

DIRECTORY

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Canton High School:

Office Hours: 7:00 A.M. to 3:00 P.M.

Accredited by the New England Association of Schools and
Colleges

A member of the College Board (CEEB #220545).

CANTON HIGH SCHOOL MISSION STATEMENT

The mission of Canton High School is to educate all students in a challenging, safe, disciplined, creative, and nurturing atmosphere to become lifelong learners whose achievements and contributions are a credit to themselves and to society.

Canton High School is committed to provide an environment where students can:

- **Society and Humanism**
Understand the principles and origins of democracy and government, become productive citizens, appreciate cultures and peoples, and develop social responsibility that affirms the worth and dignity of each individual.
- **Literacy and Language**
Develop and cultivate an appreciation for the world's literature and languages, read compassionately and deeply, and write and speak clearly and effectively.
- **Logic and Reason**
Solve problems by applying reason, logic, and mathematical concepts and develop an awareness and understanding of current and emerging technologies.
- **Science and the Natural World**
Develop an increased awareness, understanding, and appreciation of the world around them by the application and interpretation of scientific principles.
- **Culture and the Arts**
Develop and enhance creativity and appreciation for the arts.
- **Career Education**
Develop career strategies through self-assessment and career exploration.
- **Wellness**
Develop and cultivate knowledge of their physical, emotional, and social lives.
- **Learning**
Apply the mission's principles to their own lives and learn to be responsible for their continuing education by accessing multiple resources.
- **Respect and Tolerance**
Develop empathy for and awareness of the needs of fellow human beings.

Canton Public Schools do not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age, or disability.

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ACADEMIC PROGRAM INFORMATION

GRADUATION REQUIREMENTS

The 100 credits necessary for graduation must include passing the following:

Four (4) years of English

Three (3) years of Social Studies (one of which must be U.S. History)

Three (3) years of Math

Three (3) years of Science (one year must include a lab)

Four (4) years of Wellness

Five credits from courses in the Visual, Performing, and or Industrial Arts

Three credits in courses using computers/technology

Students must also meet state law about MCAS exams. Students completing the graduation requirements listed above, but not passing all MCAS exams required by the state may receive a Certificate of Attainment at graduation.

Please note that those students who plan to apply to State Colleges must **EXCEED** these requirements to prepare for admission. It is strongly encouraged that students planning to apply to four year colleges complete a minimum of two years of study in the same foreign language. Students should contact their Guidance Counselor for further information.

PROMOTIONAL REQUIREMENTS

All students must meet all of the following requirements in order to be promoted to the next grade level. A student's grade level shall be determined by the number of credits earned. **All Credit totals are cumulative.**

-For sophomore standing a student must have accumulated a minimum of 24 credits.

-For junior standing a student must have accumulated a minimum of 48 credits.

-For senior standing a student must have accumulated a minimum of 72 credits.

-During the senior year a student must earn a minimum of 23 credits.

GRADUATION CEREMONY

Graduation will be held on a date selected by the School Committee. Participation in the annual graduation ceremony is optional. However, if a senior does choose to participate he/she agrees to abide by the traditional customs and dress associated with the Canton High School graduation program. Additionally, in fairness to other graduates, all seniors must be present at all graduation practices if they wish to take part in the ceremony. In order to participate in the ceremony students must have completed 20 hours of community service learning each year for a total of 80 hours. Only students earning a diploma or certificate of attainment will be allowed to participate in the graduation ceremony.

LEVELING INFORMATION

Research demonstrates that students learn best when they are challenged just beyond their comfort zone. As a result Canton High School offers three ability groupings to provide appropriately challenging courses. Students are grouped according to interest, prior achievement, the recommendations of teachers, guidance counselors and school administrators, and parental preference. In some instances, students may be recommended to change levels during the year, depending upon their performance. This method of grouping makes it possible for all students to proceed at an appropriate and challenging pace.

Honors Level

Honors level classes move at an accelerated pace. Success requires solid past achievement and a high degree of motivation in the subject area. Students must be able to work independently and to complete a considerable number of comprehensive assignments requiring advanced skills. Please consult prerequisites listed for each department. Students should carefully consider taking these classes and should seek guidance from parents, teachers and guidance counselors before finalizing their decision. Students and parents are encouraged to review texts before deciding to take an Honors level class.

College Preparatory 1 (CP1)

College Preparatory 1 classes challenge students with material and presentations designed to continue their pursuit of mastery in the specific subject area. The fast paced presentation of the classes requires students to assimilate new material and to grasp concepts quickly. Please consult prerequisites listed for each department.

College Preparatory 2 (CP2)

College Preparatory 2 classes enable students to develop skills and master subject matter in an environment geared to presenting information in a practical manner. Students are encouraged to expand their base of knowledge through the exploration, continual review and reinforcement of specific subject matter.

Unleveled

Most courses in the areas of fine, performing, visual and applied arts, educational technology and wellness have no level designation. This is done purposefully to encourage all students to take those courses based on their interests, talents and career goals.

COURSE CHANGES

Changes in student course schedules can only take place through the guidance counselor and in accordance with the established Canton High School course change policy.

The Guidance Department will consider changes at the beginning of the school year for the following reasons: (1) Students with incomplete schedules (example: not enough subjects or subject area requirements or students lacking graduation requirements), (2) Students who need schedule changes because of summer school attendance, and (3) Teacher recommended changes. Students are not permitted to change any course for which they have previously registered without a course change form signed by parents (guardians), counselor, teachers, department heads, and the assistant principal or designee. Program changes will not be made without following the proper procedure.

No student may enter a new class or be withdrawn from an existing class on his or her schedule until the counselor provides a drop/add form.

After first quarter, all dropped courses will read “withdrawn” on report card along with grades received prior to withdrawal.

SUBJECT PREREQUISITES

To ensure adequate preparation for continuing certain subjects, successful completion of previous courses is required. Prerequisites are designed to direct students into courses in which they will be most successful and to motivate each student to achieve to his/her potential and select courses in keeping with his/her ability and interests.

The principal may waive prerequisites which would create undue restrictions in cases involving individual students. Refer to Course Description for listing of subject prerequisites.

Students’ skills, abilities and achievement vary. Course levels are designed to maximize each student’s potential by presenting challenging course work at an appropriate level and pace. Our expectation is that each student will acquire knowledge and develop skills in a setting that is rigorous. With few exceptions, students will be assigned to course levels in English, Math, Science, Foreign Language and Social Studies based on their previous achievement and recommendations of their teachers. These choices will be made in the spring of the previous year. Parents will be notified of these recommendations. If a parent/guardian wishes to change the recommended level, he/she must submit a **Request for Change of Course Level** form (which can be downloaded from school web site or picked up in the Guidance Office) according to the timetable announced during the course selection process.

PERMISSION TO CONTINUE IN A SEQUENCE

Some courses require that students earn at least a “C” to continue at a higher level. A student who receives a “D” in the regular year may repeat the subject in an approved summer school to earn the opportunity of selecting the sequential course. The student must receive a “C” or better in the repeated course to elect the next course in the sequence.

SUMMER SCHOOL

Canton High School students may attend summer school in order to improve a failing grade or receive minimum credit to elect a sequential course. In order for a student to earn credit in summer school, prior approval must be given by the principal or guidance department. The student must have received a passing grade for at least two quarters and/or one semester. A student cannot take a course from which he or she withdrew from during the school year.

MARKING SYSTEM

| | | | | | |
|----|---|--------|----|---|-------------------------|
| A+ | = | 97-100 | C+ | = | 77-79 |
| A | = | 93-96 | C | = | 73-76 |
| A- | = | 90-92 | C- | = | 70-72 |
| B+ | = | 87-89 | D+ | = | 67-69 |
| B | = | 83-86 | D | = | 63-66 |
| B- | = | 80-82 | D- | = | 60-62 (Minimum Passing) |
| | | | E | = | 59 and below |

Progress reports will be issued to all students at or near the midpoint of each of the four terms. These reports contain information from each teacher about the student’s current performance in class. This report may also provide feedback about how the student can improve their performance.

Report cards are issued four times per year to the parents of all students. Parents should review these reports carefully. If parents have specific concerns about a grade, they should child’s teacher. For concerns about a child’s overall performance parents are encouraged to contact their child’s guidance counselor.

HONOR ROLL

The Honor Roll is compiled for each marking period. Students who earn grades of B- or better in all subjects, including all minor courses, will be eligible. Those students who earn grades of A in all subjects including all minors will be eligible for the Highest Honors category. Students who are taking three or more honors level courses may still qualify for the Honor Roll with one grade of C in all subjects taken including minors. Poor conduct may keep a student from making the Honor Roll.

RANK IN CLASS

Rank-in-class is one criterion colleges use to evaluate students applying for admission. To determine a student's rank, a weighted GPA is calculated for each student. **Only leveled courses that meet six or more periods per week are included in the computation to determine the weighted class rank.** The weighted GPA and class rank are calculated using the grade received in each course and also considering the level of the course. The rank is cumulative for four years. The following numerical equivalents are assigned to grades in courses used in calculating the class rank.

| | | | | | |
|----|---|----|----|---|----|
| A+ | = | 16 | C+ | = | 10 |
| A | = | 15 | C | = | 9 |
| A- | = | 14 | C- | = | 8 |
| B+ | = | 13 | D+ | = | 7 |
| B | = | 12 | D | = | 6 |
| B- | = | 11 | D- | = | 5 |
| | | | E | = | 0 |

The three levels of courses offered at CHS - Honors, CP1, and CP2 - are each assigned an "added value" to determine the weighted GPA. The appropriate added value (below) is added to the numerical equivalents for each grade.

| Level | Added Value |
|-----------------------------|-------------|
| H - AP/Honors | 6 |
| CP1 - College Preparatory 1 | 3 |
| CP2 - College Preparatory 2 | 0 |
| Unleveled - Not Included | (N/I) |

Example:

A grade of C+ in a CP1 course has a numerical equivalent of 10 and an added value of 3. Therefore, the weighted value of the grade is 13. Next, the weighted grade is multiplied by the number of credits for the course.

This is a sample calculation of class rank based on a student's final report card.

| Course | Level | Credits | Grade | Num. Equiv. | Added Value | Weighted Points |
|-----------------------------|-----------|---------|-------|-----------------------------|----------------|--------------------|
| English | AP | 5 | C+ | 10 | 6 | 16x5=80 |
| History | Honors | 5 | B | 12 | 6 | 18x5=90 |
| Algebra 2 | Honors | 5 | D- | 5 | 6 | 11x5=55 |
| Science | CP2 | 5 | B+ | 13 | 0 | 13x5=65 |
| Spanish | CP1 | 5 | A- | 14 | 3 | 17x5=85 |
| Art I | Unleveled | (5) | A | N/I | N/I | N/I |
| Total weighted credits = 25 | | | | Total weighted points = 375 | | |

Next, the total weighted points (**375**) are divided by the total number of credits in weighted courses (**25**) to calculate a weighted average $375/25 = (15)$. Canton High School uses a **4.3** scale to determine Grade Point Average. The GPA is calculated by dividing the weighted average by 22 (the highest possible weight factor) and then multiplying by 4.3. Therefore, for a weighted average of **15.00**, the GPA is $15.00/22 \times 4.3 = 2.93$.

MCAS

Canton High School will follow all state regulations regarding MCAS tests. All students must earn a competency determination (CD) on the English Language Arts and Mathematics MCAS tests in order to receive a diploma. Beginning with the class of 2010 students must also earn a CD on a Science, Technology, and Engineering exam. A score of 220 or higher is necessary to earn a CD for the exam. Any student scoring below 220 will be given an additional opportunity to take the exam each semester. For the class of 2012 a US History CD will be required as well.

COMMUNITY SERVICE LEARNING

Students are required to participate annually in twenty (20) hours of community service learning and/or career exploration learning. Students must have completed 20 hours of community service learning each year for a total of 80 hours in order to participate in the graduation ceremony.

SUMMER PROGRAMS

The guidance office maintains a file of information on various types of summer academic and enrichment programs.

MILITARY OBLIGATIONS

By federal law all males must register with the Selective Service office within 30 days of their 18th birthday. In addition, federal No Child Left Behind legislation requires the high school to supply all military branches with the names and addresses of all students. Students may opt off of this list by submitting a letter to the guidance office from a parent/guardian requesting this information not be sent.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) level classes, available only to juniors and seniors, allow students to complete college equivalent coursework while in high school. Extremely demanding and fast paced, AP classes require extensive homework. Students should carefully consider taking these classes and should seek guidance from parents, counselors and current teachers before finalizing their decision. Please consult prerequisites listed for each department. Course change request after school has begun may create other scheduling difficulties and limited options. Students and parents are encouraged to review texts before deciding to take an AP class. All students in AP classes are required to take a full final exam in the subject, unless they have earned a grade of B+ for second semester. Students are expected to take the AP exam in the spring for college credit. The cost of the exam is \$86.

INFORMATION LITERACY SKILLS

In order for all students to be effective users of ideas and information the library media program will be integrated into the Language Arts and Social Studies curricula. The information literacy skills needed to be competent researchers will be taught in collaboration between the library-teacher and the classroom teachers in relevant information seeking assignments.

DRIVER AND TRAFFIC SAFETY EDUCATION

This course (offered at a fee) consists of 36 hours of classroom instruction, 6 hours behind the wheel training and 6 hours observation in a dual-controlled car. New classes begin in September, December, January, May, and July. Students are urged to obtain their Learner's Permit as soon as possible so the driving lessons may be started promptly. For additional information please contact Mr. Jeremiah Sullivan, Supervisor of Driver Education at (781) 821-5070. No school credit is awarded for this course.

GUIDANCE

The mission of the Canton High School Guidance Department is to provide comprehensive developmental guidance services for all students. During their time at Canton High School each student will pursue and expand on his or her abilities, interests and aptitudes. Through their roles as personal counselor, academic counselor, post-secondary counselor, consultant, and facilitator, the guidance staff at Canton High School assists students in this process of self-discovery. The guidance staff encourages each student to pursue the most appropriately challenging academic program he or she can handle with success. Beyond the walls of the classroom, the students of Canton High School contribute to our vibrant school community through leadership and contributory roles in athletics and other extra-curricular activities.

Each student will meet in a guidance seminar once per seven day cycle for one semester of the year. In guidance seminar, counselors will work with small groups of students to proactively discuss developmentally appropriate issues. The primary themes addressed are acclimation to high school and increasing independence (9th grade), self-assessment and discovery (10th grade), exploring post-secondary choices (11th grade), and preparing to transition to life beyond high school (12th grade). Students are encouraged to meet individually with their counselors in addition to these group sessions in order to discuss personal, academic, or any other issues. In order to accomplish this, an “OPEN DOOR” policy is always maintained.

SELECTING AN ACADEMIC PROGRAM

Each student chooses an individual program of study from a variety of courses. Selection is influenced by graduation requirements and the student’s educational and vocational plans and abilities. Each student’s goals must be considered in the light of his or her selections since an appropriate course for one student may be inappropriate for another.

All students are required to carry a minimum of 35 periods of work per cycle. Exception to this requirement may be permitted by the principal. Students will be assigned to directed studies to complete their 42-period schedule.

PREPARATION FOR HIGHER EDUCATION

Those students who plan to attend institutions of higher learning must explore, individually and in guidance seminar, the requirements for admission to the schools of their choice. Students will use *Naviance* college and career planning software as they navigate this complex process. Additionally, an extensive library of college catalogues is available in the guidance office in addition to each school’s online reference materials. Generally speaking, both rigor of academic program and quality of achievement are critical factors in admission to schools of higher learning.

The wide array of four-year colleges, two-year colleges, technical colleges and other formal academic programs differ greatly in their requirements for admission. While most

institutions do not adhere specifically to rigid course requirements, many expect a candidate to have successfully completed at least 16 college preparatory courses chosen from among English, Mathematics, Science, Social Studies and Foreign Languages. **The more rigorous the high school program, the greater the number of opportunities that may be available to a student.**

Admission requirements for Massachusetts state colleges and universities are set by the Massachusetts Board of Higher Education. Students must complete the aforementioned 16 core courses including a minimum of four years of English, three years of Math, three years of Social Studies (including US History), three years of Science (including two laboratory sciences), and two years of a foreign language. Students must maintain a “B” average in these courses to be considered a strong candidate for admission to in-state public four-year colleges and universities.

Many college representatives visit Canton High School during the school year to meet with interested students. Students must receive permission from teachers in advance to miss class time to meet with a college admissions representative. Students are required to bring a pass signed by their teacher and are responsible for making up any missed work. The dates and times of these visits are posted on the *Naviance* website and on the Canton High School Guidance website.

