

# Canton High School

## 2021-2022

### Program of Studies



#### CANTON HIGH SCHOOL CORE VALUES

**Academic Excellence and Rigor**  
**Inclusive Community**  
**Respectful and Responsible Relationships**  
**Continuous Improvement**

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# ACADEMIC PROGRAM INFORMATION

## GRADUATION REQUIREMENTS

The 120 credits necessary for graduation must include passing the following:

**Four (4) years of English**

**Three (3) years of Social Studies (including U.S. History)**

**Three (3) years of Math**

**Three (3) years of Science**

**Two (2) years of World Language**

**Four (4) years of Wellness**

**Six (6) credits from courses in the Visual, Performing, and or Industrial Arts**

**Three (3) credits in courses using computers/technology**

Students must also meet state law related to MCAS exams. Students completing the graduation requirements listed above, but not obtaining a competency determination on 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.

## PROMOTIONAL REQUIREMENTS

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

-For sophomore standing, a student must have accumulated a minimum of 27 credits.

-For junior standing, a student must have accumulated a minimum of 54 credits.

-For senior standing, a student must have accumulated a minimum of 81 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/they agree(s) 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. Historically, 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. Students in the Class of 2022 will be required to complete 50 hours. Students in the Class of 2023 will be required to complete 60 hours. Students in the Class of 2024 will be required to complete 70 hours. The Class of 2025 will return to the traditional 80 hour community service requirement. Additionally, students must earn a minimum of 27 credits in their senior year to participate in graduation exercises. Extenuating circumstances will be considered by the Principal or designee and will require a waiver of this policy. 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 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.. This method of grouping makes it possible for all students to proceed at an appropriate and challenging pace.

### **Advanced Placement (AP) Level**

Advanced Placement (AP) level classes, available to juniors and seniors, allow students to complete college equivalent coursework while in high school. Extremely demanding, rigorous and fast-paced, AP classes require extensive reading, writing and thinking.

**Readiness** for this academic pace and curriculum, a student's well being, attendance and work habits, and one's overall course load are key factors in making this course selection. Students should carefully consider taking these classes and should seek guidance from parents/guardians, counselors, department coordinators, teachers of AP classes, and current teachers before finalizing their decision. Please consult program requirements listed for each department. Students and parents/guardians are encouraged to review texts before deciding to take an AP class.

**AP classes require a teacher recommendation.** If a student is not recommended for an AP class and would like to appeal, the student and parent/guardian may be asked to meet with the principal, teacher and/or department coordinator, and guidance counselor for an override meeting. Students will be asked to bring a portfolio of work to demonstrate their skill level in the area.

**In the spring of the previous year, students will be expected to attend an AP meeting and sign an AP Contract that outlines expectations and requirements. For example, students who sign up for AP courses are required to comprehensively complete any assigned summer assignments/reading and meet deadlines. Students who do not complete the summer assignments will be reassigned to another class at the start of the school year. One of the strongest indicators for success and readiness in the upcoming AP course is the completion of summer work. *Additionally, students enrolled in AP courses are required to take the AP exam. AP Exams will serve as the course final for both seniors and juniors.***

### **Honors Level**

Honors level classes are rigorous and move at an accelerated pace. Success requires solid past achievement, a strong work ethic, 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. 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 (CP)**

College Preparatory classes challenge students with rigorous instruction, skill development and content knowledge. The courses are designed to help students continue their pursuit of mastery in the specific subject area and prepare them appropriately for post-secondary learning. Students will have comprehensive learning opportunities on a daily basis to "stretch" their knowledge base and skill set at an appropriate pace while also receiving high-quality support from staff.

### **Unleveled:**

Certain courses have no level designation. This is done purposefully to encourage all students to take those courses based on their interests, talents and career goals. Although unleveled, these courses still feature an engaging, rigorous curriculum, high expectations, and comprehensive skill development. Unleveled courses are not factored into students' cumulative grade point averages, but the grades earned in unleveled courses appear on students' transcripts.

## 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.

**Students and parents/guardians should carefully consider the level of the course selected in relation to teacher recommendations. In addition, carefully weigh the student's skills, overall course load, and interest and motivation in the subject area. If a level other than the one recommended is desired, students and parents must complete the necessary form and follow the instructions exactly as outlined. Please note: level changes after the start of the school year cannot be guaranteed. Poor or failing grades alone are not sufficient ground to warrant a level change.**

All students are required to carry a minimum of 36 periods of work per cycle. Exception to this requirement may be permitted by the principal or designee. Students will be assigned to directed studies to complete their 42-period schedule.

**Request for Course Level Override:** Course level recommendations are carefully made for every student by each subject area teacher in conjunction with the department chair. If a parent chooses to override the teacher recommendation, parents/students must complete a course level override form. **The request will be reviewed and shall be honored. If the student changes a level, after collaboration with CHS staff and administration, the grades will be applied to the new course.**

## COURSE CHANGES

### **Add/Drop and Course Change Guidelines:**

Course selection and course verification occurs in March. The master schedule is carefully constructed to match the requests of the greatest number of students each year. Therefore, it is imperative that students give time, thought, and ample consideration to their course selections. **Teacher recommendations for course levels should be strongly considered.**

Students should select courses and alternates carefully, as once schedules have been made it is difficult to make changes. ***Changes are only considered for sound educational reasons, not a change of one's mind.*** Not all course changes can be honored due to class size restrictions and scheduling conflicts. *To add/drop or change the level of a course, the student must obtain and complete the add/drop course form from the department coordinator and consult with guidance.*

***No course changes are permitted during the first seven day cycle of school, except when there are errors in the student's schedule or graduation requirements that need to be filled. Elective course request changes are not honored. After one seven day cycle, extenuating circumstances involving core courses and levels will be considered, but not guaranteed, and in need of administrator approval.***

### ***ADD/DROP Period***

The Course Add/Drop period begins the second cycle of school and ends a week after Term 1 Progress Reports. Course change requests may not be honored outside of the Add/Drop Period. Extenuating circumstances will be considered by the Principal.

1. If there is a concern that a student has been misplaced in their current course (AP, Honors, CP) the following steps should be followed within the ADD/DROP time period.
  - Counselors will advise the student to conference with the teacher and department coordinator.

- The teacher and/or department coordinator will contact parents/guardians.
- a. If a change is warranted, the guidance counselor in collaboration with teacher, department coordinator, parent/guardian and student will determine appropriate placement and begin the schedule change process.
  - b. A “W” (Withdrawal) will be reflected in the grade column on a student’s report card (but not the transcript) to show level change. If approved, the change will require the signatures of the guidance counselor, teacher, department coordinator, Assistant Principal and parents/guardian.
  - c. **If the student changes a level or a course, the student’s grades from the dropped course will be applied to the new course.**

**2. Student requests for certain teachers cannot be honored.**

3. Adding classes after the first day of school will only be allowed as space and the student’s schedule constraints permit. All course additions must be made within the first two full cycles (fourteen school days) of school.

**MARKING SYSTEM**

A+	=	97-100
A	=	93-96
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
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 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 contact the student’s teacher. For concerns about a student’s overall performance, parents are encouraged to contact their student’s guidance counselor.

If a student is out of school for an **unplanned extended absence (e.g. illness or bereavement)** the student support services and administration will work together with teachers to establish guidelines for communication and to schedule make-up work. If the nature of the illness/absence is such that a student is unable to complete the regular course work, the administration and department chair will be consulted on all decisions for course modifications and potential grades of pass/fail.

## GRADE POINT AVERAGE

A student's Grade Point Average (GPA) is based on the course level and grades using the chart below. A sample calculation is provided.

