United States history from the Gilded Age to the present. Special attention will be devoted to the internal development of big business, the technology of the period, and the civil rights and social and political advancements of women and other minority groups in the country. The history and development of the United States as a world power in both economic and military theaters will also be examined. This will be accomplished through the use of the text, selected readings and various other media. This course is designed for highly motivated students with strong social studies skills. This course requires a significant amount of critical writing and reading of both secondary and primary sources. Class activities stress discussion, independent learning, and co-operative learning activities.

<b>Level:</b> CP	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> Completion of USI	<b>Course Type:</b> Required
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### **(003H) ADL HUMANITIES**

This course provides specialized instruction in history with a focus on literacy skills: reading, writing, speaking, and listening. Students read fiction and non-fiction selections from a variety of historical eras and work independently and collaboratively



to complete hands-on activities throughout the year. Students are scheduled into this course based on IEP team recommendations and/or administrative approval.

<b>Level:</b> Standard	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> None	<b>Course Type:</b> Required
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## **TECHNOLOGY & ENGINEERING**

### **(744) ENGINEERING THE FUTURE**

This course is designed to satisfy the Science, Technology, and Engineering MCAS requirement and is built around questions. As you build your technological literacy skills, you'll develop questions of your own, as well as increasingly complex answers to the following: What is technology? What do engineers do? What does an engineer need to know about math and science to develop new technologies? How do new technologies impact society? Learning about technology will help students participate more fully as members of their community and citizens of the world. Becoming technologically literate is an exciting and challenging journey that will profoundly change students' perception of how the world operates and how they fit into the big picture. Students constantly reflect on how every new idea that you learn relates to their own experiences. The personal and professional choices one makes throughout life will ultimately shape the world for all of us. Indeed, you will engineer the future. This year-long course consists of four major units: Creators of the Designed World, Developing Sustainable Cities, Going with the Flow: Transportation & Energy Systems, Power to Communicate. Note: this course is run in coordination with both the Technology department and the Science department and meets the requirement of a laboratory science.

<b>Level:</b> CP	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> None	<b>Course Type:</b> Elective
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### **(741) CONSTRUCTION TECHNOLOGY**

This course will cover in-depth construction techniques, materials, tools and practices. Students will be expected to read and interpret construction prints. The State Building Code for 1 & 2 family houses will be covered. The local zoning and building permit applications process will be thoroughly discussed. Students will be expected to complete several full-scale construction projects while working in teams. Students will be expected to accurately estimate the costs of a variety of projects. Site visits, guest lectures and job shadowing experiences will be utilized where appropriate. Note: this course runs in alternate years with the Production Technology course.

<b>Level:</b> CP	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> None	<b>Course Type:</b> Elective
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### **(922) PRODUCTION TECHNOLOGY**

This course provides students with hands on experience and related activities in methods of modern manufacturing technology. Students will participate in "all aspects of industry" through a variety of activity based projects. Students will organize a business, design and build prototypes, plan several production systems, develop marketing strategies and market their products. Students will study the design, permitting and building of scale model structures in the construction units. Full scale structures will be completed when appropriate. A variety of computer application programs will be utilized in the different units of study. Career options will be explored through job shadowing, guest speakers, career fairs and other activities. Note: this course runs in alternate years with the Construction Technology course.

<b>Level:</b> CP	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> None	<b>Course Type:</b> Elective
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**TRANSITIONAL/VOCATIONAL PROGRAM SUPPORTING COLLEGE AND CAREER**

**(300) HUMANITIES**

This course provides specialized instruction in history with a focus on literacy skills: reading, writing, speaking, and listening. Students read fiction and non-fiction selections from a variety of historical eras and work independently and collaboratively to complete hands-on activities throughout the year. Students are scheduled into this course based on IEP team recommendations and/or administrative approval.

<b>Level:</b> Standard	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> None	<b>Course Type:</b> Required or Intervention
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**(302) HUMANITIES II**

This course is a continuation of Humanities for students who have already completed the first course. Designed to explore major historical eras, this Humanities II maintains a focus on literacy instruction and support within a social studies framework. Students are scheduled into this course based on IEP team recommendations and/or administrative approval.

<b>Level:</b> Standard	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> None	<b>Course Type:</b> Required or Intervention
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**(779) LEARNING CENTER**

The Learning Center is a drop-in tutoring center operated by Drury High School teachers and staff, but some students are scheduled into this course to provide additional targeted support on a regular basis.

<b>Level:</b> Standard	<b>Credits:</b> 1	<b>Course Length:</b> Full Year	<b>Prerequisite:</b> None	<b>Course Type:</b> Required or Intervention
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