COLLEGE ADMISSIONS TESTING

The Scholastic Assessment Test (SAT) is offered seven times each year to students who wish to take this exam. The SAT Reasoning test is required by many colleges and universities throughout the country. The Reasoning test is a three and a half hour test comprised of three sections, Critical Reading, Mathematics, and Writing Skills. A small number of highly selective colleges may also require SAT Subject tests. This one hour, content based tests are given in twenty-two different subject areas. Registration materials for these exams are available in the Guidance office and online at www.collegeboard.com. American College Testing (ACT) is another college entrance exam that is accepted by colleges and universities in lieu of the SAT. This test is comprised of English, Reading, Math, and Science sections with an optional Writing section. More information and registration materials are available at www.act.org. The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is offered to sophomores and juniors each October as an opportunity to take a practice college admissions test.

Canton High School’s CEEB school code is 220-545.

All students will meet with their school counselor in small groups once per cycle for one semester; freshmen and seniors meet first semester, sophomores and juniors meet second semester. These seminars are designed to address the developmental needs of adolescents, maximize their learning experience and help them plan for the future.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------------|------------|------------------|-------------|-----------|
| Guidance Seminar 9 | 951 | Unleveled | 9 | .5 |

The primary focus of the program is the orientation of freshmen to Canton High School. Students meet during the first semester to become familiar with their new school, and to get to know each other and their counselor. Counselors review with the students the Student Handbook, the Program of Studies, and other materials to help them understand the procedures, rules, regulations, and the general high school program, services and opportunities. In addition, students learn about student and teacher expectations, study skills and other topics of importance to ninth graders.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------------|------------|------------------|-------------|-----------|
| Guidance Seminar 10 | 952 | Unleveled | 10 | .5 |

This second semester program focuses on decision-making skills and self-assessment. Students use the “Do What You Are” feature of the guidance department’s Naviance software package to explore personality types, career interests and possible college selections. In addition, students assess their academic and extracurricular participation and progress, their strengths and weaknesses and begin discussion of the variety of post-secondary options available. Students will also learn about the purpose and schedule of the Massachusetts Comprehensive Assessment System.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------------|------------|------------------|-------------|-----------|
| Guidance Seminar 11 | 953 | Unleveled | 11 | .5 |

This second semester program focuses on post-high school planning with particular emphasis on the college search process. Through a systematic approach, students come to understand what they are looking for in a college as well as what colleges look for in applicants. Students learn how to determine which colleges are an academic fit and to understand the importance of investigating colleges with a wide range of selectivity. Techniques for investigation, tours, interviews and narrowing down one’s list of colleges are also discussed so that students are prepared to make the best use of the summer for continuing their research.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------------|------------|------------------|-------------|-----------|
| Guidance Seminar 12 | 954 | Unleveled | 12 | .5 |

In the first semester of the year, students planning to attend college after high school review and revise their previous choices and finalize their plans. In addition to refining their list of schools, students will learn about their own and their counselor’s responsibilities in the application process, and they will discuss interviews, essays and application preparation. Lastly, students will gain an understanding of the financial aid process.

Students who wish to pursue options other than college upon graduation will work with their counselor, either in groups or individually, to develop their post high school plans.

CAREER EDUCATION

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|------------------|---------------|----------|
| Career Planning | 518 | Unleveled | 11, 12 | 3 |

This course will help students develop their personal career strategies and find the appropriate college/work path. Students will gain an understanding through self-assessment and career exploration. The curriculum offers a variety of evaluative activities that will assist in researching careers and higher education options. The students will also develop skills and competencies including preparing a resume, writing a cover letter, filling out an application, and developing interviewing techniques. In addition, students will have the opportunity to search for the college, university, or technical school that best meets their career goals as well as prospective scholarship information.

ALTERNATIVE EDUCATION

The Canton High School Alternative Education program follows the philosophy of a “school within a school.” The program is designed to serve students who have had limited success in traditional Canton High School programs. Students will work on basic skills in mathematics, English, social studies, science, and art, as well as occupational education when appropriate. Students may take some of these courses or other chosen electives in the mainstream program. Course content will be in response to student need and ability and will therefore vary. Profiles of students referred to this program will vary. Some will have experienced difficulty in their ability to benefit from traditional or modified school programs. Class size will not exceed fifteen to maintain an excellent student-teacher ratio. This size allows for the teacher’s ability to connect with, and maximize on student strengths, as well as create with students an outlook toward a future career. The program will include individualized instruction, academic programs, counseling, group interaction, guest speakers, field trips, and an opportunity for some to receive credit for employment experiences. Those students who commit themselves to the Alternative Education program, and demonstrate progress will be recommended to rejoin the main stream of the school at an appropriate time. Time for reinstatement for each student will vary depending on individual progress.

COMPUTER TECHNOLOGY/BUSINESS COURSES

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------------|------------|------------------|---------------|----------|
| Automated Accounting | 508 | Unleveled | 11, 12 | 6 |

This full-year, six-credit course provides students with the basic knowledge of bookkeeping/accounting procedures, including analyzing and journalizing business transactions; worksheets; preparing financial statements; and recording adjusting and closing entries. Checking accounts, payroll accounting and an introduction to computerized accounting systems is also included. Emphasis is placed on service and merchandising businesses in a sole proprietorship or corporate setting. Recommended for students in grades 11 through 12 who are exploring a career in business or accounting. All students, regardless of the career they choose, can benefit from accounting instruction in their own personal business affairs.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------------|------------|------------------|----------------------|----------|
| Computer Applications | 500 | Unleveled | 9, 10, 11, 12 | 3 |

This course introduces students to computers as a production tool and empowers them with a set of school- and work-based competencies necessary to be functional and productive citizens in an ever-increasing technological society. Students will use the Microsoft Office Suite comprised of Word, Excel and PowerPoint. Units covered will include personal and professional correspondence, basic desktop publishing, reports, flyers, tables, spreadsheet design and use, and presentations. The Internet will be used in a variety of projects.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|------------------|---------------|----------|
| Entrepreneurship | 507 | Unleveled | 11, 12 | 3 |

This course will provide students with an understanding of the importance of entrepreneurship and small businesses to the economy and an understanding of the skills and characteristics needed to be a successful entrepreneur. Students will study entrepreneurship as a career choice, learning how to create, own, and manage a business. Topics covered include marketing, economics, competition, communication, and ethical and legal issues.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|------------------|----------------------|----------|
| Personal Finance | 506 | Unleveled | 9, 10, 11, 12 | 3 |

This course is designed to help students manage their resources and to make sound personal financial decisions. Topics covered will include creating financial goals, earning an income, budgeting, banking services, wise shopping, using credit, insurance, investments, and income taxes. Personal Finance is a course that is of value for all high school students regardless of their ultimate career choice.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------|------------|------------------|----------------------|----------|
| Web Design I | 502 | Unleveled | 9, 10, 11, 12 | 3 |

As an introduction to building web sites, this course covers the design and development of web pages incorporating text, digital images, and sound. Students will be introduced to Microsoft Expression® Web software along with ethical use of the Internet, browser software and authoring tools. Culminating projects will include the opportunity to develop student web sites.

ENGLISH DEPARTMENT

The English Department offers three levels of comprehensive instruction designed to develop and reinforce students' language-based skills, especially in the areas of reading comprehension, critical thinking, and written and verbal communication.

The College Preparatory Program: CP1 and CP2

A two-level college-preparatory program ensures that students will be appropriately matched with their skill levels in order to maximize the potential for learning and achievement. Both CP1 and CP2 level classes are designed to prepare students for academic study after graduation from high school. To successfully prepare students for college and/or work-related endeavors, it is expected that all students will commit to the idea that preparation for class is consistent with their preparation for post-high school options.

The Honors Program

During the first term, teachers will identify a select group of College Preparatory students who not only express a desire to transition to the Honors Program but also who demonstrate a high level of motivation and interest in the subject area. These students will meet individually with the department chairperson who will contact the parents/guardians to discuss the appropriate steps and strategies needed to help make such a transition more feasible. The Step Up Program (below) is a new initiative to further ensure that all students are placed in the appropriate level of study so that they are working to their full potential. The Step Up Program also provides a means for students to be actively involved in setting, and realizing, their academic goals.

The Advanced Placement Program

An advanced placement course is available for seniors who not only are highly motivated, independent learners but also who are willing to challenge themselves in a fast-paced and demanding course. To qualify for this program, students must earn a B+ average in English III honors and their teacher's recommendation. Students who take English IV AP are expected to take the exam in May. They will also take a final exam in the course unless they maintain a B+ average for terms three and four.

The Step Up Program

During the first term, teachers will identify a select group of College Preparatory students who not only express a desire to transition to the Honors Program but also who demonstrate a high level of motivation and interest in the subject area. These students will meet individually with the department chairperson who will contact the parents/guardians to discuss the appropriate steps and strategies needed to help make such a transition more feasible. The Step Up Program is a new initiative to further ensure that all students are placed in the appropriate level of study so that they are working to their full potential. The Step Up Program also provides a means for students to be actively involved in setting, and realizing, their academic goals.

Graduation Requirements

Since all students must pass four years of English to graduate, in the event that a student should fail a course for the year, he or she should enroll in summer school according to the eligibility requirements (see page 8). We discourage students from trying to take two English courses at the same time due to the commitment that must be made towards completing reading and writing assignments.

The Electives Program

All students can enrich their study of English by selecting from a variety of elective courses ranging from Individualized Reading to the History of Mystery. Please note: Credits earned from English elective courses count towards graduation but do not count towards meeting the English graduation requirements.

GRADE 9 PROGRAM **Discovering the Voices of Literature**

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|----------|-------------|----------|
| English I Honors | 014 | H | 9 | 6 |

English I Honors is an academically challenging course that includes a reinforcement and refinement of grammar, vocabulary enrichment, and an introduction to all basic genres of literature. The study of literature will accompany the practice of active reading in order to improve comprehension and critical thinking. An emphasis on developing and improving writing skills will include not only personal narrative and other creative assignments but also formal essays. The practice of writing will culminate with a literary research paper. Students at this level are expected to be highly motivated learners who are willing to write and read both independently and cooperatively.

Pre-requisite: A B average and eighth grade teacher recommendation.

Note: In order to continue in the Honors Program, a B average and teacher recommendation are required.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------|------------|------------|-------------|----------|
| English I CP1 | 015 | CP1 | 9 | 6 |

English I College Preparatory 1 is a course designed to continue the development of English language skills in reading, writing and speaking. To this end, students will expand and refine their grammar skills. They will also continue to strengthen and broaden their vocabulary to improve both their reading comprehension and the quality of their writing. Students will continue to develop their reading comprehension in relation to the practice of active reading. Through an introduction to a variety of literary genres, students will have opportunities to practice writing in response to literature by completing both creative assignments and formal essays. The course will culminate with a literary research paper designed to provide hands-on practice of this important skill.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------|------------|------------|-------------|----------|
| English I CP2 | 016 | CP2 | 9 | 6 |

English I College Preparatory 2 provides the same core fundamentals as English I CP1 but with more in-class support to provide guided practice of skill building in the areas of grammar, vocabulary enrichment, and written and verbal communication skills. The course provides a structured approach to improve reading comprehension through the practice of active reading and responding to literature by completing both creative writing assignments and formal essays. Students will also complete a mini-research paper based on a novel that the class has read.

SOPHOMORE PROGRAM

The Voices of the American Dream

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|----------|-------------|----------|
| English II Honors | 024 | H | 10 | 5 |

English II Honors is a challenging genre studies course for highly motivated students. The literature selections will provide a rich overview of both classic and contemporary American literature. Students will be expected to continue to improve their grammar skills in the context of writing and to devise personal strategies to enrich their command of language. Creative and critical writing skills will be further refined in response to readings. The day-to-day high expectations in both the analysis of literary works and the practice of writing will ensure solid preparation for MCAS testing. Students will be required to complete a literary research paper that demonstrates their understanding of the research process, including the use of critical essays to support a thesis.

Prerequisite: Minimum grade in English I Honors of B and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|------------|-------------|----------|
| English II CP1 | 025 | CP1 | 10 | 5 |

English II College Preparatory 1 is a course that continues the work of English I CP1. Students will continue to improve grammar skills and to improve their command of language. The study of composition will emphasize the structured development of the essay and textual analysis and response in order to provide appropriate practice for MCAS testing. In literature, the course will introduce students to classic and contemporary American literature. To demonstrate their understanding of the research process, students will complete a literary research paper based on a novel they have read and that uses critical essays to support a thesis. Students are expected to embrace the opportunity to prepare for college by taking advantage of practicing skill building by responsibly completing assignments.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|------------|-------------|----------|
| English II CP2 | 026 | CP2 | 10 | 5 |

English II College Preparatory 2 is a course that continues to develop the student's ability to read with greater confidence and understanding. Active reading strategies will still be practiced and numerous opportunities to respond to literature both verbally and in writing will be provided. Both creative writing and essay assignments will be given to provide more practice time for students to become better readers and writers and to help students prepare for MCAS testing. Students will complete a literary research paper based on a novel they have read. While more classroom support is given in this course to help

improve skills, students are expected to continue their preparation for college by responsibly completing assigned work.

JUNIOR PROGRAM
British Literature: “The Mother Tongue”

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------------|------------|----------|-------------|----------|
| English III Honors | 034 | H | 11 | 6 |

English III Honors is a challenging course for students who have shown an interest in the subject, who are willing readers and writers, and who want to pursue a fast-paced program. Due to the challenging nature of many of the readings selected from British literature and the emphasis on poetry, significant demands both in terms of time and effort can be expected. Writing skills should be solidly in place in order for students to concentrate on improving their depth of thought as well as the quality of style. Students also will be expected to respond to literature both creatively and critically. These motivated students will be expected to work both independently and cooperatively as demonstrated via recitations, presentations, group work, and literary panel discussions. The day-to-day high expectations will provide preparation for PSAT’s and SAT’s. Students will be required to complete one formal thesis-based literary research paper, as well as other independent assignments. It is expected that honors students be willing to contribute their ideas to class discussion.

Note: Students taking English III Honors should be aware that a minimum grade of B+ and teacher recommendation are required to advance to English IV AP.

Prerequisite: Minimum grade in English II Honors of B and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|------------|-------------|----------|
| English III CP1 | 035 | CP1 | 11 | 6 |

English III College Preparatory 1 will carry forward the work of improving and refining critical reading and writing skills. Selections from British literature will be the focus to continue the preparation for college in terms of skill building and the ability to respond in writing to a literary work. The ongoing practice of writing will reinforce improving grammar skills and strengthening the command of language through vocabulary enrichment. In conjunction with the practice in writing (especially as it relates to the PSAT and the SAT), students will practice to improve the focus and clarity of their writing, while being mindful of audience and purpose. In order to provide appropriate preparation for the college-bound student, a thesis-based literary research paper based on a novel will be completed. Students are expected to be prepared for class by completing assignments so that they can not only fully understand discussion based on assignments but also make positive and productive contributions to class discussions.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|------------|-------------|----------|
| English III CP2 | 036 | CP2 | 11 | 6 |

English III College Preparatory 2 will provide continued support and opportunities for students to improve and expand their ability to read with greater ease and comprehension and to respond more effectively both verbally and in writing to assigned readings. The practice of the process of writing will continue to prepare students for college and the world of work. Selected texts and excerpts from British literature will provide the core of

assigned readings. Students also will continue to develop practical presentation skills with the goal of becoming effective communicators. Class assignments, discussions and projects will help students to prepare for post-graduation endeavors.

SENIOR PROGRAM
The Voices of the World: A Literary Journey

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------|------------|----------|-------------|----------|
| English IV AP | 044 | H | 12 | 6 |

English IV AP is a demanding, fast-paced course designed for students who have consistently demonstrated a high level of skill, especially in the area of writing. In addition, this challenging course often requires independent research and outside reading; therefore, the AP student should be self-motivated and an enthusiastic reader who is willing to share his or her ideas with others in seminar discussions. Students will read a variety of historical and contemporary masterpieces of world literature with the goal of gaining an understanding and appreciation of other cultures. As engaged readers and writers, these select students willingly go beyond an assignment because they are curious learners. Within this context, students will also continue to work on broadening their range of reading and response strategies. Independent research to inform presentations, panel discussions and to write analytical and thesis-based research papers will be assigned. Outside enrichment readings will be ongoing as part of preparation for the English Literature and Composition AP exam. Toward the end of the year, students may be required to submit an individual project that is a reflection of significant independent study and reading done during the year.