**CHS Grade Weight Table**

	<b>AP</b>	<b>Hon./Acc.</b>	<b>CP</b>
<b>A+</b>	5.33	4.83	4.33
<b>A</b>	5.00	4.50	4.00
<b>A-</b>	4.67	4.17	3.67
<b>B+</b>	4.33	3.83	3.33
<b>B</b>	4.00	3.50	3.00
<b>B-</b>	3.67	3.17	2.67
<b>C+</b>	3.33	2.83	2.33
<b>C</b>	3.00	2.50	2.00
<b>C-</b>	2.67	2.17	1.67
<b>D+</b>	2.33	1.83	1.33
<b>D</b>	2.00	1.50	1.00
<b>D-</b>	1.67	1.17	0.67
<b>E</b>	0.00	0.00	0.00

**GPA Calculation Example**

<b>Course</b>	<b>Level</b>	<b>Credits</b>	<b>Grade</b>	<b>Weight</b>	<b>Weighted Points</b>
English	AP	6	C+	3.33	3.33x6=19.98
History	Honors	6	B	3.50	3.5x6=21
Algebra 2	Honors	6	D-	1.17	1.17x6=7.02
Science	CP	6	B	3.00	3.00x6=18.00
Spanish	CP	6	A-	3.67	3.67x6=22.02
Art I	Unleveled	(6)	A	N/I	N/I

30 Credits

88.02 Points

Weighted GPA =  $88.02/30 = 2.93$

### 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 an overall average of 50 or higher or **have permission from the Principal**. A student cannot take a course from which he or she withdrew from during the school year.

### INFORMATION LITERACY SKILLS

In order for all students to be effective and efficient users of ideas and information the library media program will be integrated into the English Language Arts and Social Studies curricula. The information literacy skills needed to be competent researchers will be taught in collaboration between the librarians and the classroom teachers in relevant information seeking assignments. Skills taught include library orientation, source citation, website evaluation, the research process, databases, and digital citizenship. All skills are reinforced by a variety of web and technology tools. Students will also receive instruction in

academic integrity and how to avoid plagiarism. The goal is to help all students meet the *Standards for the 21st-Century Learner* set forth by the American Association of School Librarians, the *National Educational Technology Standards* set forth by the International Society for Technology in Education, and the *Common Core State Standards for English Language Arts*.

### 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, Mathematics, and Science MCAS tests in order to receive a diploma. **A score of 470 or higher is necessary to earn a CD for the ELA, Math and Science exams.** Any student scoring below 470 will be given an additional opportunity to take the exam each year. Students scoring in the Partially Meeting Expectations range will be provided an Educational Proficiency Plan (EPP) in the appropriate content area. An EPP will stipulate additional coursework or MCAS retests necessary to earn the Competency Determination required for a diploma.

### COMMUNITY SERVICE LEARNING

Historically, 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. Students in the Class of 2022 will be required to complete 50 hours. Students in the Class of 2023 will be required to complete 60 hours. Students in the Class of 2024 will be required to complete 70 hours. The Class of 2025 will return to the traditional 80 hour community service requirement.

### DRIVER AND TRAFFIC SAFETY EDUCATION

This course (offered at a fee) consists of 30 hours of classroom instruction, 12 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 Ms. Kathy Osbourne, Supervisor of Driver Education at (781) 821-5050 x2121. No school credit is awarded for this course.

### COMPUTER TECHNOLOGY/BUSINESS

#### CHS 21<sup>st</sup> CENTURY STUDENT EXPECTATIONS

The Computer Technology/Business Department courses comprehensively target, develop and assess the following CHS 21st Century Student Expectations:

- A1: Students read, write, and communicate effectively.
  - Read widely, and critically for a variety of purposes
  - Write clearly, concisely, and persuasively
  - Communicate ideas and information effectively in oral presentations
- A3: Students will reason critically, analytically, and creatively to develop problem solving skills.
- A4: Students will demonstrate technological literacy as a tool for learning, research, and communication.

### LITERACY STANDARDS

Grade level literacy standards will be addressed in all courses.

Course Name	Course #	Level	Grade Level	Credits
 Innovation Lab	504	H	9-12	3
	503	CP	9-12	3

This course will address the “how” in Digital Innovation. Students will begin to explore new and emerging technologies in social and digital media. Through Project-Based Learning in a lab setting, students will harness the power of innovation and develop technology skills to learn effectively, protect themselves and others online, and live productively in our digital world. This course provides a practical and detailed introduction to innovative tools and techniques that will support more effective collaboration and knowledge sharing in the digital age. As an introduction to assessing, editing, and building websites, this course covers the design and development of web pages incorporating text, digital images, and sound and introduce students to the complex languages (CSS, JavaScript, HTML, etc) of coding. Students will apply the knowledge learned to identify the usability, content/readability, aesthetics, and social networking effectiveness in website design. Students will also be introduced to digital citizenship and how it applies to the real world.

Course Name	Course #	Level	Grade Level	Credits
 <b>Entrepreneurship</b>	<b>508</b>	<b>H</b>	<b>10-12</b>	<b>3</b>
	<b>507</b>	<b>CP</b>	<b>10-12</b>	<b>3</b>

Do you want to start your own business? Do you have creative ideas for marketing and products? This one semester introductory course is designed to provide students with a basic understanding of personal finances, business objectives, and the basic principles of entrepreneurship. This course is designed to enhance collaboration, creativity and strategic thinking through authentic experiences. There will be guest speakers that will share their experiences in entrepreneurship and in the business world. This course will encourage students to examine all the major steps involved in:

- Personal Financial Literacy: budgeting (as a young adult), college and career Readiness, salaries/compensation, cost associated with - homes, rent, cars, insurance, etc.
- Personal Investing: stocks, bonds, mutual funds, savings accounts, investment in real estate, and retirement.
- This course will encourage students to examine all the major steps involved in starting a new business: ownership, strategy, finance, and sales /marketing. Market research, budgeting, selecting a business location, logos, and financing the business are covered using real-life examples that students can connect to their learning. As students complete the course, they will develop a business plan for a personalized entrepreneurial venture and make a professional “pitch”, as one does on *Shark Tank*.

**Please note that one of the two courses listed below will run. Project Lead The Way will run if the teacher training is available before the start of the 2021-2022 academic year.**

Course Name	Course #	Level	Grade Level	Credits
 <b>Computer Science</b>	<b>379</b>	<b>Unleveled</b>	<b>10-12</b>	<b>3</b>

This is a semester-based course that serves as an introduction to the field of computer science. The primary focus of the course is on the techniques of program design and development through the use of the Java programming language. The course is designed to appeal to a diverse audience and is project based with a large "hands-on" element. Other topics woven throughout the course include the history of computers as well as social and ethical issues in computing.

 <b>Project Lead The Way</b>	<b>###</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>
<b>Computer Science Principles</b>	<b>###</b>	<b>H</b>	<b>9-12</b>	<b>6</b>

In Computer Science Principles, students will solve digital challenges by developing the

computational thinking and technical skills of leading computer scientists. Learning by doing, students will:

- Become fluent in Python, professionals' primary computational language
- Debug code to ensure programs act as intended and are useful to the user
- Create an engaging computer game
- Code and decode data to keep it safe on the internet
- Make sense of large quantities of data by creating data visualizations

PLTW is recognized by the College Board as an endorsed provider; PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

Course Name	Course #	Level	Grade Level	Credits
 <b>Accounting</b>	<b>508</b>	<b>Unleveled</b>	<b>11-12</b>	<b>6</b>

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. This course is 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
<b>Library Boot Camp</b>	<b>510</b>	<b>Unleveled</b>	<b>9</b>	<b>0.5</b>

The freshman Library Boot Camp class will introduce CHS students to a variety of tools and resources that will be beneficial to them in all of their classes. Topics will include CHS technology such as Edline, Google Applications for Education (GAPE) as well as specific library resources such as research databases and NoodleTools, an online citation and research program. Students will be required to take a pre- and post-assessment. This class will meet in conjunction with freshmen guidance seminars.