NOTE: All students will be required to take a final examination unless they have earned a grade of B+ for terms 3 and 4.

Pre-requisite: Minimum grade of B+ in Honors III and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|----------|-------------|----------|
| English IV Honors | 045 | H | 12 | 6 |

English IV Honors is also a challenging, fast-paced course of study that is based on selections from classic and contemporary world literature. The curriculum will closely follow the advanced placement curriculum. Similarly, students will read a variety of historical and contemporary world masterpieces, with the goal of gaining an understanding and appreciation of other cultures. Within this context, students will also work on broadening their range of critical thinking strategies by undertaking independent research and completing a variety of responses to assigned readings. In so doing, students will be expected to prepare presentations, to plan group projects, and to be willing and able to contribute to seminar-based discussions. Students will be required to complete a thesis-based literary research paper that demonstrates their ability to think critically and deeply about a literary work. Throughout the year, it is expected that students be motivated readers and writers who steadfastly seek to improve their depth of thought and sophistication of style as evidenced in the overall quality of their verbal and written work.

Prerequisite: Minimum grade of B in Honors III and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|------------|-------------|----------|
| English IV CP1 | 046 | CP1 | 12 | 6 |

English IV College Preparatory 1 is a course that culminates students' final phase of college preparation; therefore, the expectations for are high. Students should approach their work with a positive and a productive approach to assignments because this work provides important reinforcement of essential skills needed to succeed in college, such as reading comprehension, critical thinking, writing for purpose and audience, and communication skills. All students in this course will complete a thesis-based literary research paper. Students will read a variety of historical and contemporary masterpieces of world literature, with the goal of gaining an understanding and appreciation of other cultures. Students are expected to continue to refine their language arts skills so that they will be prepared to adjust to the challenges they will face after graduation from high school.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|------------|-------------|----------|
| English IV CP2 | 047 | CP2 | 12 | 6 |

English IV College Preparatory 2 is a course that offers students the opportunity to develop and refine essential English language skills to prepare them for college and/or the world of work. Instruction will provide a structured approach for improvement of reading comprehension, critical thinking, and verbal and written communication. As in the other senior courses, the emphasis will be on world literature with the aim of becoming more familiar with and gaining and appreciation of other cultures and traditions. All students will demonstrate their understanding of the research process by completing a literary-based paper based on a novel they have read. The continued refinement of writing and speaking for a variety of purposes and audiences is ongoing, as is the expectations that students will continue to work towards improvement of grammar and expansion of vocabulary in order to develop language-based skills in order to adjust to the challenges they will face upon graduation from high school.

ENGLISH ELECTIVES PROGRAM

The English elective program is designed for those students who wish to enhance their English language skills through the exploration of specific areas of interest. These courses represent a variety of topics and genres ranging from Individualized Reading, to Modern American Poetry, to the study of drama and film. Most electives offered are semester courses with the exception of two that are year-long. Please read the course description carefully. **Note: the only courses that can be taken more than once are Individualized Reading, Writing Workshop, and Advanced Writing Workshop.**

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------------|------------|------------------|----------------------|----------|
| Individualized Reading | 051 | Unleveled | 9, 10, 11, 12 | 3 |

Individualized Reading is a unique semester course that welcomes both the reading enthusiast and the student who wishes to improve his or her confidence in reading. The innovative grading system is based on pages earned and on all reading-based activities that also earn pages toward the term grade. The supportive environment provides a positive reading experience for the reluctant reader, as well as built-in reading time for

the student who already loves to read. Students will keep daily records of reading progress, maintain reader response journals, and conference on a regular basis with the teacher. Students are encouraged to take Individualized Reading more than once in order to continue to build their reading skills and to have the opportunity to further expand and enrich their reading experience. This is a semester course.

NOTE: Students from all grades and reading levels are invited to sign up; this course may be taken more than once.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|------------------|----------------------|----------|
| Writing Workshop | 061 | Unleveled | 9, 10, 11, 12 | 3 |

Writing Workshop is a semester course intended for students with a genuine interest in writing and a strong desire to improve their writing. Students will experiment with a variety of genres that may include formal expository and persuasive writing to poetry, short fiction and nonfiction, memoirs, and children’s books. The focus will be on the writing process that traditionally includes brainstorming, drafting, and various editing and revising strategies such as writing workshops, peer and self-evaluation. Students must be willing to share their writing with other students and to give and take feedback about the writing process. It is strongly suggested that those aspiring writers who wish to further challenge themselves beyond the scope of Writing Workshop should sign up for Advanced Writing Workshop.

.NOTE: Writing Workshop must be successfully completed before signing up for Advanced Writing Workshop. This course may be taken more than once.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------------------|------------|------------------|-------------------|----------|
| Advanced Writing Workshop | 059 | Unleveled | 10, 11, 12 | 3 |

Advanced Writing Workshop is a semester course for highly motivated students who have shown a strong interest in, and aptitude for, writing in Writing Workshop and who possess a strong desire to create a more sophisticated writing style in a creative, challenging environment. The course will focus on more in-depth, complex assignments in a variety of genres such as poetry, short and long fiction, non-fiction, and drama/screenplay writing. Published writing will be read, discussed, and used as inspiration for students’ future works. Self-evaluations, peer evaluations, small group discussions, and regular writing workshops will be implemented to improve student writing. This course may be taken more than once.

Prerequisite: Successful completion of Writing Workshop and recommendation of current Writing Workshop teacher.

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NOTE: The following courses may be taken only once.

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|------------------|-------------------|----------|
| Introduction to Drama “The Play’s the Thing!” | 056 | Unleveled | 10, 11, 12 | 3 |

This semester course is designed for students with an interest in theater. Students will read and view some of the most famous and interesting plays, from Shakespeare to more modern playwrights such as Miller, O’Neill, and Albee. Selections will include examples of tragedy and comedy, as well as satire and farce. The focus will be on language and interpretation of lines and on how these translate into actual acting and staging. Students

will choose various scenes and speeches from the plays to be performed in class. This course may be taken only once.

| Course Name | Course # | Level | Grade Level | Credits |
|---|------------|------------------|---------------|----------|
| Speech & Communication WorkSpeak | 057 | Unleveled | 11, 12 | 3 |

Need to practice communication skills to better prepare for life after high school? WorkSpeak will help to improve speaking and presentation skills related to a variety of professions. Students will practice strategies to be more effective planners and communicators. WorkSpeak units will be selected from the following areas: Media: journalism, television and radio broadcasting; Business/college: interviews, proposals, leadership and management meetings, office communications, presentations; Advertising: commercials, infomercials, product development and promotion campaigns, sales; Government: speechmaking, political campaigns, law and debate; Performing arts: recitations, dramatic readings; Travel: tour guide, museum/art directing, marketing video/podcasts. Students who sign up for WorkSpeak should have not only a positive attitude but also a desire to participate, practice, and improve their verbal communication skills. This course may only be taken once.

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|------------------|---------------|----------|
| Classics in Literature & Film | 058 | Unleveled | 11, 12 | 3 |

This semester course will examine classic films, television shows, and related literature. Concentration will be focused on topics such as the depiction of heroism, gender roles, stereotyping, popular philosophy and cultural attitudes in well-known works in literature and film. Classics are selected for their influence on, and reflection of, modern American society. Students should enjoy discussing both literature and film and be willing to express their ideas verbally and in writing. This course may be taken only once.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------------|------------|------------------|-------------------|----------|
| The History of Mystery | 090 | Unleveled | 10, 11, 12 | 3 |

This semester course is centered on the development of detective fiction. Students will begin with the mysterious and puzzling stories of Edgar Allen Poe in the 1830's and then explore how the conventions of the genre have changed throughout the decades up to present day. Selections may include writings by Poe, Dickens, Doyle, Sayers, Christie, Borges, and others. This course may be taken only once.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------------|------------|------------------|-------------------|----------|
| Thrills and Chills | 091 | Unleveled | 10, 11, 12 | 3 |

This semester course explores the roots of classic horror and science fiction. Compare these time-tested tales to Hollywood's film adaptations. What is it about this genre that continues to attract readers and movie-goers? Journey back in time and unlock the secrets that inspired the greats such as Mary Shelley, Bram Stoker, H.G. Wells, Jules Verne, and modern gurus of horror such as Alfred Hitchcock, Rod Serling, and Stephen King. Participants should be willing to read, discuss, and write about these famous authors and their fascinating works... if you dare! This course may be taken only once.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------------|------------|------------------|---------------|----------|
| Literature & Film | 049 | Unleveled | 11, 12 | 6 |

Literature and film is a full-year course that will approach film as an extension of literature. Students will read novels, short stories, and plays, and then examine their on-screen adaptations. Materials will be selected for their impact on, and popularity as, social commentary, as well as their significance to the art of film making. Students selecting this course should be interested in movies and literature and enjoy discussing and writing about these topics. This course may be taken only once.

NOTE: This is a year-long course.

| Course Name | Course # | Level | Grade Level | Credits |
|---|------------|------------------|-------------------|----------|
| Contemporary Voices in American Poetry: “I, too, sing America” | 055 | Unleveled | 10, 11, 12 | 6 |

In this yearlong class, students will study modern to contemporary, multicultural American poets such as Maya Angelou, Sylvia Plath, Li-Young Lee, Naomi Shihab Nye, Sherman Alexie, and poet songwriters such as Jim Morrison and Jewel. The focus will be on the lives of the poets and the messages they send to readers through their poetry about their unique cultural heritage and their own vision of contemporary America. In addition to studying poets and their poetry, students will write to explore their own various voices and experiences. Students also will learn about the process of publishing, with the goal of attempting publication of their own work. This course may be taken on only once.

NOTE: This is a year-long course.

FOREIGN LANGUAGE DEPARTMENT

Canton High School strongly encourages all students to study at least one foreign language for all four years of their high school career. CHS offers courses in four different languages. Language study expands a student's knowledge of the world, enhances intercultural understanding, and provides an excellent preparation for many different careers. The study of Latin helps students improve their English. The modern spoken languages offer students the opportunity to gain increasing proficiency in the target language and culture.

Honors Level Courses:

Honors level foreign language courses are demanding. Honors level students are expected to be self-motivated learners who review independently to retain and expand upon previously learned material. Honors level foreign language students set goals for self-improvement, demonstrate sustained effort, seek linguistic and cultural proficiency, and enjoy the challenge of an honors course.

Department requirements:

The study of foreign language is sequential. Prerequisites to progress from one sequence to the next are in place to assure the success of the students. A minimum grade and teacher recommendation are required in order to advance. Students who do not meet the prerequisite may repeat the course but must attain the prerequisite grade in order to advance to the next sequence the following year.

Please note: The teacher may approve a course change from first year of one language to first year of another language if:

- a. both the teacher and the student are convinced that such a course change would be beneficial.
- b. the student is aware that a single year of a language is not considered by colleges to be sufficient.

Approval of the department head is mandatory in case of:

- a. those students electing elementary language for the third time.
- b. those students wishing to continue language after an interval of a year.

LATIN

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------|------------|-------------|-------------|----------|
| Latin I CP 1 | 449 | CP 1 | | 6 |

First year Latin comprises the initial portion of the elementary course. Its purpose is to provide students with a basic knowledge of vocabulary, grammar, and syntax. The readings consist primarily of stories from Greek and Roman mythology. Latin word formation and its relationship to derivatives in English are emphasized in the belief that this constitutes an important value in the study of the language. Roman culture and daily life, plus Greek and Roman art and architecture (actual and virtual museum trips) are emphasized on a regular basis.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------|------------|-------------|-------------|----------|
| Latin II CP 1 | 451 | CP 1 | | 6 |

Second year Latin is the second half of the elementary course. After a thorough review of material introduced during the previous year, the course completes the essentials of Latin grammar - all inflections and major syntactical constructions. The reading includes selections from Ovid, Livy, and other authors. Also considered in the course is the relationship of Latin to the English language, both in terms of etymology and in terms of optimal transmission of information from one language to another. The course continues its emphasis on Roman life and culture, including actual and virtual museum trips.

Prerequisite: Minimum Grade of C- in Latin 1 and recommendation of the instructor.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|----------|-------------|----------|
| Latin II Honors | 452 | H | | 6 |

This course is an accelerated second year course. In addition to learning the vocabulary, grammar, and culture of the college level course, students will cover increasing amounts of the text, explore material in greater depth, and engage in more complex tasks. Longer student assignments will result in further comprehension and accuracy

Prerequisite: Minimum Grade of B- in Latin 1 and recommendation of the instructor.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|-------------|-------------|----------|
| Latin III Honors | 453 | H | | 6 |
| CP 1 | 454 | CP 1 | | 6 |

Marcus Tullius Cicero and Publius Vergilius Maro are the literary artists whose works are studied in the intermediate course. In translating, students learn techniques and style employed in Cicero's writing and the influence which he exerted upon his society. The course considers mainly the initial portion of Vergil's *Aeneid*, a monumental literary epic inspired and influenced by *The Iliad* and *Odyssey* of Homer. Students are expected to be capable of coping with the subtleties of speech and structure of Latin and English. Attention is also focused upon the grammatical and syntactical structures utilized by the Latin authors.

Prerequisite: Minimum grade of C in Latin II and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|----------|-------------|----------|
| Latin IV Honors | 455 | H | | 6 |

The culmination of the Latin program is the advanced course. Students are guided through a continuation of Vergil's great masterpiece, the *Aeneid*, and provided with cultural insights into the Roman civilization. Particular emphasis is placed upon the development of greater facility in comprehending and translating the Latin. During the third term several elegiac poets, especially Ovid and Propertius, are introduced. The final term is devoted entirely to the study of Greek and includes vocabulary, simple declensional and conjugational forms, and basic sentences. The purpose is to expose students to a language and culture upon which Latin is heavily dependent and, tangentially, to indicate the large number of Greek roots in English. The course demands as a practical prerequisite a high level of proficiency in semantics, grammar, and syntax of both languages. An appreciation of stylistics and figures of speech, the ability to

analyze form and content critically, plus a deep sensitivity to nuance and irregularity are also required of students. Moreover, linguistic analysis, as a method of research, will be introduced.

Prerequisite: Minimum grade of C+ in Latin III and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|---|------------|-------------|-------------|----------|
| Culture of Ancient Rome and Ancient Greece | 417 | CP 1 | | 6 |

This elective course, to be taught in English and offered especially to freshmen and sophomores, is primarily a film study course and is open to all honors and college-level students who have a curiosity about, and an interest in, these amazing civilizations of which have exerted a profound influence upon the western world. Please note that this course may be taken in addition, to but will not be accepted as a replacement for, a traditional Latin language course that students take as a foreign language prerequisite for admission to college. Topics to be studied mainly through the media of film and television will include Roman and Greek history, geography, society, culture, literature, politics, science and medicine, art and architecture. Parental permission will be required to view some films. Students are required to contribute to class discussions, and are expected to take quizzes and tests, to complete one major project per term, and to demonstrate skill in critical viewing of the film and television media.

Prerequisite: None

GERMAN

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------|------------|-------------|-------------|----------|
| German I CP 1 | 460 | CP 1 | | 6 |

This course offers students an introduction to the German language, incorporating the study of vocabulary, daily conversational expressions, and grammar. Within the context of this introductory course, the broader goal will be to introduce students to the history, music, art and literature - in essence, the culture of the Germanic peoples.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|-------------|-------------|----------|
| German II CP 1 | 461 | CP 1 | | 6 |

This is the standard second year course. It will build upon the basic language skills and cultural knowledge gained in German I with the goal of giving the students greater insight into German life and language. Students will read authentic and adapted materials about numerous cultural themes. Emphasis will be placed upon more complex grammatical structures as students continue to develop their proficiency in German.

Prerequisite: Minimum Grade of C- in German 1 and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|----------|-------------|----------|
| German II Honors | 462 | H | | 6 |

This course is a rigorous second year course. In addition to learning the vocabulary, grammar, and culture of the college level course, students will cover increasing amounts of the text, will make use of more advanced educational videos, and will work with numerous supplementary materials. Students will read and respond to authentic texts and numerous supplementary materials. Students will speak, understand, and write the target

language beyond simple sentences and basic questions. More complex student assignments and broader content as well as significant student effort will result in further comprehension and accuracy.

Prerequisite: Minimum Grade of B- in German I and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|----------|-------------|----------|
| German III CP 1 | 463 | H | | 6 |

The main goal of this third year of German is to reinforce and to enlarge upon the concepts of the first two years of study so that students achieve a working knowledge of the language. The course will include the introduction of new grammar as well as a review of that previously learned. Some emphasis will be placed upon written and oral composition. The development of reading skills will be of prime importance. Selected short works, poetry, and excerpts of German authors will be read and discussed as illustrative of German history and thought.

Prerequisite: Minimum Grade of C- in German II and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|----------|-------------|----------|
| German III Honors | 464 | H | | 6 |

The Honors course is a rigorous course designed to incorporate all of the goals of the German III course above. German III Honors places significant emphasis upon responses to literary selections through written and oral presentations. Students will study more advanced grammar and vocabulary within the context of expanding communication skills in German. Furthermore, the increased length of daily student assignments will allow sufficient practice for rapid expansion in accuracy and achievement. Classes are conducted primarily in German.

Prerequisite: Minimum Grade of B- and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|----------|-------------|----------|
| German IV Honors | 465 | H | | 6 |

This course will explore the historical, political, and intellectual development of the three German-speaking nations: the Federal Republic of Germany, Austria, and Switzerland. Representative works by authors from each nation will be read. German grammar will be reviewed exclusively within the framework of readings and student compositions on a variety of topics. Students are expected to incorporate previously learned material into their continued study of German and to improve their proficiency in all areas of communication. Classes are conducted primarily in German.

Classes are conducted in German.

Prerequisite: Minimum grade of C+ in German III and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|----------|-------------|----------|
| German V Honors | 466 | H | | 6 |

This course will present a survey of German literature from the 1st century A.D. to the present. The selections include representative works by author of each era: the medieval poets, Luther, Lessing, Goethe, Schiller, Heine, the Grimm brothers, Mann, Kafka, Brecht, and Boll. Throughout, the course will be mindful of the philosophical and

historical basis of literature. Language skills will be advanced by compositions, discussions, and oral presentations. Classes are conducted in German.

Prerequisite: Minimum grade of B- in German IV and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|----------|-------------|----------|
| Germanic Cultures | 467 | H | | 6 |

Focusing primarily on a cultural perspective, this elective course, to be taught in English, is primarily a film study course and is open to all honors and college-level students (first consideration given to juniors and seniors, but others may wish to sign up as well). This course is intended for students who have an interest in Germany and German-speaking countries, whether they currently are studying, or previously have studied, German in school. Please note that this course may be taken in addition to, but will not be accepted as a replacement for, a traditional German language course that students take as a foreign language prerequisite for admission to college. Topics pertaining to all periods of history, society, culture, literature, politics, art, and music of Germany and German-speaking countries will be studied through the medium of film. Parental permission will be required to view some films. Students are required to contribute to class discussions and are expected to take quizzes and tests, to complete one major project per term, and to demonstrate skill in critical viewing of films.

Prerequisite: None

FRENCH

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------|------------|-------------|-------------|----------|
| French I CP1 | 470 | CP 1 | | 6 |

This course provides students with the basic concepts of elementary French grammar and within the context of thematic vocabulary, everyday conversation and communication. Multimedia technologies such as streaming video, CDs, DVDs enhance the cultural presentation of various aspects of French civilization. Included is the study of geography, the people and their life-style, as reflected in their customs, cuisine, education and more-in essence, an introduction to Francophone culture.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|-------------|-------------|----------|
| French II CP 1 | 471 | CP 1 | | 6 |

This is the standard second year course. It reinforces the basic skill of speaking, using more complex grammatical structures and thematic vocabulary. Conversational speech patterns are highlighted using multimedia technologies, such as streaming video, CDs, DVDs and film. French culture and civilization as well as current events are studied to increase knowledge and to promote greater proficiency.

Prerequisite: Minimum Grade of C- in French 1 and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|----------|-------------|----------|
| French II Honors | 472 | H | | 6 |

This course is a demanding second year course. In addition to learning the vocabulary, grammar, and culture of the college-level course, students will cover increasing amounts of the text, explore material in greater depth and engage in more complex tasks. Students will make use of more advanced educational videos and will work with authentic media

and other supplementary materials. Students will speak, understand, and write the target language beyond simple sentences and basic questions. More complex student assignments and broader content will result in further comprehension and accuracy. Class is conducted primarily in French.

Prerequisite: Minimum Grade of B- in French 1 and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|-------------|-------------|----------|
| French III CP 1 | 473 | CP 1 | | 6 |

This course offers a thorough review of previously studied grammar and introduces students to some of the more advanced structures needed for increased grammatical and syntactical proficiency. For the first time, students will find that reading is particularly stressed, with some emphasis also placed on written composition and oral communication skills. A variety of topics of cultural interest is studied to promote both linguistic and cultural proficiency

Prerequisite: French III CP1: Minimum grade of C - in French II and recommendation of the instructor

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|----------|-------------|----------|
| French III Honors | 474 | H | | 6 |

The Honors level course is a demanding course designed for self-motivated students. In addition to learning the more advanced vocabulary, grammar, and culture of the college-level course, students will cover increasing amounts of the text, explore material in greater depth and engage in more complex tasks. Selected authentic texts and other media are used to develop greater linguistic and cultural proficiency, with a particular emphasis on written composition and oral communication skills. More complex student assignments and broader content promote greater comprehension and accuracy. Classes are conducted primarily in French.

Prerequisite: Minimum grade of B- in French II and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------|------------|------------|-------------|----------|
| French IV CP1 | 475 | CP1 | | 6 |

This course is similar to French IV Honors except that more emphasis is placed on conversations in French. The course entails review of grammar learned in prior years as well as the acquisition of other concepts as necessary. The emphasis of the course is on conversation and communication skills. Units are thematically arranged. There are some readings geared to meet the students' abilities and interests.

Prerequisite: Minimum Grade of C- in French III teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|----------|-------------|----------|
| French IV Honors | 476 | H | | 6 |

In this course, oral and written communicative proficiency is enhanced through the study of vocabulary topics and grammatical structures. A variety of contemporary Francophone literature and other authentic readings are used to hone skills in reading comprehension, self-expression, and composition. Authentic sources are used to allow students to refine their communication skills as well as to stimulate discussion. Classes are conducted primarily in French.

Prerequisite: Minimum grade of C+ in French III and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|----------|-------------|----------|
| French V Honors | 477 | H | | 6 |
| French AP | 478 | H | | 6 |

This course may be offered as either French V Honors or as French VAP.

French V Honors: The focus of the course is to refine students' ability to express themselves in spoken and in written form and to understand and to converse with native speakers of French. Authentic multimedia sources will help stimulate class discussions on a variety of topics. Advanced grammar and selected vocabulary topics will be studied. However, considerable time will also be spent studying samples of Francophone literature and cultural topics. In this way, French V Honors students will develop greater linguistic and cultural proficiency. Classes are conducted in French.

Prerequisite: Minimum grade of B- in French IV and teacher recommendation.

SPANISH

| Course Name | Course # | Level | Grade Level | Credits |
|------------------|------------|-------------|-------------|----------|
| Spanish I | 480 | CP 1 | | 6 |

This course offers students an introduction to basic language structures, incorporating the study of vocabulary, daily conversational expressions, and grammar. Students become acquainted with the geographical, historical, and cultural forces which have formed today's Hispanic cultures.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|-------------|-------------|----------|
| Spanish II CP 1 | 481 | CP 1 | | 6 |

This is the standard second year course. It develops further the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Functional grammar and all tenses of the indicative mood are emphasized to improve the students' ability to communicate in a foreign language. Selected readings introduce Spanish customs, history, music, and art.

Prerequisite: Minimum Grade of C- in Spanish 1 and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|----------|-------------|----------|
| Spanish II Honors | 482 | H | | 6 |

This course is an accelerated second year course. In addition to learning the vocabulary, grammar, and culture of the college level course, students will cover increasing amounts of the text, will make use of more advanced educational videos, and will work with authentic media and texts. Students will speak, understand, and write the target language beyond simple sentences and basic questions. More complex student assignments and broader content will include more advanced structures needed for increased proficiency.

Prerequisite: Minimum Grade of B- in Spanish I and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|-------------|-------------|----------|
| Spanish III CP 1 | 483 | CP 1 | | 6 |

This course is a continuation of the second year course. The course offers a review of previously studied grammar and introduces students to some of the more advanced

structures and vocabulary needed for increased proficiency. Students will make use of multimedia sources and supplemental texts to study Hispanic culture and current events and to improve communications skills.

Prerequisite: Minimum Grade of C- in Spanish II and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------------|------------|----------|-------------|----------|
| Spanish III Honors | 484 | H | | 6 |

Beyond the more advanced vocabulary, grammar, and culture of the college level course, students will cover greater amounts of the text, explore material in greater depth and engage in more complex tasks. Students work with authentic multimedia technologies and read authentic texts. Hispanic culture and civilization as well as current events are studied to increase knowledge and to promote proficiency. Furthermore, the increased complexity of daily student assignments will allow sufficient practice for rapid expansion in accuracy and achievement. Classes are conducted primarily in Spanish.

Prerequisite: Minimum Grade of B- in Spanish I Honors and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|-------------|-------------|----------|
| Spanish IV CP1 | 485 | CP 1 | | 6 |

This course is similar to Spanish IV Honors (see below) except that more emphasis is placed on conversations in Spanish. The course entails review of grammar mastered in prior years as well as the acquisition of other concepts as necessary. The emphasis of the course is on conversation and communication skills. Units are thematically arranged. There are some readings geared to meet the students' abilities and interests. Students who did not reach high levels of proficiency in their third year of study of Spanish may wish to consider this course.

Prerequisite: Minimum Grade of C- in Spanish III and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|----------|-------------|----------|
| Spanish IV Honors | 486 | H | | 6 |

In this course, a variety of contemporary Hispanic literature is used to hone skills in reading comprehension, self-expression and composition. Oral and written communicative proficiency is enhanced through the study of advanced grammatical structures and vocabulary topics. Authentic media and texts are used to allow students to refine their communication skills as well as to stimulate discussion. Furthermore, the increased length of daily student assignments will allow sufficient practice for rapid expansion in accuracy and achievement. Classes are conducted primarily in Spanish.

Prerequisite: Minimum grade of B- in Spanish III Honors and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|----------|-------------|----------|
| Spanish V Honors | 487 | H | | 6 |
| Spanish V AP | 488 | H | | 6 |

The focus of this course is to refine students' ability to express themselves in spoken and in written form and to understand and to converse with native speakers of Spanish. Listening comprehension skills and student appreciation of the Hispanic world are developed extensively through a multi-cultural and multimedia approach. A variety of literature and other readings is used to stimulate class discussion, through which students perfect their oral and written communication skills. Classes are conducted in Spanish.

Prerequisite: Minimum grade of B- in Spanish IV Honors and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|-------------|----------------------|----------|
| Hispanic Cultures | 489 | CP 1 | 9, 10, 11, 12 | 6 |

Focusing primarily on a cultural perspective, this elective course, to be taught in English, is primarily a film study course, and is open to all honors and college-level students (first consideration given to juniors and seniors, but others may wish to sign up as well). This course is intended for students who have an interest in Spain and Latin America, whether they currently are studying or previously have studied Spanish in school. Please note that this course may be taken in addition to, but will not be accepted as a replacement for, a traditional Spanish language course that students take as a foreign language prerequisite for admission to college. Topics pertaining to all periods of Spanish and Latin American history, society, culture, literature, politics, art, and music will be studied through the medium of film. Parental permission will be required to view some films. Students are required to contribute to class discussions, and are expected to take quizzes and tests, to complete one major project per term, and to demonstrate skill in critical viewing of films.

MATHEMATICS DEPARTMENT

The Mathematics Department has pledged itself to prepare each and every student with the background in mathematics commensurate with his/her ability and which will aid the student in pursuing the career goal of his/her choice. The mathematics department offers accelerated, honors, college prep 1 and college prep 2 programs. Each program meets the mathematics standards as outlined in the Massachusetts frameworks. To graduate from Canton High School, each student must pass three years of mathematics, in addition to the MCAS test. In addition, three AP courses and several electives are offered. In many cases, course placement is based on prerequisites or teacher recommendation.

Math Course Sequence

| Level | Grade | | | |
|---------------|---|---|--|--|
| | 9 | 10 | 11 | 12 |
| ACCEL. | Algebra 2 Accelerated Plane & Solid Geometry 1 Accelerated | Plane & Solid Geometry 2/ Trigonometry Accelerated | Advanced Math for Juniors | BC Calculus AP |
| HONORS | Algebra 2 Honors | Plane & Solid Geometry | Precalculus Adv Algebra/Trigonometry Honors | AB Calculus AP Precalculus |
| CP I | Algebra 1 | Plane Geometry | Algebra 2 College Algebra 2A | Adv Alg/Trigonometry Math Topics & Trigonometry Algebra 2A |
| CP II | Algebra 1A Integrated 1 | Fundamentals of Geometry Integrated 2 | Algebra 1B Integrated 3 | |

ACCELERATED PROGRAM

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------|------------|-------------|-------------|----------|
| Algebra 2 Acc | 226 | Acc. | 9 | 6 |

The concepts of sets and different number systems are reviewed. Elementary number theory is investigated. During the first semester topics covered include exponents and radicals, factoring, rational expressions, and solving various types of equations. The second semester work revolves about coordinate geometry and the function concept. Specific topics include: the linear and quadratic functions, systems of linear equations in two and three variables, rational inequalities, absolute value inequalities, the quadratic formula, direct and inverse proportion, arithmetic and geometric sequences. Solving verbal problems is included, where appropriate, throughout the course.

Prerequisite: Minimum of A- in Algebra 1

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------------------|------------|-------------|-------------|----------|
| Plane & Solid Geom. 1 Acc | 201 | Acc. | 9 | 3 |

This course, offered to selected students, is taken concurrently with Algebra 2 Acc. Topics covered in this year are the first half to two-thirds of those listed in the Plane and Solid Geometry course. Proof is emphasized throughout. Subsequently, students matriculate to the Plane and Solid Geometry 2 and Trigonometry Acc course.

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|-------------|-------------|----------|
| Plane and Solid Geometry 2 and Trigonometry Acc | 239 | Acc. | 10 | 6 |

During the first semester additional topics that complete the course in Plane and Solid Geometry, including introductory analytic geometry, are taught. Time permitting, investigations into transformations and non-Euclidean geometry are made. The second semester is devoted to a thorough study of all topics in trigonometry. Additional topics covered, time permitting, are: complex numbers (in both algebraic and trigonometric form), sequences and series, and theory of equations.

Prerequisite: Minimum of B in both Algebra 2 Acc and Plane and Solid Geometry 1 Acc

| Course Name | Course # | Level | Grade Level | Credits |
|---|------------|-------------|-------------|----------|
| Advanced Mathematics for Juniors | 254 | Acc. | 11 | 6 |

This course includes the study of the following topics: theory of equations, mathematical induction, determinants and matrices, analytic geometry, probability, permutations, combinations, conic sections, vectors, sets and logic, sequences and series, binomial theorem, and an introduction to calculus. Other topics include concepts of limit, derivatives of algebraic functions, applications of the derivative, units in sets and logic probability, geometric probability, matrices and vectors.

Prerequisite: Minimum of B- in Plane and Solid Geometry 2 and Trig. Acc

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|-------------|-------------|----------|
| BC Calculus AP | 255 | Acc. | 12 | 6 |

In the first half of the year, concurrent with the early topics in calculus, the curriculum includes all topics recommended for the advanced placement exam, as well as all topics listed in the Calculus AB course description. This course covers: differentiation, integration, and applications of the logarithmic exponential, trigonometric, inverse trigonometric functions, and parametric equations, arc length, polar coordinates, vectors, numerical approximations to integration, methods of integration, volumes of solids of known cross-sections, sequences and infinite series, and introductory differential equations. Provisions exist for specific preparation for the Advanced Placement Exam.

Prerequisite: Minimum of B in Advanced Mathematics for Juniors

HONORS PROGRAM

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|----------|-------------|----------|
| Algebra 2 Honors | 256 | H | 9 | 6 |

This course briefly reviews material from Algebra 1 before progressing to topics in Algebra 2. Topics include equations and inequalities, linear equations and functions, systems of linear equations and inequalities, midpoint and distance formulas, matrices, quadratic functions and complex numbers, polynomials and polynomial functions, and powers, roots and radicals. Emphasis is placed on the application of the mathematical concepts, and the graphing calculator is an essential part of the course. If time permits, remainder and factor theorems, and rational functions will be included.