Course Name	Course #	Level	Grade Level	Credits
<b>TEC Online Academy</b>		<b>Varies</b>	<b>10-12</b>	<b>3 or 6</b>

TEC Online Academy offers a selection of 'virtual courses' taught by area instructors and available to students attending TEC member school districts including Canton. These TEC courses are rigorous learning experiences equivalent to a "major" course at Canton High School. Course offerings include: News Reporting, Genetics (honors), Archaeology of Ancient Greece, Archaeology of Ancient Rome, Irish History, Women in American Society, Cybercrime and Security, Game Design and Development, Emotional Intelligence, and Sports and Entertainment Marketing. Interested students must contact their guidance counselor to initiate the registration process. Students must complete their commitment to the course. TEC online courses cannot be taken in place of a similar or identical course that is offered at Canton High School. If a specific TEC online course is not offered at Canton High School, a student may take it for enrichment or for credit with prior approval from the principal.

# ENGLISH LANGUAGE ARTS

## CHS 21<sup>st</sup> CENTURY STUDENT EXPECTATIONS

The English Language Arts Department courses comprehensively target, develop and assess the following CHS 21st Century Student Expectations:

A1: Students read, write, and communicate effectively.

- Read widely, and critically for a variety of purposes
- Write clearly, concisely, and persuasively
- Communicate ideas and information effectively in oral presentations

A3: Students will reason critically, analytically, and creatively to develop problem solving skills.

A4: Students will demonstrate technological literacy as a tool for learning, research and communication.

## COMMON CORE STANDARDS

Grade level Common Core standards will be addressed in all courses.

## SCOPE AND SEQUENCE FOR GRADES 9-12

The English Department offers four levels of comprehensive instruction: Substantially Separate (grades 9-12 based on team determination), College Preparatory (grades 9-12), Honors (grades 9-12) and Advanced Placement (Grades 11 and 12). These courses are all designed to develop and reinforce students' skills in reading comprehension, writing, critical thinking, and communication.

All students must pass each of the following courses: ***Note: AP ELA classes fulfill the requirement for junior and/or senior year.***

### Sequence of Courses:

Grade 9: *Voices of Literature: A Study of Genres*

Grade 10: *Voices of the American Dream*

Grade 11: *Voices in British and Contemporary Literature*

Grade 12: *Voices in World Literature*

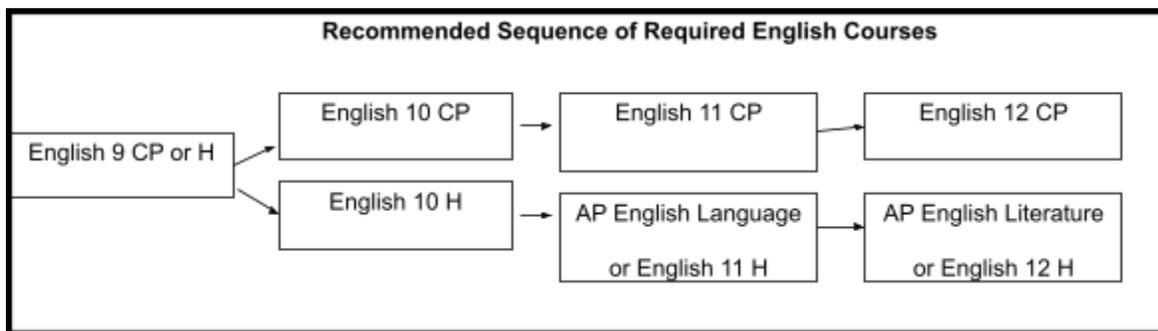
**ELECTIVES** All students are invited to enrich their study of English Language Arts by selecting from a variety of elective courses. These are listed after the description of the core courses needed for graduation. The electives do not fulfill the four-year graduation requirement. Not all electives run every year.

**Writer's Workshop**  
**American Identities**

**Journalism and Publishing**

## ELA GRADUATION REQUIREMENTS

In order to graduate, all students **must** earn a passing grade (59.5 or higher) in English each of the four years of high school. All levels of these core courses, including Advanced Placement English courses, fulfill the graduation requirement; however, ***courses listed under the English electives program do not fulfill graduation requirements.*** Please note: if a student should fail a core course for the year with a 50% average or higher, he or she is eligible to take the course again during summer school to earn a passing grade. If a student is not eligible for summer school, he or she must take two core English courses the following year. Please refer to summer school eligibility requirements.



## GRADE 9

### Voices of Literature: A Study of Genres

Course Name	Course #	Level	Grade Level	Credits
<b>English 1</b>	<b>011</b>	<b>H</b>	<b>9</b>	<b>6</b>
	<b>012</b>	<b>CP</b>	<b>9</b>	<b>6</b>

Based on the study of literary genres and a focus on independent reading in conjunction with class texts, this course is driven by the development and improvement of literacy skills as well as the development of students as lifelong readers and learners. Through student-centered instruction, students will practice various close reading strategies to enhance comprehension, including the use of active reading notes and text-based analysis. Students will engage in informal writing and class discussion around independent reading and class texts. In addition to a focus on reading and verbal communication skills, the class will emphasize informative writing, narrative writing and analytical/argument writing: how to develop claims and select and analyze effective evidence. Students regularly engage in analytical writing assignments in connection with in-depth discussion of literary elements and a variety of themes and essential questions that drive unit focus. Critical essays and other non-fiction texts related to literary or social topics will be used to develop and improve written and oral communication skills and enhance synthesis skills. Students will receive targeted and specific feedback in order to improve writing. **Summer Reading:** All students are expected to complete the summer reading requirements. Information is available in May through a link on the District and the ELA websites: [www.cantonma.org](http://www.cantonma.org).

#### **Honors Expectations:**

- Increased emphasis on the complexity and length of reading and writing assignments and on synthesizing two or more texts.
- Greater emphasis on *independent* reading and writing and increased pace of reading
- More in-depth critical analysis of assigned readings
- More complexity and nuance in verbal communication through class discussion and presentations

## GRADE 10

### Voices of the American Dream

Course Name	Course #	Level	Grade Level	Credits
<b>English 2</b>	<b>021</b>	<b>H</b>	<b>10</b>	<b>6</b>
	<b>022</b>	<b>CP</b>	<b>10</b>	<b>6</b>

Based on the study of early and contemporary American literary texts in conjunction with independent reading, this course helps students develop and improve literacy skills and continue to develop into lifelong readers and learners. Historical perspectives and societal changes will be explored through a

variety of written and oral assignments and projects with an emphasis on student-centered learning. The argumentative essay provides a forum for students' interaction with the literature to help students create more sophisticated claims and develop insightful analysis of evidence. Students regularly engage in analytical writing assignments in connection with in-depth discussion of literary elements and a variety of themes and essential questions that drive unit focus. An assortment of non-fiction works and excerpts will enrich the understanding of texts and will enhance synthesis skills. Vocabulary acquisition and refinement of grammar skills will be addressed in the context of literature and writing. Analytical, narrative and research-based writing will provide numerous opportunities for practice, self-expression, and feedback. Students will receive targeted and specific feedback in order to improve writing. MCAS style writings will be assigned and assessed based on the MCAS grading rubric. Selected readings will provide opportunities to refine active reading skills in order to improve comprehension, synthesis skills, and critical thinking. Additional writing and reading assignments will also provide essential practice and preparation, not only for class discussion and activities, but also for the MCAS test. Students also will engage in short and sustained research to learn new research skills. **Summer Reading:** All students are expected to complete the summer reading requirements. Information is available in May on a link on the District and the ELA website: [www.cantonma.org](http://www.cantonma.org).

**Honors Expectations:**

- Increased emphasis on the complexity and length of reading and writing assignments and on synthesizing two or more texts.
- Greater emphasis on independent reading and writing and increased pace of reading.
- More in-depth critical analysis of assigned reading.
- More complexity and nuance in verbal communication through class discussion and presentations.

**GRADE 11**  
**Rhetoric and Voices of British Literature**

Course Name	Course #	Level	Grade Level	Credits
<b>AP English Language &amp; Composition</b>	<b>030</b>	<b>AP</b>	<b>11</b>	<b>6</b>

This challenging, college level course is appropriate for highly motivated students who excel at analysis and critical thinking and have demonstrated strong organizational and study skills in addition to literacy skills. The course is appropriate for students who enjoy reading, not only for comprehension but also to become more knowledgeable about key rhetorical devices used by master writers and to learn to incorporate these strategies into their own writing. A selection of readings from British authors and contemporary American and British authors is coupled with a wide variety of nonfiction texts to provide the basis for instruction. Students will read, analyze, and evaluate literature and nonfiction writing as they gain an understanding of the rhetorical strategies used in formulating arguments. The course will also incorporate the analysis of visual media such as video clips, cartoons and speech-making so that students can observe the techniques that great writers draw upon to formulate strong arguments. In addition to writing as a process, students will complete several AP exam style on-demand writings. Students will be asked to compare, synthesize, and devise appropriate claims in response to readings and demonstrate their understanding through panel discussions and writing. In addition to short research on various topics, students also engage in more sustained literary research. Students will participate in seminar-style discussions and writing workshops designed to improve their skills and provide opportunities for critical thinking and analysis. The high level coursework will prepare students for the AP test in May. **Summer Reading:** All students are expected to complete the summer reading requirements. Information is updated in mid-May and available off of a link on the District and the ELA website: [www.cantonma.org](http://www.cantonma.org).

**AP Expectations:**

- Increased emphasis on the complexity and length of reading and writing assignments

- Focus on timed essay writing in preparation for the AP exam
- Interest in observing, understanding, and applying rhetorical techniques and strategies
- Greater emphasis on independent reading, writing, and individual participation
- More in-depth critical analysis of assigned reading; the ability to make inferences
- Additional research/presentations on a variety of social topics
- More challenging summer reading requirements

**Note:** The Advanced Placement curriculum is overseen and reviewed by the College Board; therefore, *the curriculum is equivalent to what a student would experience if taking a college or university course.*

Strong critical thinking skills, the ability to make inferences, and effective analysis and argumentative writing skills need to be in place to support a student’s successful transition to AP.

## GRADE 11 Voices of British and Contemporary Literature

Course Name	Course #	Level	Grade Level	Credits
<b>English 3</b>	<b>031</b>	<b>H</b>	<b>11</b>	<b>6</b>
	<b>032</b>	<b>CP</b>	<b>11</b>	<b>6</b>

This course focuses on the traditional literary roots of English literature as well as contemporary works of literature that pair well with classics. Students will also continue to grow as lifelong readers and learners through independent reading time and related activities. A study of Britain’s rich literary history lays the foundation for the continued development and refinement of critical thinking skills as they relate to reading and writing. Added emphasis will be placed on analysis, making inferences, and creating claims to support ideas and opinions. Further study of writing strategies and literary devices will enhance comprehension and writing skills through a focus on independent learning as well as student-centered teaching techniques. The practice of active reading and passage analysis, will allow students to demonstrate their understanding of a variety of texts through argumentative, narrative, and expository writing, as well as through individual and group presentations. Students regularly engage in analytical writing assignments in connection with in-depth discussion of literary elements in connection to a variety of themes and essential questions that drive unit focus. Students will receive targeted and specific feedback in order to improve writing. Students will complete short and sustained research that incorporates both primary and secondary critical print and online sources. **Summer Reading:** All students are expected to complete the summer reading requirements. Information is available in May through a link on the District and the ELA website: [www.cantonma.org](http://www.cantonma.org).

### *Honors Expectations:*

- Increased emphasis on the complexity and length of reading and writing assignments
- Greater emphasis on independent reading and writing and increased pace of reading
- More in-depth critical analysis of assigned reading
- More complexity and nuance in verbal communication through class discussion and presentations

## GRADE 12 Voices of Contemporary World Literature

Course Name	Course #	Level	Grade Level	Credits
<b>AP English Literature &amp; Composition</b>	<b>040</b>	<b>AP</b>	<b>12</b>	<b>6</b>

This demanding, fast-paced, college-level course is designed for students who are extremely motivated readers and who have consistently demonstrated a high level of skill, especially in the area of analysis and

critical thinking. The course is appropriate for students who have strong writing skills and a willingness to participate in class discussions as well as strong organizational and study skills. High level independent reading and research are required components of this college level course. Students will read a variety of traditional and contemporary world masterpieces. As engaged readers and writers, these students willingly go beyond the basic requirements of an assignment because they are curious learners. Within this context, students will also continue to work on broadening their range of critical thinking, analysis, and writing strategies. Students will write frequently to practice careful analysis and use of textual evidence to support claims. In addition to process writing, students will engage in on demand, AP exam style writing to practice for the AP exam in May. Outside enrichment readings will be ongoing as part of preparation for the AP exam in May. **Summer Reading:** All students are expected to complete the summer reading requirements. Information is updated in mid-May and available off of a link on the District and the ELA website: [www.cantonma.org](http://www.cantonma.org).

***AP Expectations:***

- Increased emphasis on the complexity and length of reading and writing assignments
- Interest in observing, understanding, and applying literary devices and rhetorical techniques and strategies
- Greater emphasis on independent reading, writing, and individual participation
- More in-depth critical analysis of assigned reading; the ability to make inferences
- Additional research/presentations on a variety of social topics
- More challenging summer reading requirements
- Focus on timed essay writing in preparation for the AP exam

**Note:** The Advanced Placement curriculum is overseen and reviewed by the College Board; therefore, *the curriculum is equivalent to what a student would experience if taking a college or university course*. A love of reading, strong critical thinking skills, the ability to make inferences, and effective analysis and argumentative writing skills need to be in place to support a student’s successful transition to AP.

Course Name	Course #	Level	Grade Level	Credits
<b>English 4</b>	<b>041</b>	<b>H</b>	<b>12</b>	<b>6</b>
	<b>042</b>	<b>CP</b>	<b>12</b>	<b>6</b>

This course is based on selections from classic and contemporary world literature with a heavy focus on contemporary works as well as on independent choice reading to help students continue to develop into lifelong readers and learners. Students will read a variety of historical and contemporary world masterpieces, with the goal of gaining an understanding and appreciation of other cultures. Through student-centered learning activities, students will also work on broadening their range of critical thinking and close reading strategies. Students will enhance their literacy skills by completing a variety of written responses to assigned reading and utilizing close reading strategies. Students will prepare both group and individual presentations and projects. Analytical and narrative essay writing will provide an opportunity for students to practice the steps of the writing process and allow for specific teacher feedback. Students regularly engage in analytical writing assignments in connection with in-depth discussion of literary elements to a variety of themes and essential questions that drive unit focus. Students will receive targeted and specific feedback in order to improve writing. Students will complete on-demand writings and complete short and sustained research to enhance research skills. This work will demonstrate their ability to integrate primary and critical print and online sources. During Term 1, teachers will review narrative writing strategies that support college admissions essay requirements. Students will continue to hone reading and writing skills to prepare for college and careers. **Summer Reading:** All students are expected to complete the summer reading requirements. Information is updated in mid-May and available off of a link on the District and the ELA website: [www.cantonma.org](http://www.cantonma.org).