Prerequisite: Minimum of B in Algebra 1

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------------------|------------|----------|-------------|----------|
| Plane and Solid Geometry | 257 | H | 10 | 6 |

This course integrates plane and solid geometry. Especially during the first semester, the use of deductive reasoning and proof are stressed, including direct, indirect, two column and paragraph formats. Major topics include coordinate geometry, congruence, inequalities, perpendicularity, parallelism, constructions, area of polygons, right triangles, similarity, circles, area of circles and sectors, surface area and volume.

Prerequisite: Minimum of C+ in Algebra 2 Honors

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------|------------|----------|---------------|----------|
| Precalculus | 258 | H | 11, 12 | 6 |

A study of functions and topics in precalculus. Among topics to be covered are polynomial functions, conic sections, exponential and logarithmic functions, trigonometry, analytic geometry, systems of equations, matrices, complex numbers, inequalities and absolute value, and graphing algebraic functions. Time permitting, additional topics such as vectors, sequences and series, polar coordinates, and probability will be studied. It is expected that students will provide a graphing calculator.

Prerequisite: Minimum of B- in Plane and Solid Geometry or C- in Advanced Algebra/Trigonometry Honors

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------|------------|----------|-------------|----------|
| Advanced | 259 | H | 11 | 6 |

Algebra/Trigonometry Honors

Topics in advanced algebra include sets, solutions of polynomial equations and inequalities, matrices, exponents and radicals, factoring, quadratic and inverse functions, function applications, analytic geometry, transformations of graphs, polynomial functions, rational expressions, rational functions and inequalities, and complex numbers. Topics in trigonometry include circular, trigonometric, and inverse functions, radian measure, identities, and trigonometric equations.

Prerequisite: Minimum of C- in Plane and Solid Geometry

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|----------|-------------|----------|
| AB Calculus AP | 247 | H | 12 | 6 |

Topics covered include limits, differentiation, the mean value theorem, curve tracing, extreme value problems, related rate problems, integration, area under and between curves, volumes of solids of revolution by disc and shell methods, and elementary differential equations. It is strongly recommended that a student has a graphing calculator.

Prerequisite: Successful completion of Precalculus.

COLLEGE PREPARATORY 1 PROGRAM

| Course Name | Course # | Level | Grade Level | Credits |
|------------------|------------|------------|-------------|----------|
| Algebra 1 | 262 | CP1 | 9 | 6 |

Students will increase their algebraic fluency and increase their mastery of solving linear and quadratic equations and inequalities. Other topics include simplification of expressions with polynomials, exponents, and radicals; factoring; use of linear and quadratic equations as mathematical models; solution of linear systems; analytical geometry of the straight line and parabola; functions. Since this course approaches mathematics from a graphical perspective, students are encouraged to provide a graphing calculator.

Prerequisite: Minimum of C in Grade 8 math

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|------------|-------------|----------|
| Plane Geometry | 277 | CP1 | 10 | 6 |

This course is designed to develop deductive and inductive reasoning processes as the students develop an analytic approach to geometric problem solving and introductory proof. Major topics include parallelism and perpendicularity, triangles, quadrilaterals, and polygons, congruence, similarity, circles, area, volume, and surface area. Ongoing preparation for the MCAS test is included.

Prerequisite: Minimum of C- Algebra 1

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|------------|---------------|----------|
| Algebra 2 College | 278 | CP1 | 11, 12 | 6 |

The course covers topics beyond that covered in Algebra 1. The goal is to increase knowledge of Algebra and mastery of problem solving. There is a brief review of linear equations and functions, factoring, polynomial equations, rational expressions and irrational numbers. The course continues with complex numbers, quadratic equations, direct and inverse variation, conic sections, exponential and logarithmic functions and sequences and series. There is an ongoing attempt to include review type exercises for the SAT.

Prerequisite: Minimum of C- in both Algebra 1 and Plane Geometry

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------|------------|------------|---------------|----------|
| Algebra 2A | 279 | CP1 | 11, 12 | 6 |

This course will cover approximately the first half of the Algebra 2 curriculum. It will be available to students who had difficulty in Algebra 1 and/or plane geometry, and also to seniors who complete Algebra 1B or Integrated 3. There will be a brief review of Algebra 1 topics, followed by an examination of polynomial equations, rational expressions, irrational numbers, complex numbers, quadratic equations, direct and inverse variation, and other topics.

| Course Name | Course # | Level | Grade Level | Credits |
|---|------------|------------|-------------|----------|
| Math Topics and Trigonometry | 282 | CP1 | 12 | 6 |

This course is designed for seniors who have completed two years of algebra and who want to enhance their background of mathematics in anticipation of college. The emphasis of the course will be mathematical modeling through a wide variety of real-life applications of algebra and trigonometry. Following a brief review of basic algebra, linear equations and systems, the topics will include: matrices, quadratic functions, inverse functions, exponential and logarithmic functions, polynomial functions, rational functions, sequences and series, trigonometry, probability and statistics. Most of the second semester is comprised of a complete course in Trigonometry including the trigonometric functions and their inverses and graphs, trigonometric identities and equations, The Law of Sines and Cosines, and numerous applications. Time permitting, complex numbers in polar form and DeMoivre's Theorem, and probability will also be covered. The use of TI 83-Plus graphing calculators is an integral component of the course.

Prerequisite: Successful completion of Algebra 2 with a grade less than C-

COLLEGE PREPARATORY 2 PROGRAM

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------|------------|------------|----------------------|----------|
| Algebra 1A | 285 | CP2 | 9, 10, 11, 12 | 6 |

This course will cover approximately the first half of the algebra 1 curriculum. It will be available to students for whom a more deliberate pace is appropriate. Students will increase their algebraic fluency, and mastery of solving linear and quadratic equations. Other topics include simplifications of polynomial expressions, exponents, radicals, and factoring.

Prerequisite: Successful completion of grade 8 math

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------------------|------------|------------|-------------|----------|
| Fundamentals of Geometry | 286 | CP2 | 10 | 6 |

This course is offered to students who have completed Algebra 1A and for whom a more deliberate pace is appropriate. The course is designed to develop deductive and inductive reasoning processes as the student develops an analytic approach to geometric problem solving. Major topics include parallelism and perpendicularity, triangles, quadrilaterals, and other polygons, congruence, similarity, circles, area, and volume. Ongoing preparation for the MCAS test is provided.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------|------------|------------|---------------|----------|
| Algebra 1B | 287 | CP2 | 10, 11 | 6 |

This course will complete the Algebra 1 curriculum. It will be available to students who have completed Algebra 1A and Fundamentals of Geometry or students may take Algebra 1B and Fundamentals of Geometry concurrently.

Review of Algebra 1 topics will be followed by a thorough examination of the remaining Algebra 1 topics, including systems of linear equations, analytical geometry of the straight line, parabolas, and functions.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|------------|-------------|----------|
| Integrated Math 1 | 288 | CP2 | 9 | 6 |

This is the first in a three-year sequence offered to the student who needs to develop a good base in algebra and geometry in order to succeed in future math courses. A review of pre-algebra and introductory geometry is followed by an integrated approach to Algebra 1 and Plane & Solid Geometry, which is continued in Integrated Math 2. Algebra topics include: data representation, solving linear equations, word problems, and linear functions. Geometry topics include: area of polygons, circles, shaded regions, the Pythagorean Theorem, midpoint and distance formula, and surface area and volume of solids. The course places emphasis on the essential mathematical topics needed to prepare the student for the 10th grade MCAS exam.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|------------|-------------|----------|
| Integrated Math 2 | 289 | CP2 | 10 | 6 |

This second-year course will review basic concepts such as decimals, fractions, percents, ratios, proportions and will include more topics in basic algebra. Some geometric concepts will also be included such as finding area and perimeter of squares, rectangles, triangles, and circles. There will be some discussion of probabilities, statistics, patterns, functions and relations.

Prerequisite: Successful completion of Integrated Math 1

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|------------|-------------|----------|
| Integrated Math 3 | 291 | CP2 | 11 | 6 |

This third-year course will complete the three year integrated math program.

Prerequisite: Successful completion of Integrated Math 2

ELECTIVE MATHEMATICS COURSES

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------------|------------|----------|---------------|----------|
| AP Computer Science | 260 | H | 11, 12 | 6 |

This course will complete the set of commands not covered in the two semesters of the prerequisite. In addition it will further develop programming techniques and discuss more involved applications, concentrating on file manipulation and work with data structures. Some of the topics covered are sequential files, random access files, file pointers, the following dynamic data structures; pointers, linked lists, stacks, queues, and binary trees and the following applications; text editors, text for matters, simulations, graphics, games, and puzzles. Preparation will be made for the Advanced Placement exam. This course will continue using Java.

Prerequisite: Successful completion of Computer Programming

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------|------------|------------------|-------------|------------|
| SAT Prep-11 | 281 | Unleveled | 11 | 1.5 |
| SAT Prep-12 | 283 | Unleveled | 12 | 1.5 |

This course is offered to grade 11 students either first semester or second semester, and to grade 12 students as a 1st semester course only. Test taking techniques are emphasized and thorough review of all topics on the SAT is provided.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------|------------|------------------|---------------|------------|
| MCAS Prep 1 | 983 | Unleveled | 10 | 1.5 |
| MCAS Prep 2 | 284 | Unleveled | 11, 12 | 1.5 |

This course is designed for students who are in danger of failing or have already failed their MCAS exam. Students will be given exercises similar to those used on the MCAS multiple-choice, short answer, and open response problems. Students will practice questions from past MCAS exams and will learn how to effectively use the given reference sheet of equations provided by the state. General topics include: real numbers and algebraic expressions, linear equations and inequalities, rational and radical expressions, probability and statistics, and geometry and measurement in two- and three dimensional spaces. Students with D+ or lower in Algebra 1, and Integrated math students will be assigned to this class.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------|------------|------------------|-------------------|----------|
| Math Seminar | 297 | Unleveled | 10, 11, 12 | 3 |

This course is designed for students who have both ability and interest in mathematics. Students are exposed to more difficult and challenging problems than those found in regular secondary school mathematics content. More in- depth generalizations and problem-solving techniques are explored. Enrichment topics are pursued. Experience in preparing for and taking standardized tests (including College Board exams) is provided. Students from this group are selected to compete interscholastically in all phases of math competition.

Prerequisite: Selected students only.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------------|------------|------------------|----------------------|----------|
| Computer Programming | 292 | Unleveled | 9, 10, 11, 12 | 3 |

This course familiarizes the student with the computer's many capabilities. Mathematical problems and other problems are used as demonstrations to better understand the various kinds of problems that the computer can handle. The programming language taught is C++. A structured approach to program development with algorithms is used. The student is exposed to the vocabulary and primary commands necessary to solve various problems in mathematics as well as other areas. The commands and statements from the most elementary to for-next loops are covered.

Prerequisite: Successful completion of Algebra 1

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------------------|------------|------------|---------------|----------|
| Introduction to Statistics | 298 | CP1 | 11, 12 | 6 |

This course is an introduction to Statistics, with emphasis on analyzing data and statistical thinking. Topics include: sampling, organizing and analyzing data, distributions, correlation and regression, testing and hypotheses. There will be many real-world applications interwoven throughout the course. A TI-83 or better calculator is mandatory for this course.

Prerequisite: Successful completion of Algebra 2

PERFORMING ARTS DEPARTMENT - MUSIC AND DRAMA

Students are strongly encouraged to sign up as a Major for Band & Chorus.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------|------------|------------------|----------------------|----------|
| Band Major | 655 | Unleveled | 9, 10, 11, 12 | 6 |
| Band Minor | 653 | Unleveled | 9, 10, 11, 12 | 3 |

This instrumental ensemble is designed for those students who have some experience on a traditional band instrument-brass, woodwind, or percussion. This course will include instruction in ensemble techniques and music from a variety of genre and cultures. Evening performances are a required part of the curriculum and students are expected to participate in events to represent the school system.

Prerequisite: Permission of Band Director.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------|------------|-------------------|----------------------|----------|
| Chorus Major | 660 | Unleveled | 9, 10, 11, 12 | 6 |
| Chorus Minor | 662 | Unleveled. | 9, 10, 11, 12 | 3 |

This vocal ensemble is designed for those students who have an interest in learning about and performing choral music. Instruction will be provided in vocal techniques, ensemble methods and will include music from a variety of genre and cultures. Evening performances are a required part of the curriculum and students are expected to participate in events to represent the school system.

Prerequisite: Permission of Chorus Director

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|------------------|----------------------|----------|
| Music Foundations | 667 | Unleveled | 9, 10, 11, 12 | 3 |

This course, formerly called Intro to Music, includes a review of the basic elements of music including notation skills, listening skills, and their basic practical applications on the keyboard.

This course is a pre-requisite for non-band and chorus students before they may enroll in Music Technology or Music Theory.

| Course Name | Course # | Level | Grade Level | Credits |
|---|------------|------------------|----------------------|----------|
| Music History: Bach to Hip Hop | 668 | Unleveled | 9, 10, 11, 12 | 3 |

This survey course will include basic elements of styles of music in an historical context. Elements of music from different cultures and time periods will be explored, including traditional, jazz, rock, hip hop, and world music. Extensive listening examples and use of keyboards will highlight course content.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------|------------|------------------|----------------------|----------|
| Music Theory | 669 | Unleveled | 9, 10, 11, 12 | 3 |

This course is designed for the student with experience in reading, writing, and performing music. Course content will include scales, chords, and melodic and harmonic structure. Extensive listening examples and use of keyboards will highlight course content. Students interested in pursuing music as a major or minor in college are strongly encouraged to take this course.

Prerequisite: Music Foundations (formerly called Intro to Music)

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------|------------|------------------|----------------------|----------|
| Guitar Class | 670 | Unleveled | 9, 10, 11, 12 | 3 |

This course is open to students who wish to learn how to play the guitar or help advance their current knowledge and skill level. Reading and performing standard music notation will be emphasized in this course. A variety of music styles will be studied. Students will need to provide their own guitars (preference for acoustic guitars).

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|------------------|----------------------|----------|
| Music Technology | 673 | Unleveled | 9, 10, 11, 12 | 3 |

This course is designed for students who have some basic training in music. Course study will include working on composition, sequencing, and music editing. Basic keyboard skill will also be developed in this course.

Prerequisite: Music Foundations (formerly called Intro to Music)

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|------------------|----------------------|-----------------------|
| Chamber Ensemble | 671 | Unleveled | 9, 10, 11, 12 | by arrangement |

Performing groups of instrumental or vocal students may be organized with permission of the department head. Credit may be arranged for those students who wish to submit related written assignments. Prerequisite: Permission of the department head

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------------------|------------|------------------|----------------------|-----------------------|
| Independent Study in Music | 674 | Unleveled | 9, 10, 11, 12 | by arrangement |

Exploration of special topics for advanced students, or those who would like to prepare for college entrance auditions or the Music AP exam.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------|------------|------------------|------------------|----------|
| Acting I | 692 | Unleveled | 9, 10, 11 | 3 |

In this course students will practice and learn the skills needed to improvise effectively and collaboratively. Students will explore storytelling, pantomime, verbal and non-verbal communication, and the physical life of the actor onstage.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------|----------|------------------|---------------|----------|
| Acting II | | Unleveled | 11, 12 | 3 |

Students in Acting II will continue to practice concepts and skills from Acting I. In addition, students will explore character development, scene study and audition techniques.

Pre-requisite: Acting I

| Course Name | Course # | Level | Grade Level | Credits |
|---|------------|------------------|----------------------|----------|
| Technology and the Performing Arts | 691 | Unleveled | 9, 10, 11, 12 | 3 |

This course will cover technical aspects as related to the performing arts. Students will develop skills and knowledge in music recording, theatre production, movie making and film scoring, and the architecture of staging for entertainment.

PREVOCATIONAL & SPECIAL NEEDS PROGRAMS GENERAL STATEMENT

The language-based, substantially separate special education program at Canton High School serves students with language and learning disabilities in grades 9 through 12. The program focuses on providing specialized instruction and/or academic support in the areas of reading, oral expression, written expression and study skills. There are two components to this program. The first provides specialized instruction in the areas of English/Language Arts and Math to a small group of students in a self-contained, special education classroom. Following the Massachusetts curriculum guidelines, the materials that are used parallel the content in the mainstream classes; however, they are modified to meet the individual instructional and performance levels of the students. The second part of the program provides academic support to students directly in their mainstream classes. Special education educational assistants attend classes with these students and assist them outside of the classroom in small study skill groups. To best meet their academic needs, students typically participate in a combination of these two components, which is considered a partial inclusion program. The goal of the program is to provide academic instruction and support to all students in the least restrictive classroom environment.