***Honors Expectations:***

- Increased emphasis on the complexity and length of reading and writing assignments

- Greater emphasis on independent reading and writing
- More in-depth critical analysis of assigned reading
- More complexity and nuance in verbal communication through class discussion and presentations

### Unleveled English Courses Grades 9-12

Course Name	Course #	Level	Grade Level	Credits
<b>ELA Emerging</b>	<b>801</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>

This course is designed for students with Individualized Education Programs (IEPs) who have been identified as emerging readers and require intensive support with oral and written language. Taught by a special education teacher in a self-contained, small group environment, students receive direct instruction in reading with a program developed through the team process that focuses on the individual needs of each student. Structure and conventions of written language are taught and developed through guided journaling and response writing. Special education teachers work with the ELA department coordinator to develop curriculum that closely aligns with English courses at each level.

Course Name	Course #	Level	Grade Level	Credits
<b>ELA Foundations</b>	<b>804</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>

This course is designed for students with Individualized Education Programs (IEPs) who have been identified as greater than three years below grade level in reading, oral expression, and/or written language skills. This course is taught by a special education teacher in a self-contained, small group environment. Students practice and develop reading skills through guided and independent reading of age and developmentally appropriate texts, short stories, and poems. Writing occurs almost daily through journaling, responding to prompts, and/or paragraph development. The curriculum is designed to prepare students to participate in the English Language Arts MCAS. Special education teachers work with the ELA department coordinator to develop curriculum that closely aligns with English courses at each level.

Course Name	Course #	Level	Grade Level	Credits
<b>ELA Exploration</b>	<b>807</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>

This course is designed for students with Individualized Education Programs (IEPs) who have been identified as one to three years below grade level in reading, oral expression, and/or written language skills. It is designed to continue the development of English language skills in the areas of reading, oral expression and writing. All materials used parallel the general education curriculum and meet the Massachusetts Curriculum Frameworks. This course is taught by a special education teacher, and may be supported by a speech/language pathologist and/or an educational assistant. Students are exposed to a variety of literary genres and formats presented through on-level text. The reading emphasizes fluency (rate and accuracy), comprehension, understanding of literary terms, and improving vocabulary using active reading strategies, reading aloud, listening to books on tape and regular class discussion. Using graphic organizers and visual templates, a more structured and systematic approach to writing is implemented which emphasizes the planning, drafting, formulating, revising and editing processes of writing. Students have the opportunity to practice writing in response to literature in the form of journals, essays and creative writing assignments. Participation in the classroom discussion of the reading material is expected. Students are also required to read aloud, complete long-term projects related to the reading and verbally present their work to the class. Techniques for taking the English Language Arts MCAS are reviewed and practiced, and the curriculum is designed to prepare students to participate in this exam. Special education teachers work with the ELA department coordinator to develop curriculum that closely aligns with English courses at each level.

## ENGLISH ELECTIVES

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 skill building and reading for pleasure, to trends in American culture. *Electives do not fulfill any of the four-year English graduation requirements.*

Course Name	Course #	Level	Grade Level	Credits
<b>Writer's Workshop</b>	<b>053</b>	<b>H</b>	<b>9-12</b>	<b>3</b>
	<b>052</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

Writer's Workshop is a semester course intended for students with a genuine interest in narrative and creative writing. Students will develop their skills through a variety of genres that will range from memoir and personal essays to short fiction, poetry, and children's books. The focus will be on the writing process that traditionally includes brainstorming, drafting, peer editing and revising strategies to include writing groups, self-assessment, and collaborative projects. Students are expected to share their writing with other students and to give and respond to feedback during the writing process. The Honors level includes continuous, independent writing on a genre of their choice as well as submitting additional polished drafts to the teacher. Students will also read a memoir, a book on writing, and a poetry book throughout the semester and will write reflective journals about these texts exploring what they learn about the craft of writing.

Course Name	Course #	Level	Grade Level	Credits
<b>Journalism and Publishing</b>	<b>059</b>	<b>H</b>	<b>9-12</b>	<b>3</b>
	<b>057</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

Journalism and Publishing is a semester course designed to provide authentic experiences in writing, interviewing, layout, design, and project development. Editors and members of the yearbook and school newspaper, as well as students with new interest in publishing, will receive direct instruction in publishing and writing skills while producing content for the school publications. Students in this course will learn journalistic writing skills, online and print publishing skills and skills in time management, meeting deadlines and producing authentic work for public viewing in the form of the Spectrum newspaper and the Echo, the school yearbook. The Honors-level course includes more-frequent application of news writing--including revising, editing, and layout--for the school newspaper, as well as weekly current event tasks. The students who join the Honors level will also complete more complex and/or thorough major assessments. Through these methods and assignments, the Honors-level students will become more intimately familiar with the procedures of journalistic writing and publishing.

Course Name	Course #	Level	Grade Level	Credits
<b>American Identities and Media Literacy</b>	<b>049</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
	<b>050</b>	<b>H</b>	<b>9-12</b>	<b>3</b>

Students constantly receive messages from the media and society about who they are and what they are supposed to be. This semester course, designed like a college seminar, will engage students in discussions that deconstruct the messages they see, raise awareness of stereotypes and systemic advantages and disadvantages, challenge students to question their own biases, and discuss ways to promote respect. Our goal is for students to envision a better world and recognize the power of their own voices in creating this world.

Course Name	Course #	Level	Grade Level	Credits
<b>Learning Assistant</b>	<b>054</b>	<b>Unleveled</b>	<b>12</b>	<b>3</b>

**American Identities and Media Literacy**

This course is reserved for 4-5 seniors who have already completed American Identities and are accepted through the interview/application process. These students are expected to help facilitate discussion with their peers and plan and deliver mini-lessons throughout the semester. Interested students must be willing to meet with teachers to discuss curriculum, participate in Mrs. Kelly’s professional development with teachers in the district, and share their ideas and implement them in the classroom. See Mrs. Iacobucci or Mrs. Kelly if interested.

**GUIDANCE**

➤ 9th Grade Seminar	➤ 10th Grade Seminar	➤ 11th Grade Seminar or Career Planning	➤ 12th Grade Seminar
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**CHS 21<sup>st</sup> CENTURY STUDENT EXPECTATIONS**

The Guidance Department courses comprehensively target, develop and assess the following CHS 21st Century Student Expectations:

- A3. Students will reason critically, analytically, and creatively to develop problem-solving skills.
- A7. Students will self evaluate and reflect on their learning using a variety of methods.
- S1. Students will be able to assume responsibility for their decisions and behavior.

**LITERACY STANDARDS**

Grade level literacy standards will be addressed in all courses.

**MISSION**

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, students will pursue and expand their 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 the 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.

Each student will meet in a guidance seminar once per seven day cycle for one term of the year. In guidance seminar, counselors will work with small groups of students to proactively discuss developmentally appropriate issues. Guidance seminars in all grade levels are taught from the Growth Mindset Theory by Carol Dweck. The seminars consist of vertically aligned lesson plans which build upon the middle school guidance curriculum and are divided into three main units: academic, social/emotional and career/college. Students are encouraged to meet individually with their counselors in addition to these group sessions in order to discuss any academic, social or personal issues.

## 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. 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 World Languages. Four year colleges and universities desire students who challenge themselves but not to the detriment of their academic performance.

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, four years of math, three years of social studies (including US History), three years of science (including two laboratory sciences), and two years of a world 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 the list of visiting college representatives are emailed to senior students and families the preceding Friday as a reminder for the visits scheduled the following week.

## COLLEGE ADMISSIONS TESTING

The SAT is offered seven times each year to students who wish to take this exam. The SAT is required by many colleges and universities throughout the country. The SAT Reasoning Test is a four hour test consisting of two sections, evidence based reading and writing, and mathematics. Registration materials for these exams are available online at [www.collegeboard.org](http://www.collegeboard.org). ACT is another college entrance exam that is accepted by all colleges and universities in lieu of the SAT. This test consists of English, reading, math, and science sections with an optional writing section. More information and registration materials are available at [www.act.org](http://www.act.org). In October on a school day, the Pre-ACT is offered to sophomores and The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is offered to juniors as opportunities 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 term; freshmen and seniors meet first term, sophomores and juniors meet third term. These seminars are designed to address the developmental needs of adolescents, maximize their learning experiences and help them plan for the future.

## GUIDANCE SEMINAR

Course Name	Course #	Level	Grade Level	Credits
<b>Guidance Seminar 9</b>	<b>741</b>	<b>Unleveled</b>	<b>9</b>	<b>.5</b>

The primary focus of the program is the orientation of freshmen to Canton High School. Students meet during the first term to become familiar with their new school and to get to know each other and to understand the role of guidance counselors at Canton High School. Counselors review the student handbook, the program of studies, and other materials to help them understand the procedures, rules, regulations, the general high school program, and 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
<b>Guidance Seminar 10</b>	<b>751</b>	<b>Unleveled</b>	<b>10</b>	<b>.5</b>

This third term 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
<b>Guidance Seminar 11</b>	<b>761</b>	<b>Unleveled</b>	<b>11</b>	<b>.5</b>

This third term 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. Students enrolled in Career Planning do not take junior guidance seminar.

Course Name	Course #	Level	Grade Level	Credits
<b>Guidance Seminar 12</b>	<b>771</b>	<b>Unleveled</b>	<b>12</b>	<b>.5</b>

In the first term 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 four-year colleges upon graduation will be able to explore different careers, trade schools, and community college opportunities to reach their long term personal goals..

## CAREER EDUCATION

Course Name	Course #	Level	Grade Level	Credits
 <b>Career Planning</b>	<b>517</b>	<b>CP</b>	<b>11-12</b>	<b>3</b>

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

## MATHEMATICS

The Mathematics Department has pledged itself to prepare each and every student with the background in mathematics commensurate with his/her ability which will aid the student in pursuing the career goal of his/her choice. To graduate from Canton High School, each student must pass three years of mathematics, in addition to the MCAS Mathematics Exam. Though three years is the requirement for CHS, students are encouraged to take four years of mathematics as this is now the requirement for state schools and universities. There are multiple advanced placement courses and several electives are offered. Mathematics courses offered to students address the Massachusetts Curriculum Framework standards.

### CHS 21<sup>st</sup> CENTURY STUDENT EXPECTATIONS

The Mathematics Department courses comprehensively target, develop and assess the following CHS 21st Century Student Expectations:

- A1: Students will read, write, and communicate effectively.
- A3: Students will reason critically, analytically, and creatively to develop problem solving skills.
- A4: Students demonstrate technological literacy as a tool for learning, research and communication.
- A6: Students will take effective notes, give others time to talk, and respond appropriately.
- A7: Students will self evaluate and reflect on their learning using a variety of methods.

### LITERACY STANDARDS

Grade level literacy standards will be addressed in all courses.

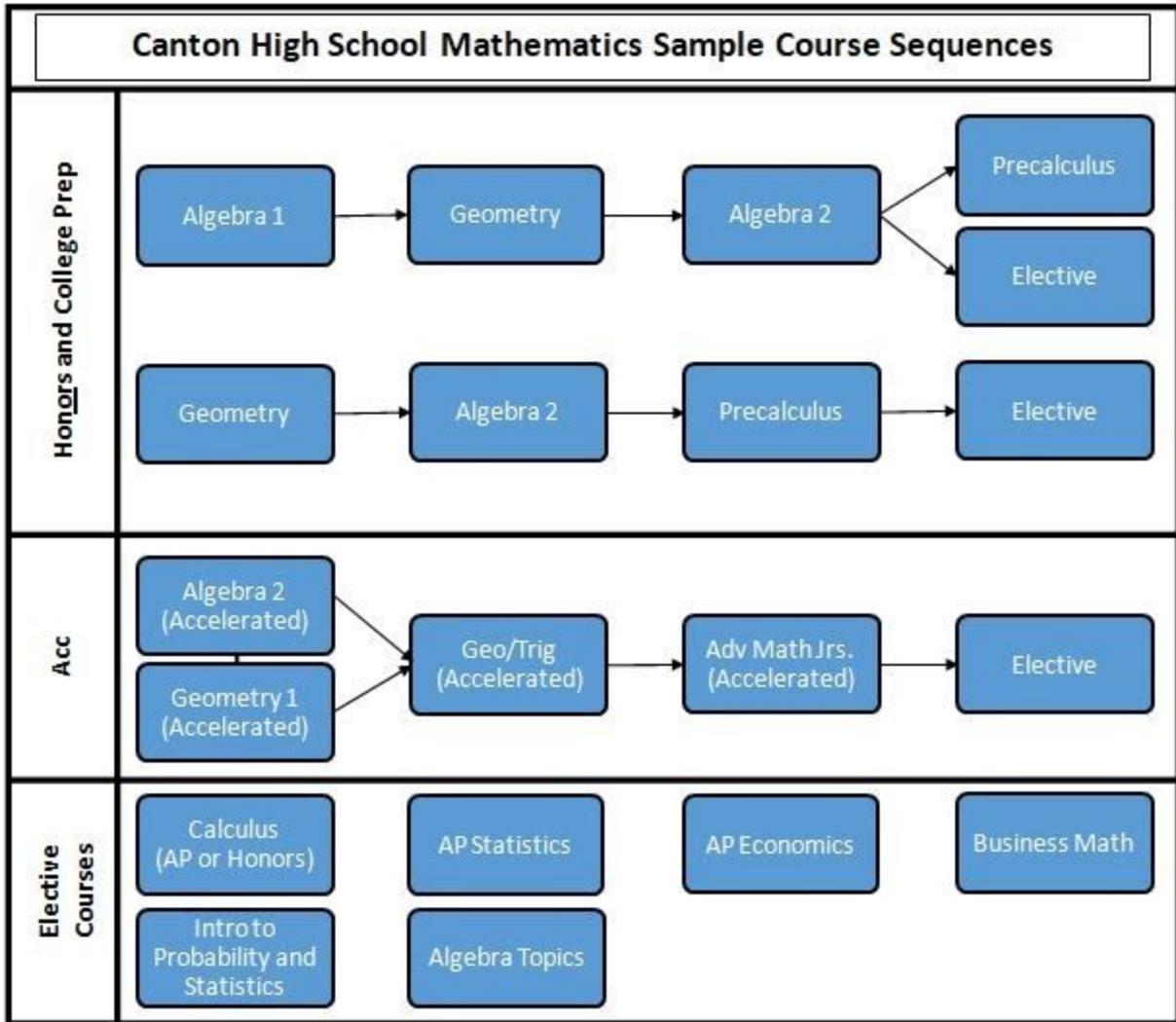
**Expectations of students taking classes at the “Accelerated” level (Acc).** Accelerated level courses explore all of the same mathematical topics as an Honors level course in addition to higher level and more abstract concepts. Students are expected to interface with a more rigorous curriculum than an honors level course. Additionally, students are expected to work more independently and to go beyond the presented material. Students must be recommended to take an Accelerated course by an instructor.