FOCUS PROGRAM, RESOURCE ROOM, ADDITIONAL SERVICES

The focus program (substantially separate) is designed to meet the emotional learning needs of adolescents who have been identified through the special education team process as having emotional based learning needs. This program focuses instruction in a small self-contained classroom setting with emphasis on improving attention difficulties, impulse control, oppositional defiance, and difficulties in social skills. Classroom support includes a school psychologist and an adjustment counselor. Resource room support is available to students who have been identified through the special education team process as having learning disabilities. Students who receive resource room service attend mainstream classes with support provided by a certified special education teacher who is responsible for implementing specialized instruction. The resource room program focuses instruction on strategic teaching that students can utilize across the curriculum areas. Additional special education services include speech/language, counseling, physical therapy, and occupational therapy.

Courses emphasize those practical reading, writing, and oral communication skills needed for personal and vocational success within today's systems. Reading for comprehension, location and interpretation of vital information, and writing application/forms are fundamental day by day tasks. Essentials of grammar, vocabulary development, spelling and handwriting combine with proper verbal skills in order to provide the student with confidence and skills for on- the-job placement. This course includes basic use of computer aids.

PREVOCATIONAL SPECIAL NEEDS SOCIAL STUDIES

These courses stress the social, legal, and economic needs of individuals who are participating members of a larger society. Local, national, and world events are followed through media and daily newspapers.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|----------|-------------|----------|
| Living Democracy | 810 | 4 | 9 | 6 |

This course is a pragmatic introduction to “life in a democratic society”. The study of the structure of our legal, legislative and executive branches from federal down to local level is presented in relationship to the student’s survival as a law abiding voter. Awareness of respect for race, religion and varying cultures of American Society is strongly emphasized.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|----------|-------------|----------|
| Modern History | 810 | 4 | 10 | 6 |

This course continues an awareness of those local, state and federal agencies created to support services for citizenry. Newspapers and media highlights provide a source of topical news as well as directory for seeking those needs unique to each student and his/her environment. A concrete presentation of the law is presented.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------------|------------|----------|-------------|----------|
| United States History | 810 | 4 | 11 | 6 |

This basic course traces the development of our nation to present day. Practical geography in order to develop map-reading skills. The constitution, rights and responsibilities, due process of law, recourse to protection agencies such as Massachusetts Against Discrimination etc. are explored at suitable level. A strong emphasis is placed on current events.

MATHEMATICS

The Mathematics curriculum stresses the role of wage-earner, consumer, tax- payer. It is designed to meet survival needs and is therefore highly individualized. The computer program provides drill and practice.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------|------------|----------|-------------|----------|
| Mathematics I | 820 | 4 | 9 | 6 |

A basic survey of those concrete operations needed for fundamental knowledge of the numerical system. A survey of basic economy as well as focus on time, measurement and consumerism are included.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|----------|-------------|----------|
| Mathematics II | 820 | 4 | 10 | 6 |

A continuation of basic skills and concepts, this course introduces the student to **budget-keeping, schedules, time-clocks, transportation costs and schedules.**

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|----------|-------------|----------|
| Mathematics III | 820 | 4 | 11 | 6 |

Every day computation and awareness of expense/income are studied. Rudiments of banking, credit, insurance, taxes, proper use of personal time as well as strong emphasis on changing economic trends and vocabulary are presented.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|----------|-------------|----------|
| Mathematics IV | 820 | 4 | 12 | 6 |

Contracted review of concrete operations and use of the calculator as a supportive device is the basis of this course. Time sheets, W-2 forms, and record keeping are presented. Emphasis is also placed on citizen responsibilities as taxpayers. Awareness of general labor laws, unions, workmen's compensation, inflation, wage structures, and personal economic planning leads to general career choices.

SCIENCE

| Course Name | Course # | Level | Grade Level | Credits |
|------------------|------------|----------|-------------|----------|
| Science I | 830 | 4 | 9 | 6 |

Contemporary in nature, this course investigates plant/animal life, simple machines, earth and planets/weather, nutrition, sound, emotional well-being, proper use of medical resources, and the importance of energy in relationship to our environment. Entry level occupations in emerging technological fields are explored.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------|------------|----------|-------------|----------|
| Science II | 830 | 4 | 10 | 6 |

A continuation of investigations to include selected topics in biology, physiology, physics, and chemistry with emphasis on practical applications.

LIFE SKILLS

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|----------|----------------------|----------|
| Occupational Training/Education | 850 | 4 | 9, 10, 11, 12 | 6 |

Four choices range from entry-level career exploration to fundamentals of career choices upon graduation. Classroom texts, activities, speakers and community awareness all encourage the prospective employee to identify his/her skills, aptitudes, interests, and attitude, in order to develop a realistic job profile. Opportunities are provided to learn responsibility for specific tasks through simulated work environments, role playing for interview technique, dealing with authority, and co-workers is part of this course. Lab sessions, when appropriate, will be scheduled by the teacher.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|----------|----------------------|----------|
| Work Experience | 860 | 4 | 9, 10, 11, 12 | 6 |

This is actual job placement within the community. Jobs are determined through motivation, determination and ability to perform. Consistent visits with teacher/job supervisor provide a basis of evaluation. Job placement is determined by pertinent child-labor laws and academic status. All steps from job search, application, interview, physicals right through to maintaining jobs under stress are covered. The idea is to develop from unskilled to semiskilled while receiving support from the school program. The student reports daily to the teacher in order to properly maintain his/her progress at work. Every day coping techniques are reviewed and emphasized.

SCIENCE & ENGINEERING/TECHNOLOGY DEPARTMENT

The Science & Engineering/Technology department offers honors, college, and academic programs in the life and physical sciences to meet the needs of the students at Canton High School. Each program meets the science standards as outlined in the Massachusetts Frameworks. We believe, in this technological age, that all students need to successfully pass courses in biology, chemistry, and physics before graduating from Canton High School. Therefore, if a student fails one of these courses, the course must be retaken the following year or completed during summer school. To graduate from Canton High School, each student must pass three years of science, in addition to passing one MCAS science test. In addition, three AP courses and electives are offered in the senior year. Pre-engineering and applied materials technology classes are offered as both major and minor courses throughout the four years of high school. These courses satisfy the Applied/Practical/Fine Arts requirement for graduation.

GRADE 9 PROGRAM

All freshmen will study biology and take the MCAS biology test at the end of the course. In addition, freshmen may also elect Introduction to Environmental Science or an appropriate technology/engineering course outlined in this booklet.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|----------|-------------|----------|
| Biology I Honors | 311 | H | 9 | 6 |

Honors biology is an intensive course that investigates living things, theories, models, and nature through experimentation, examination, and observations leading to the understanding of the diversity, complexity, and interconnectedness of life on earth. The course emphasizes major biological themes including chemistry of life, cell physiology, genetics, evolution, ecology, human physiology, and biodiversity (a survey of living things) as per the Massachusetts State frameworks. The topics are covered in greater depth and at a faster pace than the other levels of study. Laboratory experimentation and observations, including microscopy and dissection, are emphasized. Outside readings, research, and serious home study will be required including term projects, and an emphasis on written laboratory reports. Term tests will be administered as preparation for required MCAS examinations. This course is intended for students who are planning further study of science.

Prerequisite: Teacher Recommendation

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------|------------|------------|-------------|----------|
| Biology CP 1 | 315 | CP1 | 9 | 6 |

The Biology 101 course investigates living things, theories, models, and nature through experimentation, examination, and observations leading to the understanding of the diversity, complexity, and interconnectedness of life on earth. The course emphasizes major biological themes including chemistry of life, cell physiology, genetics, evolution, ecology, human physiology, and biodiversity (a survey of living things) as per the Massachusetts State Frameworks. Laboratory experimentation and observations, including microscopy and dissection, are emphasized and require written lab reports. Term tests will be administered as preparation for required MCAS examinations.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------|------------|------------|-------------|----------|
| Biology CP 2 | 316 | CP2 | 9 | 6 |

The Biology 102 course investigates living things, theories, models, and nature through experimentation, examination, and observations leading to the understanding of the diversity, complexity, and interconnectedness of life on earth. The course emphasizes major biological themes including chemistry of life, cell physiology, genetics, evolution, ecology, human physiology, and biodiversity (a survey of living things) as per the Massachusetts State Frameworks. The topics are covered at a slower pace than the other levels of study along with intensive MCAS preparation. Laboratory experimentation and observations are used and require written lab reports. Term testes will be administered as preparation for required MCAS examinations.

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|------------------|-------------|----------|
| Introduction to Environmental Science | 395 | Unleveled | 9,10 | 3 |

This course investigates the major environmental problems facing mankind today, including global warming, finding alternative fuels, and lack of drinking water. Much emphasis will be placed on projects and Internet usage.

SOPHOMORE PROGRAM

All sophomores will study chemistry. Each level has a math prerequisite that must be met before selection of the appropriate course. In addition, sophomores may also elect Introduction to Environmental Science or an appropriate technology/engineering course outlined in this booklet.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|----------|-------------|----------|
| Chemistry Honors | 321 | H | 10 | 6 |

An enriched college preparatory course with much laboratory work to enable the student to develop chemical principles from observation and experimental data. Topics treated are the development of an atomic model, the nature and properties of gases, the kinetic theory of matter, energy rates and periodic table of elements. This course is intended for students who are planning further study of science and are accustomed to serious home study.

Prerequisite: A grade of B- in Modern Algebra II Honors or Algebra II ACC and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|------------|-------------|----------|
| Chemistry CP 1 | 332 | CP1 | 10 | 6 |

This traditional college preparatory course in chemistry relies heavily on lab work to lead the students through their own observations to a recognition of unifying principles and their relation to diverse phenomena. Students develop a scientific model atomic theory and, from the nature of gases, the kinetic theory. Other topics studied include: the periodic table, chemical bonding, stoichiometry, thermochemistry, kinetics, solution and chemical equilibria, acid-base theories, oxidation-reduction, electrochemistry, nuclear and organic chemistry.

Prerequisite: A grade of C in Algebra I and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|------------|-------------|----------|
| Chemistry CP 2 | 334 | CP2 | 10 | 6 |

This introductory course in chemistry is designed for the practical minded student. The pace is less intense than chemistry 101. Group and lab activities are emphasized. The course stresses the underlying principles in the study of chemistry with less emphasis on the quantitative aspects of the subject. **Prerequisite:** A maximum grade of C- in Algebra I or successful completion of Integrated Math I.

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|------------------|--------------|----------|
| Introduction to Environmental Science | 395 | Unleveled | 9, 10 | 3 |

This course investigates the major environmental problems facing mankind today, including global warming, finding alternative fuels, and lack of drinking water. Much emphasis will be placed on projects and Internet usage.

JUNIOR PROGRAM

All juniors will study physics. The selection of appropriate level is dictated by the grade achieved in the student's chemistry course. Students who have done very well in Chemistry I Honors may elect AP Chemistry in addition to taking a physics course. Juniors may also elect appropriate technology/engineering courses outlined in this booklet.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|----------|---------------|----------|
| Physics I Honors | 331 | H | 11, 12 | 6 |

A college preparatory course presented with conceptual and mathematical rigor. Topics treated are Newtonian Mechanics, Conservation of Momentum and Energy, Thermodynamics, Electricity, and the properties of Light. This course is intended for students planning further study of science and who are accustomed to serious home study. **Prerequisite:** A grade of B- in Honors Chemistry and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------|------------|------------|---------------|----------|
| Physics CP 1 | 342 | CP1 | 11, 12 | 6 |

A college preparatory course presented with conceptual and mathematical rigor yet designed to promote learning by presenting physical principles simply and directly, along with technical application. Topics covered include Mechanics, Special Relativity, Thermodynamics, and Light. This course is intended for students who are accustomed to serious home study. **Prerequisite:** A grade of C- in Chemistry 101.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------|------------|------------|---------------|----------|
| Physics CP 2 | 343 | CP2 | 11, 12 | 6 |

A college preparatory course designed for students who have found it effective to accomplish their mathematics sequence more slowly. This course stresses the underlying principles in the study of physics with less emphasis placed on mathematical problem solving. Lab work is emphasized. Topics considered include Mechanics, Special Relativity, Properties of Matter, Electricity and Magnetism. This course may be regarded as a stand alone survey course or as an excellent basis for further studies in physics. **Prerequisite:** Successful completion of Chemistry 102.

SENIOR PROGRAM

Seniors will have their choice of the following electives after successfully completing biology, chemistry, and physics. Some courses have prerequisites that must be met before a student can enroll. In addition, seniors may also elect appropriate technology/engineering courses outlined in this booklet.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------------------|------------|----------|-------------|----------|
| Anatomy and Physiology Honors | 351 | H | 12 | 6 |

This honors course is offered to students who have completed their science sequence prior to grade twelve. Topics include the major systems of the human body: muscular-skeletal, digestive, circulatory, nervous, and endocrine systems. These investigations develop understanding and appreciation of the structure and complementarity of the systems. Laboratory experimentation including microscopy and dissection are emphasized. Outside reading and home study are required. This course is intended for students who are planning a further study of life science.

Prerequisite: A grade of B in Honors Biology, Honors Chemistry, and Honors Physics and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------------------|------------|-------------|-------------|----------|
| Anatomy and Physiology CP 1 | 352 | CP 1 | 12 | 6 |

All topics relate to the structure and function of the human body. Cells, tissues, and systems are studied including skeletal, muscular, nervous, digestive, circulatory, respiratory, endocrine and reproductive. Laboratory experiments are an integral part of the course and include microscope observation, dissection and specimen observation. This course is intended for students contemplating further study of science in college.

Prerequisite: A grade of C in Biology 101, Chemistry 101, and Physics 101 and teacher recommendation.

ADVANCED PLACEMENT SCIENCE COURSES

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------|------------|----------|---------------|----------|
| AP Biology | 306 | H | 11, 12 | 6 |

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their freshman year in college. AP Biology will include those topics regularly covered in a college biology course for majors. This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The course will focus on the topics of Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Among laboratory topics studied are enzyme analysis, osmosis and diffusion, microscope observation, cellular respiration and photosynthesis, genetics, animal behavior, and gel electrophoresis. This course requires home study of about one hour per night along with individual projects including summer and vacation work. Students are expected to take the AP exam in May.

Prerequisite: A grade of B in Honors Biology and Honors Chemistry and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------|------------|----------|---------------|----------|
| AP Chemistry | 328 | H | 11, 12 | 6 |

Advanced Placement students work to guidelines provided by the College Entrance Examination Board (CEEB), which oversees the Advanced Placement program. The course involves extensive laboratory work and the application of chemical principles to the solution of problems. All students enrolled in this course are encouraged to take the AP Chemistry exam in May.

Prerequisite: A grade of B in Honors Chemistry and teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------|------------|----------|-------------|----------|
| AP Physics | 340 | H | 12 | 6 |

This course is for students who plan to major in engineering, physics, or math in college. Semester one includes an in-depth study of electric and magnetic fields, analysis of DC circuits, time constants, electromagnetism, electromagnetic induction, AC LRC circuits, and Maxwell's equations. Semester two covers modern physics. Topics included are: relativity, quantum physics, atomic and nuclear physics. Near the end of the semester, time will be spent preparing for the AP exams the students will take in May.

Prerequisite: A grade of B in Physics 1 Honors and teacher recommendation.

SCIENCE ELECTIVE COURSES

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------------------|------------|------------|---------------|----------|
| Introduction to Oceanography | 365 | H | 11,12 | 3 |
| | 366 | CP1 | 11, 12 | 3 |

This is a one semester course that will cover the following topics: Methods of investigation; History of Oceanography: Origins; Plate tectonics, Bottom topography; Sediment: Water; Plankton; Nekton (fish only); Environmental concerns.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------------|------------|------------|---------------|----------|
| Topics in Oceanography | 367 | H | 11,12 | 3 |
| | 368 | CP1 | 11, 12 | 3 |

This is a one semester course that will develop and expand upon an examination of topics covered in the Introduction to Oceanography. Topics include air-sea interactions; ocean circulation, wave tides, beaches and shoreline; marine mammals, reptiles and birds; marine resources and management; environmental concerns.