**Expectations of students taking classes at the “College Prep” level (CP).** Students in classes taught at the College Prep level are expected to attain proficiency in the Massachusetts Curriculum Frameworks.

**Expectations of students taking classes at the “Honors” level (H).** Honors level courses explore the same mathematical topics as a CP level course with a significant emphasis on theoretical concepts. Students are expected to interface with a more rigorous curriculum in an honors level course.

**Expectations of students taking classes at the “Advanced Placement” level (AP).** Students in classes taught at the “Advanced Placement” level are expected to be able to interface with college level material. Each Advanced Placement class follows the published course description and syllabus given by the College Board. Advanced Placement courses incorporate a blend of advanced problem solving techniques and theoretical concepts. The theoretical concepts are discussed more thoroughly and more rigorously than in a class that is taught at the honors or college prep level. Students must take the advanced placement exam that accompanies each course in May of the school year. Any student enrolled in an Advanced Placement course will be required to complete outside work over the summer prior to the start of the school year.

## SCOPE AND SEQUENCE



### MATHEMATICS COURSE OFFERINGS

Course Name	Course #	Level	Grade Level	Credits
<b>Algebra 1</b>	<b>220</b>	<b>CP</b>	<b>9</b>	<b>6</b>

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 use a graphing calculator in class.

Course Name	Course #	Level	Grade Level	Credits
<b>Geometry</b>	<b>212</b>	<b>H</b>	<b>9-10</b>	<b>6</b>
	<b>221</b>	<b>CP</b>	<b>9-10</b>	<b>6</b>

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.

Course Name	Course #	Level	Grade Level	Credits
<b>Algebra 2</b>	<b>211</b>	<b>H</b>	<b>9-12</b>	<b>6</b>
	<b>222</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>

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.

Course Name	Course #	Level	Grade Level	Credits
<b>Algebra Topics</b>	<b>235</b>	<b>CP</b>	<b>11-12</b>	<b>6</b>

This course will cover selected topics typically covered in the traditional Algebra 2 curriculum. It will be available to students who had difficulty in Algebra 1 and/or Geometry. There will be a brief review of Algebra 1 topics, followed by an examination of polynomial equations, rational expressions, exponential growth and decay, quadratic equations, direct and inverse variation, as well as other topics. Many assessments in this class will be project based rather than exam based.

Course Name	Course #	Level	Grade Level	Credits
<b>Pre-Calculus</b>	<b>213</b>	<b>H</b>	<b>11-12</b>	<b>6</b>
	<b>223</b>	<b>CP</b>	<b>11-12</b>	<b>6</b>

This course builds upon the skills and concepts gained over previous courses in Algebra and Geometry. Among the 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.

Course Name	Course #	Level	Grade Level	Credits
<b>Math Emerging</b>	<b>811</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>

This course is designed for students with Individualized Education Programs (IEPs) who have been identified as requiring intensive support in fundamental numeracy skills. Taught by a special education teacher in a self-contained, small group environment, students receive direct instruction in functional math skills and monetary skills which can be applied and practiced in real-world situations. Students use manipulatives and in class guided assignments to gain understanding of number sense, addition and subtraction, number lines (greater than/less than), fractions, currency identification and value, and monetary change making. Students may participate in school and community opportunities to practice these skills outside of this course, if deemed appropriate through the special education team process.

Course Name	Course #	Level	Grade Level	Credits
<b>Math Foundations</b>	<b>812</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>

This course is designed for students with Individualized Education Programs (IEPs) who have been identified as greater than three years below grade level in math reasoning, problem solving, and/or other math skills. This course is taught by a special education teacher in a self-contained, small group environment. Students build upon and practice functional math skills and monetary skills, while also gaining exposure to introductory concepts in algebra, such as solving equations for one variable. Students are assessed through in-class assignments and assessments, as well as through hands-on activities and projects. Students may participate in school and community opportunities to practice these skills outside

of this course, if deemed appropriate through the special education team process. The curriculum is designed to prepare students to participate in the Mathematics MCAS.

Course Name	Course #	Level	Grade Level	Credits
<b>Math Exploration</b>	<b>814</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>

This course is designed for students with Individualized Education Programs (IEPs) who have been identified as one to three years below grade level in math reasoning, problem solving, and/or other math skills. All materials that are used parallel general education math courses and meet the Massachusetts Curriculum Frameworks. Algebra topics include data representation, solving equations, measures of central tendency, probability, decimals, fractions, percents, ratio and proportion. Geometry topics include area, perimeter, Pythagorean Theorem, midpoint and distance, and surface area and volume, in addition to others. As much as is possible, the class is functionally based and uses hands on activities and models to teach concepts. Students are given reference sheets, multiple examples and the opportunity to practice new concepts and review previously learned concepts. Students are taught to analyze and break down word problems, determine the appropriate operations to use, complete their work one step at a time and show all parts of their work. The small class size allows for individualized support and the ability to modify the material and to pace the instruction according to the progress of the class. The course places emphasis on the essential mathematical topics needed to prepare students for the Math MCAS exam.

### ACCELERATED COURSES

Course Name	Course #	Level	Grade Level	Credits
<b>Algebra 2 Acc</b>	<b>200</b>	<b>H</b>	<b>9</b>	<b>6</b>

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 around 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.

Course Name	Course #	Level	Grade Level	Credits
<b>Geometry 1 Acc</b>	<b>201</b>	<b>H</b>	<b>9</b>	<b>3</b>

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 honors geometry course. Proof is emphasized throughout. Subsequently, students matriculate to the Geometry 2 and Trigonometry Acc course.

Course Name	Course #	Level	Grade Level	Credits
<b>Geometry 2 &amp; Trigonometry Acc</b>	<b>202</b>	<b>H</b>	<b>10</b>	<b>6</b>

During the first semester topics that complete the honors geometry course, 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 are: complex numbers (in both algebraic and trigonometric form), sequences and series, and theory of equations.

Course Name	Course #	Level	Grade Level	Credits
<b>Advanced Mathematics for Juniors</b>	<b>203</b>	<b>H</b>	<b>11</b>	<b>6</b>

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.

### MATHEMATICS ELECTIVES

Course Name	Course #	Level	Grade Level	Credits
<b>Calculus</b>	<b>214</b>	<b>H</b>	<b>12</b>	<b>6</b>

This is an elective course offered to students who have mastered the prerequisite skills in Pre-Calculus. It is highly recommended that students take a math elective in their senior year in preparation for college. This course provides an excellent head start to many required college freshman math courses. Students use limits of infinite processes to develop differential and integral calculus (without the rigors of an AP course) and use these concepts to create mathematical models. The abstract properties of elementary functions are re-examined in light of these new techniques. Students apply these new concepts to problems drawn from the natural and social sciences.

Course Name	Course #	Level	Grade Level	Credits
<b>AP Calculus AB</b>	<b>215</b>	<b>AP</b>	<b>12</b>	<b>6</b>
<b>AP Calculus BC</b>	<b>204</b>	<b>AP</b>	<b>12</b>	<b>6</b>

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 and BC 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.

Course Name	Course #	Level	Grade Level	Credits
<b>AP Economics - Micro</b>	<b>245</b>	<b>AP</b>	<b>11-12</b>	<b>6</b>

AP Microeconomics is an introduction to the study of the consumers and producers that make up the economy: households, firms, governments, and community organizations. The course provides particular emphasis on the function of consumers and producers within the economic system. The course also offers analysis of the markets in which consumers and producers interact as well as non-market economics. This course prepares students to take the Advanced Placement Microeconomics Exam. Students wishing to take both the Advanced Placement Microeconomics Exam and the Advanced Placement Macroeconomics Exam should take AP Economics - Macro concurrently with this course.