Prerequisite: Grade of 'C' or better in Introduction to Oceanography

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------------|------------|------------------|---------------|----------|
| Environmental Science | 345 | Unleveled | 11, 12 | 6 |

This course will explore various aspects of the study of the environment. Students will investigate such topics as recycling, water and air pollution, the Greenhouse effect, nuclear energy, the energy crisis, endangered species, and other topics currently in the news. Field trips related to these topics and recycling projects will be included in the course.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------|------------|------------------|---------------|----------|
| Astronomy | 391 | Unleveled | 11, 12 | 3 |

This course will introduce students to the basics of astronomy. Topics will include learning about the moon, the solar system, theories about the origin of the universe, constellations, comets, asteroids, galaxies, the Milky Way, black holes, and other topics related to the study of the stars. This course meets 3 days per cycle for 1 semester.

TECHNOLOGY/ ENGINEERING PROGRAM

The Technology / Engineering program is designed to prepare students for today's highly technical society. Courses are designed to meet the needs of each student so that each may progress as far as individual abilities allow. This program affords proper academic preparation and technological skills for all students as well as the transition to a technical vocation if so desired. These courses satisfy the Applied/Practical/Fine Arts requirement for graduation. Only students who have successfully passed a level I course are eligible to enroll in a level II course.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------------------|----------------|------------------|----------------------|----------|
| Metals Technology I/II | 540/539 | Unleveled | 9, 10, 11, 12 | 6 |
| Metals Technology I/II Minor | 543/544 | Unleveled | 9, 10, 11, 12 | 3 |

This course offers students comprehensive hands on, project-driven involvement with the engineering and mathematics of a wide range of metalworking and fabrication processes. Units of sheet metal layout/fabrication, mig-tig-arc welding, oxyacetylene cutting/welding, heat treating, foundry and forging. Power and hand tool use, special assembly, fastening and finishing techniques are emphasized for project completion. Metallurgical principles involving heat treating, hardness and strength testing, metal alloying are stressed as well as the engineering and mathematics behind tool design and cutting theories. Advanced units of CNC milling machine and machine lathe are offered to second year students. This course can be taken for two years.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------------|----------------|------------------|----------------------|----------|
| Wood Crafts I/II | 570/576 | Unleveled | 9, 10, 11, 12 | 6 |
| Wood Crafts I/II Minor | 577/578 | Unleveled | 9, 10, 11, 12 | 3 |

This course introduces the students to the wide field of the woodworking industry including the study of lumbering, wood processing, cabinet making, joinery, and hand and machine tool operations. Students will start by designing a small project which will include making a scale drawing with dimensions. During the construction, they will learn and test various joints and calculate the amount of stock necessary to build the project. Students will then have a choice of projects and will be expected to progress to more advanced techniques. This course may be taken for up to two years.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------------------|----------------|------------------|----------------------|----------|
| Power Technologies I/II | 524/526 | Unleveled | 9, 10, 11, 12 | 6 |
| Power Technologies I/II Minor | 527/528 | Unleveled | 9, 10, 11, 12 | 3 |

This course introduces students to a wide range of mechanical, electrical and engineering principles. Students explore units of two and four stroke internal combustion, external combustion, diesel, marine and power transmission. Engineering units of aerodynamics, hydraulics, HVAC, electrical controls and testing are also overviewed. This course can be taken for 2 years.

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|------------------|-------------|----------|
| Computer Aided Design and Drafting (CADD I) | TBA | Unleveled | 9-12 | 3 |

This course is an introduction to mastering AutoCad 2009 commands and drawing techniques. Topics are covered in an easy-to-understand sequence, and progress in such a way that allows the student to become comfortable with the commands. Categories include: file commands, coordinate system, edit commands, inquiry commands, beginning plotting, beginning selection sets, draw commands, beginning grips, beginning dimension, setting commands, layers, display commands, text commands, and hatching techniques.

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|------------------|-------------|----------|
| Computer Aided Design and Drafting (CADD I) | TBA | Unleveled | 9-12 | 6 |

This is a first year design course for students who are interested in architectural, industrial or fashion design, and/ or engineering using the latest release of AutoCAD 2009 software. The students will learn and apply computer aided design techniques and principles to create drawings and will learn the software capability of the system by creating, developing, editing and manipulate CAD 2D drawing. Students will be able to translate their thoughts and ideas to a format where they can graphically communicate with others.

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|------------------|--------------|----------|
| Computer Aided Design and Drafting/3D (CADD II) | TBA | Unleveled | 10-12 | 6 |

This is structured as a second year design course that allows students to focus on construction of three-dimensional (3D) objects using AutoDesk Inventor 3D Modeling and Animation software. This course includes wire-frame construction, surface modeling, solid modeling, extrusion, 3D editing, 3D views, rendering, and 3D to 2D construction.
Prerequisite: At least a Grade of “C” in CADD I and teacher recommendation.

SOCIAL STUDIES DEPARTMENT

GRADE 9 PROGRAM

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|----------|-------------|----------|
| World History: Asia, Africa & the Americas Honors | 114 | H | 9 | 6 |

This course examines the complex history and cultures of many regions of the world that have been overlooked in more traditional world history courses. Students will examine societies of the non-western world (Asia, Africa and South/Central America) since 500 AD. The course will focus on the essential question: *“How has development and cultural exchange impacted societies?”*. Students who take this course should be prepared to commit to nightly readings. Research papers, essays, document analysis and journal writing will be emphasized in this honors-level course. Many independent and group projects will be assigned throughout the year.

Prerequisite: Minimum grade of “B” in Grade 8 History.

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|------------|-------------|----------|
| World History Asia, Africa & the Americas College | 115 | CP1 | 9 | 6 |

This course examines the complex history and culture of many regions of the world that have been overlooked in more traditional world history courses. Students will examine societies of the non-western world (Asia, Africa and South/Central America) since 500 AD. The course will focus on the essential question: *“How has development and cultural exchange impacted societies?”*. This course is designed to meet the needs of the college preparatory student. Essay writing, document analysis, and journal writing will be emphasized. Independent and group projects are assigned throughout the year.

| Course Name | Course # | Level | Grade Level | Credits |
|---|------------|-------------|-------------|----------|
| World History: Asia, Africa & the Americas CP2 | 116 | CP23 | 9 | 6 |

This course examines the history and culture of many regions of the world that have been overlooked in more traditional world history courses. Students will examine societies of the non-western world (Asia, Africa, and South/Central America) since 500 AD. The course will focus on the essential question: *“How has development and cultural exchange impacted societies?”* This course provides a more skills-based program to provide basic understanding of world cultures. Many hands-on projects and real-world application of the material will be used.

GRADE 10 PROGRAM

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------------|------------|----------|-------------|----------|
| US History I Honors | 127 | H | 10 | 6 |

This course examines the formative events in American history, including the causes of the American Revolution, the development of the Constitution, and the ways in which federal, state, and local governments function under the Constitution. It then moves on to the early decades of the republic, ending with the Civil War. Students in an Honors

course will be assumed to have proficiency in writing, reading, and analytical skills, and be able to work independently and assume initiative for assignments.

Prerequisite: Students must receive recommendation from their current teacher to enroll and have a minimum B- average in Grade 9 Honors.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------|------------|------------|-------------|----------|
| History I CP1 | 128 | CP1 | 10 | 6 |

This course examines the formative events in American history, including the causes of the American Revolution, the development of the Constitution, and the ways in which federal, state, and local governments function under the Constitution. It then moves on to the early decades of the republic, ending with the Civil War. Students in a College Prep 1 class should have proficient reading and writing skills, and are ready to further develop analytical skills.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|------------|-------------|----------|
| US History I CP2 | 129 | CP2 | 10 | 6 |

This course examines the formative events in American history, including the causes of the American Revolution, the development of the Constitution, and the ways in which federal, state, and local governments function under the Constitution. It then moves on to the early decades of the republic, ending with the Civil War. This course provides a more structured, skill based program. Students whose reading, writing and critical thinking skills need additional support should elect this course.

GRADE 11 PROGRAM

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|----------|-------------|----------|
| AP US History II | 134 | H | 11 | 6 |

This course is designed for highly motivated, self- initiating students who will take the Advanced Placement Examination in the spring of their junior year. The class, conducted as a seminar, surveys the major themes of United States History from colonial times to the present, and is designed to be the equivalent of a freshman college course in a high school setting. Students who enroll in Advanced Placement US History should have excellent reading, writing, and critical thinking skills. A summer reading and writing assignment is required, and students can expect a minimum of one hour of homework each night.

Prerequisite: Students must receive recommendation from their current teacher to enroll and have a minimum of a B average in Grade 10 Honors.

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|----------|-------------|----------|
| US History II Honors (previously known as “United States History Honors”) | 135 | H | 11 | 6 |

This course examines the major themes in American history since the Civil War. Topics include Reconstruction, industrialization, the world wars, the Cold War, and the great social changes of the late twentieth century. The course is for the student who wishes to make an in-depth examination of recent US History at the Honors level, but who does not

want to take the AP Exam.

Prerequisite: Students must receive recommendation from their current teacher to enroll and have a minimum B- average in Grade 10 Honors.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|------------|-------------|----------|
| US History II CP1 | 137 | CP1 | 11 | 6 |

(previously known as
“United States History College”)

This course examines the major themes in American history since the Civil War. Topics include Reconstruction, industrialization, the world wars, the Cold War, and the great social changes of the late twentieth century. Students in a College Prep 1 class should have proficient reading and writing skills, and are ready to further develop analytical skills.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|------------|-------------|----------|
| US History II CP2 | 133 | CP2 | 11 | 6 |

(previously known as
“US History-CP2”)

This course examines the major themes in American history since the Civil War. Topics include Reconstruction, industrialization, the world wars, the Cold War, and the great social changes of the late twentieth century. This course provides a more structured, skill based program. Students whose reading, writing and critical thinking skills need additional support should elect this course.

SOCIAL STUDIES ELECTIVE PROGRAM

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|------------|---------------|----------|
| Introduction to | 143 | H | 11, 12 | 3 |
| Psychology | 144 | CP1 | 11, 12 | 3 |

This course will introduce students to the social science of psychology, the study of mental processes and behavior. Topics will include consciousness, learning, memory, intelligence, development, and abnormal psychology. Students will learn and develop research methods, including experiments, observations, surveys, case studies and literature reviews.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|------------|---------------|----------|
| Introduction to | 146 | H | 11, 12 | 3 |
| Sociology | 147 | CP1 | 11, 12 | 3 |

This course will introduce students to the social science of sociology, the study of human societies, their interactions, and the processes that preserve and change them. Topics of study include culture, socialization, deviance, stratification, and race and ethnicity. Students will learn and develop research methods, including experiments, observations, surveys, case studies and literature reviews.

Prerequisite: The honors level requires teacher recommendation.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|------------|---------------|----------|
| Political Science | 166 | H | 11, 12 | 6 |
| | 167 | CP1 | 11, 12 | 6 |

This course will consist of one semester of domestic politics, including philosophy, development of political parties and public opinion, a study of levels of government in the United States, and social and economic problems affecting government. The second semester will be devoted to International Relations, including the development of internationalism in the United States, a study of the United Nations, and analysis of Communism, Fascism, and Socialism.

Prerequisite: The honors level requires teacher recommendation

| Course Name | Course # | Level | Grade Level | Credits |
|------------------|------------|------------|---------------|----------|
| Economics | 153 | H | 11, 12 | 6 |
| | 154 | CP1 | 11, 12 | 6 |

This economics elective allows you to explore how economics truly affects your life. You will explore the subject from the perspectives of a consumer, producer, saver, and investor. The four major units are: Fundamental Economic Concepts, Business Organizations, Microeconomics, and Macroeconomics. During these units you will have the chance to develop your own economy on a hypothetical deserted island, plan your own business, invest a “fake” \$100,000 in the “real” stock market, explore elements of the United States’ economy, along with many other fascinating projects and topics. After studying these units, you will be able to answer the essential question, “*What challenges do people face when trying to allocate scarce resources?*”

Prerequisite: The honors level requires teacher recommendation

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------------|------------|------------------|---------------|----------|
| Sports and Society | 160 | Unleveled | 11, 12 | 3 |

This course will examine the fascinating relationship between sports and society. In a sport crazed nation like the United States, the impact that sports has on society is unquestionably significant. The course will examine the impact sports have on societal issues including: race, gender, class, economics, politics, education, ethics and civility. From steroids in Major League Baseball to the impact that high school sports has on society and the individual, this course will provide a study of the many areas where society and sports intersect. During this investigation, we will attempt to answer two essential questions. Essential Questions:

Do sports have a positive or negative impact on a society?

Do sports develop character or do they expose true character?

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------------|------------|------------------|--------------|----------|
| Contemporary Issues | 164 | Unleveled | 9, 10 | 3 |

This course focuses on awareness of current events. Topics will vary according to what is emphasized in the news and may include world, national, state, local, social, and economic issues that are of concern. In addition to keeping up with the news, students will engage in research in order to understand the background of today’s issues. Discussion, debate, and reflective writing will be key elements of this course.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------------------|------------|------------------|-------------|----------|
| History of Popular Culture | 165 | Unleveled | 9,10 | 3 |

This course examines the growth and importance of popular culture and mass entertainment in the United States from the early twentieth century to the present. By studying and analyzing the various forms of popular culture (film, television, music, internet, advertisements, etc.), students will develop an awareness of the ways in which popular culture has affected American society over the last one hundred years.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------------------|------------|------------------|--------------|----------|
| Introduction to Philosophy | TBA | Unleveled | 11,12 | 3 |

The course is intended to introduce you to philosophical questions, to make you aware of how some of history's greatest philosophers have approached those questions and what they have had to say about them, to help you articulate philosophical concerns of your own and, most importantly, to learn how to address them. Among the areas of philosophy will explore this semester are ethics, political philosophy, metaphysics and theory of knowledge.

VISUAL ARTS DEPARTMENT

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------|------------|------------------|----------------------|----------|
| Art I Minor | 612 | Unleveled | 9, 10, 11, 12 | 3 |

In this foundation course, students in Art Minor will draw, paint, sculpt, craft and make prints working with a variety of media and processes. Through art making, students will learn to express who they are as individuals. Students also will learn to talk about their own art and the work of masters, by developing a vocabulary and basic concept of visual literacy. This course may be repeated for credit with the permission of the instructor. Due to a dramatic decrease in funding for our art programs, a \$10.00 fee per student will provide some of our basic art making materials.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------|------------|------------------|----------------------|----------|
| Art I Major | 607 | Unleveled | 9, 10, 11, 12 | 6 |

This Art I foundation course provides students with art making experiences in drawing, painting, print making, sculpture, and crafts. Two and three-dimensional artworks will be created, evolving from the study of the elements and principles of design, as well as from art historical resources. Through the assignments, students will increase their aesthetic awareness, visual literacy, and understanding of what makes a strong artistic composition. Students will engage in discussions about their artwork as well as the work of a number of other artists. The objectives of this course are to stimulate creative imagination, develop visual literacy, increase environmental awareness, and to acquaint students with the social and cultural significance of art. Due to a dramatic decrease in funding for our art programs, a \$10.00 fee per student will provide some of our basic art making materials.

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|------------------|----------------------|----------|
| Computer Art & Design Minor | 615 | Unleveled | 9, 10, 11, 12 | 3 |
| Computer Art & Design Major | 606 | Unleveled | 9, 10, 11, 12 | 6 |

In this foundation course, students will learn and apply the basic elements of art and principles of design through the use of illustration and design software to draw, paint, manipulate original photographs, design graphics, and create animations. Some preparatory sketching on paper will be required for planning out ideas. Students will learn to use the following software programs in depth: Adobe Illustrator, PhotoShop and ImageReady, and Front Page. Software applications will be used to create original art, graphic designs, animations, and web pages. Students will create using their own art, scanned images, and digital photography. Students will develop a vocabulary of the basic concepts of visual communication and art criticism as they learn how to design, strong, aesthetic compositions. The big difference between these two courses is the amount of time and depth that students will have to engage in their work. Some independent work will be required. Due to a dramatic decrease in funding for our art programs, a \$10.00 fee per student will provide some high quality print paper and mat board for students to use to create and present their artwork

GOT ART? IT'S GOOD FOR YOU!

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------------------|------------|------------------|-------------------|----------|
| Computer Art & Design II | 608 | Unleveled | 10, 11, 12 | 3 |

This course will focus on the “In-School Design” real life graphic applications, visual communication and expressive art through the use of computer software with its unique capabilities. Building upon the art design content and skills acquired in Computer Art & Design Minor or I, students will focus on projects that further sharpen their abilities. Students will be expected to know how to navigate between Adobe Illustrator, PhotoShop, Image Ready, and FrontPage interfaces. Students will develop a greater understanding of how to apply the elements and principles of design by creating customer- commissioned, original graphic designs, original art and animations on the computer. Preparatory sketching will be required to plan ideas. Students will learn how to critique their work and the work of others, to understand and apply visual communication strategies to create stronger designs, and will learn how to work with potential customers. A lot of independent work will be required.

Due to a dramatic decrease in funding for our art programs, a \$10.00 fee per student will provide some high quality print paper and mat board for students to use to create and present their artwork.

Prerequisite: a grade of C+ or better in Computer Art & Design Minor or I or by permission of the instructor.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------|------------|------------------|-------------------|----------|
| Ceramics | 629 | Unleveled | 10, 11, 12 | 3 |

In Ceramics, students will develop basic to advanced skills in pottery and hand building clay forms. In this 3-D media object-making course, students will create original, functional, decorative and sculptural objects focusing on form and function. Students will be encouraged to develop realistic and imaginative forms and their own personal style. Students will learn to talk about their art work as well as the work of masters to reinforce studio instruction. Due to a dramatic decrease in funding for our art programs, a \$10.00 fee per student will provide some of our basic art making materials

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------------|------------|------------------|-------------------|----------|
| Jewelry and Fiber Arts | 630 | Unleveled | 10, 11, 12 | 3 |

In Jewelry and Fiber Arts, students will develop basic to advanced skills in jewelry, metals, fiber, fabric and glass. In this 3-D media object-making course, students will create original, functional, decorative and sculptural objects focusing on form and function. Students will be encouraged to develop realistic and imaginative forms and their own personal style. Students will learn to talk about their art work as well as the work of masters to reinforce studio instruction. Due to a dramatic decrease in funding for our art programs, a \$10.00 fee per student will provide some of our basic art making materials

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------------------|------------|------------------|-------------------|------------|
| Portrait and Figure Drawing | 590 | Unleveled | 10, 11, 12 | 1.5 |

In this course, students will create portraits and figures using their observational skills. Students will use a variety of drawing methods, media, and style. Students also will learn to talk about their art by developing a vocabulary and basic concepts of visual literacy.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|------------------|-------------------|------------|
| Color and Design | 592 | Unleveled | 10, 11, 12 | 1.5 |

In this course, students will study color in depth and apply its functions to 2 dimensional visual design problems. Students will use a variety of wet and dry media, style, and creative thinking skills to enhance the problem solving process. Students also will learn to talk about their own art by developing a vocabulary and basic concepts of visual literacy.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|------------------|-------------------|------------|
| Handmade Books | 593 | Unleveled | 10, 11, 12 | 1.5 |

In this course, students will use paper to create hand made books in a variety of different styles, from basic folds to pop ups and altered books which express aesthetics and individuality. Students also will learn to talk about their own art by developing a vocabulary and basic concepts of visual literacy.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------------------|------------|------------------|-------------------|------------|
| Working from the Masters | 594 | Unleveled | 10, 11, 12 | 1.5 |

In this course, students will explore style, themes, through Art History of many diverse cultures and create artworks based on it. Students will create using a variety of methods and media. Students also will learn to talk about their own art by developing a vocabulary and basic concepts of visual literacy.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------------|------------|------------------|-------------------|------------|
| Independent Studio Time | 608 | Unleveled | 10, 11, 12 | 1.5 |

Students can only arrange this if they are currently taking an art course. They must present a viable proposal through the art department coordinator.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------|------------|------------------|----------------------|----------|
| Photography I | 555 | Unleveled | 9, 10, 11, 12 | 3 |

This foundation course serves as an introduction to using photography as an artistic medium. Students will learn the basics of working with a 35mm manual camera, using black and white film, developing film, printing photographs, altering photographs, and matting prints. Through the assignments students will increase their aesthetic awareness, visual literacy, and understanding of what makes a strong photographic composition. Examples from the history of art and photography will be introduced as they relate to the class assignments. Students will engage in discussions about their work and the work of others. Students who have cameras will be encouraged to use their own. Due to a dramatic decrease in funding for our art programs, a \$20.00 fee per student will provide one roll of black & white film per project.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------|------------|------------------|-------------------|----------|
| Photography II | 556 | Unleveled | 10, 11, 12 | 3 |

This course allows students who have taken Photography I to further expand their technical and artistic skills in the medium of photography. Students will more fully investigate topics and techniques they have visited in the previous course. An emphasis will be placed on using photography as a communication tool, creating a personal style of expression, and creating abstract images. This course will encourage students to refine

their skills and to focus more closely on their personal interests in photography. Students who have cameras will be encouraged to use their own. Prerequisite: Photography I
 Due to a dramatic decrease in funding for our art programs, a \$20.00 fee per student will provide one roll of black & white film per project.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------|------------|------------------|-------------------|----------|
| Crafts I | 626 | Unleveled | 10, 11, 12 | 3 |
| Crafts II | 627 | Unleveled | 11, 12 | 3 |
| Crafts III | 628 | Unleveled | 12 | 3 |

Students in crafts will develop intermediate to advanced skills in clay and pottery, metals and jewelry, fiber and fashion, and other content and material areas of student interest. In this object-making course in basic 3-D media, students will create original, functional, decorative and sculptural objects focusing on form and function. Students will be encouraged to develop realistic and imaginative forms and their own personal style. Students will learn to analyze their own work as well as the work of masters to reinforce studio instruction.

- I. The focus here is on developing basic mastery.
- II. The focus here is on students developing their studio portfolio and learning to present their work.
- III. The focus here is on students developing a body of work where they direct the meaning of their forms to create potent works of art.

The higher courses may be elected with permission of the instructor. Prerequisite: for 621, a grade of C+ or better in any 9th grade foundation art course. Prerequisite: for 622 and 623 is by permission of the instructor. Due to a dramatic decrease in funding for our art programs, a \$20.00 fee per student will provide some of our basic art making materials.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------------------|------------|------------------|-------------------|----------|
| Drawing & Painting I | 635 | Unleveled | 10, 11, 12 | 6 |
| Drawing & Painting II | 636 | Unleveled | 11, 12 | 6 |
| Drawing & Painting III | 637 | Unleveled | 12 | 6 |

Students in Drawing and Painting will develop intermediate to advanced drawing and painting skills. Learning to depict depth convincingly and realistically while also developing their personal style will be two major goals for this course. Different media such as pastels, watercolors, acrylics, and oils will be explored in developing still life images and works based in imagination. Students will learn to analyze their own work as well as the work of masters to reinforce studio instruction.

- I. The focus here is on developing basic mastery.
- II. The focus here is on students developing their studio portfolio and learning to present their work.
- III. The focus here is on students developing a body of work where they direct the meaning of their images to create potent works of art.

The higher courses may be elected with the permission of the instructor. Prerequisite: for 631, a grade of C+ or better in any 9th grade foundation art course. Prerequisite: for 632 & 633 is by permission of the instructor. Due to a dramatic decrease in funding for our art programs, a \$10.00 per student will provide some of our basic art making materials.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------|------------|------------------|-------------------|----------|
| Sculpture | 624 | Unleveled | 10, 11, 12 | 3 |

In this course, students will develop basic to intermediate skills in several of the following areas: relief sculpture, assemblage, plaster sculpture, mobiles, found objects, wood, and plastics. Students will be encouraged to develop realistic and imaginative forms and their own personal style. Students will learn to analyze their own work as well as the work of masters to reinforce studio instruction by developing a vocabulary and basic concepts of visual literacy. Prerequisite: a grade of C+ or better in any 9th grade foundation art course.

Due to a dramatic decrease in funding for our art programs, a \$10.00 fee per student will provide some of our basic art making materials.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------|------------|------------------|---------------|----------|
| Art Studio | 638 | Unleveled | 11, 12 | 6 |

This course is especially designed for those students who plan a career in art. The emphasis will be placed upon developing a portfolio for submission to a professional art school as part of the admissions requirement. Students may be able to submit their portfolio for AP Art credits with extra work. Entrance to this course is by permission of the instructor and may be repeated for credit. Prerequisite: Drawing and Painting and permission of the instructor.

Due to a dramatic decrease in funding for our art programs, a \$10.00 fee per student will provide some of our basic art making materials.

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|------------------|-------------------|----------|
| TV Production I | 639 | Unleveled | 10, 11, 12 | 6 |

This is a course in visual storytelling and perception that uses the medium of television production. Students will work in crew teams to create their own TV segments. This includes silent movies, commercials, creative narratives, visually-based demonstrations and self-scripted dramatic works. Outside (after school) event shoots are required. Some class work is independent from direct observation of the teacher but completed on school property. The following software programs will be introduced. Final Cut Pro, DVD, Sonicfire Pro and Soundtrack. The website cybercollege.com is used for student readings. At the end of the year students will be required to make a DVD portfolio of their work. Students will be required to purchase a DVD and digital recording tape.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------|------------|------------------|---------------|----------|
| TV Production II | 649 | Unleveled | 11, 12 | 6 |

This course expands upon the creative television production techniques for digital storytelling previously covered. Independently motivated student work is essential because major programming responsibilities and the day to day operation of cable 12 falls on TV II students. A central focus will be a "Weekly News" program and a quarterly "School Days TV Magazine" production. Students will also have the opportunity to work with Canton Community Television to produce other programs. Some class work is independent from direct observation of the teacher but completed on school property. Outside (interschool) event shoots are required. Concepts in the following software programs will be built upon Final Cut Pro, Sonicfire Pro, and

Soundtrack. DVD Studio Pro will be introduced. At the end of the year students will be required to make a DVD portfolio of their work. The website cybercollege.com is used for student reading. Students will be required to purchase a DVD and digital recording tape. Prerequisite: TV Production I and permission of the instructor.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------------------|------------|------------------|---------------|----------|
| Independent TV Production | 650 | Unleveled | 11, 12 | 6 |

This is a course tailored to individuals who have demonstrated outstanding aptitude in TV I and can not fit TV II into their schedules or have already taken TV II. They generally have maintained an A average in TV. An example is the position of Program Director for our student station Cable 12. The successful candidate would format outside shoot tapes for airing and edit special projects. Some class work is independent from direct observation of the teacher but completed on school property. Some outside shoot projects may be required after school. Specific details are dependant on the individual student's gifts and the program needs of the instructor. At the end of the year the student will be required to make a DVD portfolio of his/her work. Students will be required to purchase a DVD and digital recording tape. Prerequisite: TV Production I or II, proven track record of independent work, and permission of instructor.

WELLNESS DEPARTMENT

The Canton community recognizes the need for the pursuit of Lifetime Wellness and as such Wellness classes are mandatory all four years at Canton High School. Wellness is the fusion of Health and Physical Education through cognitive and physical activity. Throughout their four years students will explore and experience a variety of different and challenging initiatives inside and outside the classroom. “Achieving Wellness can add years to your life and life to your years!” is the focus of every course.

REQUIRED COURSES

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------------|------------|------------------|-------------|------------|
| Introductory Wellness | 940 | Unleveled | 9 | 1.5 |

This is an introductory course exploring components of fitness, the benefits of leading an active lifestyle, and the various activities that can improve personal wellness. This class provides an opportunity for students to be active in many different disciplines and categories of movement activities. The focus of the class is to encourage students to understand, develop, assess, and improve their own fitness and cognitive skills related to movement concepts and activities. Emphasis revolves around the seven primary areas of Wellness. Students will be exposed to and engage in a multitude of traditional and non-traditional activities, team/individual/dual sports, leisure pursuits, and recreational activities. “Fitness, Fundamentals, and Fun” are a part of every class!

| Course Name | Course # | Level | Grade Level | Credits |
|------------------------|------------|------------------|-------------|----------|
| Health Dynamics | 918 | Unleveled | 9 | 3 |

This introductory course will provide students with the knowledge and skills necessary to be safe and successful in today’s fast-paced world. The foundation of information is offered to encourage the students to make productive decisions regarding personal health, disease prevention, and the reduction of health-related risk behaviors. Students will engage in a variety of educational initiatives to develop skills needed to process knowledge and acquire skills needed to maintain and improve wellness. The curriculum is based upon the State & National Health Education standards. Information, technology, critical-thinking, decision-making challenges and skills will be explored in the classroom.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------------|------------|------------------|-------------------|------------|
| Advanced Wellness | 943 | Unleveled | 10, 11, 12 | 1.5 |

This is an advanced movement course that springboards off of the Introductory Wellness course. Advanced Wellness develops a further understanding and mastery of movement concepts, fitness principles, and wellness activities. Students will engage in a multitude of activities while also accepting the opportunity to delve deeper into certain activities and challenges that particularly interest them. This class will also engage in physical activities that provide an opportunity for fitness gain, personal enjoyment, self-expression, and social interaction. Further study of the seven primary areas of Wellness will also be further explored. “Fitness, Fundamentals, and Fun” continue to be a focus!

WELLNESS ELECTIVE PROGRAM

| Course Name | Course # | Level | Grade Level | Credits |
|--|------------|------------|-------------------|----------|
| Parenting and Child Development | 948 | CP1 | 10, 11, 12 | 6 |

This course is designed to assist students in developing an understanding of the role and responsibilities of parents and the process of human development from birth through adolescents. Emphasis is given to the development of skills and competencies related to the parenthood decision, pregnancy and childbirth, costs of having and raising a child, child growth and development, effects of heredity and environment on development, rights and responsibilities of parents and children, providing nurturance, guidance techniques for promoting positive behavior, prevention of child abuse and neglect, promoting health and safety of children, caring for the sick or injured child, helping children cope with crises, choosing professionals to help with family problems, selection of child-care services, and jobs and careers related to parenting.

| Course Name | Course # | Level | Grade Level | Credits |
|----------------------------|------------|------------------|-------------------|----------|
| Contemporary Health | 944 | Unleveled | 10, 11, 12 | 3 |

This elective course is designed to assist our 11th and 12th grade students meet the demands of their latter high school years (11 & 12) face the unique challenges that surface as they continue to enter early adulthood. Contemporary Health will offer skills and information to support and encourage their transition into the fast-paced adult world that is awaiting them when they graduate. Focus will revolve around decision-making and analysis skills; stress management and organization skills; consumer health & resource skills; “healthful aging”; community & public health; interpersonal relationships/dating/communication; safety & injury prevention; growth & development/human systems; chronic and communicable disease prevention; and environmental & ecological health. Culture, media, and technology will also be a focal point of this class. Students will engage in a number of different and stimulating learning styles to navigate information and skill acquisition.

| Course Name | Course # | Level | Grade Level | Credits |
|--------------------|------------|------------------|-------------------|------------|
| Team Sports | 942 | Unleveled | 10, 11, 12 | 1.5 |

This course is designed for students wishing to be active and participate in team/group sports and activities. Advanced skills, strategies, and rules will be offered alongside maximum participation in many traditional team sports and a variety of non-traditional activities as well. Examples of activities may include: basketball, volleyball, flag football, soccer, softball, ultimate Frisbee, floor hockey, lacrosse, speedball, etc.... Sportsmanship, safety, and fun will be emphasized in every unit and activity.

| Course Name | Course # | Level | Grade Level | Credits |
|-------------------------------|------------|------------------|-------------------|------------|
| Recreation & Games | 945 | Unleveled | 10, 11, 12 | 1.5 |

This course will focus on lifelong wellness pursuits. Activities that promote physical, social, and emotional well-being will be emphasized throughout the semester. Quality of life and enjoyment will be the focal point of the multiple recreational activities that will be experienced. Various activities may include: golf, tennis, badminton, table tennis,

pickleball, Frisbee, whiffleball, horseshoes, hackey sack, fitness walking, bocce, self-defense, and many more throughout the semester.

| Course Name | Course # | Level | Grade Level | Credits |
|---------------------------------|------------|------------------|-------------------|------------|
| Racquet & Net Sports | 946 | Unleveled | 10, 11, 12 | 1.5 |

Students electing this course will experience a multiple set of movements and sports that revolve around utilizing racquets and nets within the activity. Skills, strategies, and fun will be emphasized in the midst of participating in such activities as tennis, badminton, pickleball, table tennis, volleyball, etc. Fair play and safety will be stressed daily.

| Course Name | Course # | Level | Grade Level | Credits |
|-----------------------------------|------------|------------------|-------------------|------------|
| Adapted Physical Education | 947 | Unleveled | 10, 11, 12 | 1.5 |

This course will provide an atmosphere that encourages and assists students with developmental or cognitive challenges. The curriculum will be designed to adopt and modify the Wellness instructions in the physical realm to address the needs of each individualized student. The adaptations are incorporated to ensure maximum participation, safety, and enjoyment of fitness pursuits and wellness activities. Activities that promote gross motor skills, fundamental motor patterns, communications, team work, and cooperation while participating in individual and team initiatives will be offered.

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