Course Name	Course #	Level	Grade Level	Credits
<b>AP Economics - Macro</b>	<b>246</b>	<b>AP</b>	<b>11-12</b>	<b>6</b>

AP Macroeconomics is an introduction to how the market system works, how prices are determined, why shortages and surpluses occur, and why incomes differ. Topics include: national income, price determination, economic performance measures, economic growth, and international economics. This course prepares students to take the Advanced Macroeconomics Exam.

Course Name	Course #	Level	Grade Level	Credits
<b>AP Statistics</b>	<b>240</b>	<b>AP</b>	<b>11-12</b>	<b>6</b>

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.

Course Name	Course #	Level	Grade Level	Credits
<b>Introduction to Probability and Statistics</b>	<b>227</b>	<b>CP</b>	<b>11-12</b>	<b>6</b>
	<b>228</b>	<b>H</b>	<b>11-12</b>	<b>6</b>

This course introduces students to the basic concepts and logic of statistical reasoning and gives the students introductory-level practical ability to choose, generate, and properly interpret appropriate descriptive and inferential methods. In addition, the course helps students gain an appreciation for the diverse applications of statistics and its relevance to their lives and fields of study. The course does not assume any prior knowledge in statistics. The course focuses on probability through the lens of games and statistics through the lens of sports.

**Honors:** The honors course will be included in the CP level course and will require more detailed term projects.

Course Name	Course #	Level	Grade Level	Credits
<b>Business Math</b>	<b>238</b>	<b>CP</b>	<b>12</b>	<b>6</b>

This course explores mathematical topics as they relate to the real world in ways most students never imagined. This course directs students to a path that will help them navigate the difficult road of mathematics outside of our school's walls. Topics of study will include fostering college and career readiness, one's personal and professional financial literacy, application of mathematical skills in day to day routines, and financial investments for the future. Students will get out into the real world and experience what it has to offer through field trips (virtual & onground), guest speakers, and project based learning through individual and small groups.

## PERFORMING ARTS

### CHS 21<sup>st</sup> CENTURY STUDENT EXPECTATIONS

The Performing Arts Department courses comprehensively target, develop and assess the following CHS 21st Century Student Expectations:

- A3. Students will reason critically, analytically and creatively to develop problem-solving skills.
- A5. Students will explore, develop and express their creativity.
- A7. Students will self evaluate and reflect on their learning using a variety of methods.

### LITERACY STANDARDS

Grade level literacy standards will be addressed in all courses.

### COURSE OFFERINGS

The following is a list of the Performing Arts courses offered at each grade level:

#### Performing Groups

- Band (CP, Honors) Grades 9-12
- Chorus (CP, Honors) Grades 9-12
- Orchestra (CP, Honors) Grades 9-12
- Jazz Ensemble (Honors) – Grades 9-12

## Classroom Courses

Acting I (CP) – Grades 9-12

Acting II (H)- Grades 9-12

American Pop Music (CP) – Grades 9-12

Guitar (CP) – Grades 9-12 (*Can be taken for honors credit, see below*)

Dance (CP)- Grades 9-12 (*Can be taken for honors credit, see below*)

Music Technology I (CP) – Grades 9-12 

Music Technology II (Honors) – Grades 10-12 

Musical Theatre (CP) – Grades 9-12

Music Theory (CP)- Grades 9-12

Piano (CP) – Grades 9-12 (*Can be taken for honors credit, see below*)

Theater Design and Production (CP) -Grades 9-12 (*Can be taken for honors credit, see below*)

Performing Arts classroom courses are leveled as either College Prep or Honors. Students may also elect to earn Honors credit for College Prep courses if they elect to do independent Honors work. This includes one independent project, one outside performance attendance, and one class presentation per term. Specific information about Honors work will be given to students during the first week of classes.

## PERFORMING GROUPS

### Instrumental Ensembles

Course Name	Course #	Level	Grade Level	Credits
<b>Band</b>	<b>666</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>
<b>Band</b>	<b>655</b>	<b>Honors</b>	<b>9-12</b>	<b>6</b>
<b>Orchestra</b>	<b>686</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>
<b>Orchestra</b>	<b>682</b>	<b>Honors</b>	<b>9-12</b>	<b>6</b>
<b>Jazz Ensemble</b>	<b>656</b>	<b>Honors</b>	<b>9-12</b>	<b>6</b>

Course Name	Course #	Level	Grade Level	Credits
<b>Band</b>	<b>666</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>
<b>Band</b>	<b>655</b>	<b>Honors</b>	<b>9-12</b>	<b>6</b>

Band is a performance based course that meets six out of seven days a cycle. Students who play traditional band instruments (woodwind, brass, percussion, double bass) will develop instrumental technique, rehearsal etiquette and performance skills through the study of traditional concert band literature, pep band music and ceremony music. Students will be assessed on performances in and outside of the school day including evening concerts, festivals, athletic events and school/community events.

***Students may take Band for College Prep or Honors credit. Honors students must do two recital performances and write one paper per term. In addition to the performance requirements, honors students will be assigned term papers and be required to prepare the SEMMEA district festival audition music.***

Course Name	Course #	Level	Grade Level	Credits
<b>Orchestra</b>	<b>686</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>

<b>Orchestra</b>	<b>682</b>	<b>Honors</b>	<b>9-12</b>	<b>6</b>
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Orchestra is a performance-based course in which students who play traditional string instruments (violin, viola, cello, and double bass) develop individual instrumental technique and ensemble (large group) rehearsal and performing skills through the study of traditional, symphonic pop and chamber orchestra literature. Students will be assessed through individual and group performances. Performances in and outside the school day including evening concerts and school/community events are required and part of the curriculum. *Students may take Orchestra for College Prep or Honors credit. Honors students must do two recital performances and write one paper per term. In addition to the performance requirements, honors students will be assigned term papers and be required to prepare the SEMMEA district festival audition music.*

Course Name	Course #	Level	Grade Level	Credits
<b>Jazz Ensemble</b>	<b>654</b>	<b>Honors</b>	<b>9-12</b>	<b>6</b>

Jazz Ensemble is a performance based course that meets six out of seven days in which students who play traditional Jazz Ensemble instruments (Saxophone, Clarinet, Trumpet, Trombone, Drum Set, Vibes, Guitar, Piano, Bass) develop individual jazz technique and ensemble (large group) rehearsal and performing skills through the study of traditional jazz ensemble, jazz improvisation, and composition/arranging. Performances in and outside of the school day include evening concerts, and school/community events. In addition to the performance requirements, term papers and the preparation of the SEMMEA district festival audition music will be required. Students will be required to audition for this ensemble before being placed in this class. Audition material will be distributed one month prior to the audition date.

### Vocal Ensembles

Course Name	Course #	Level	Grade Level	Credits
<b>Chorus</b>	<b>676</b>	<b>Honors</b>	<b>9-12</b>	<b>6</b>
<b>Chorus</b>	<b>677</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

Chorus is a performance-based course that meets three out of seven days for CP and six out of seven days for honors, and is designed for students who have an interest in learning about and performing choral music in a large ensemble. For the CP level, previous singing experience/music theory knowledge is not required for this course. Students in this ensemble will develop individual vocal techniques and ensemble (large group) rehearsal and performing skills through the study of traditional choral literature. Students will also develop musicianship skills, which will prepare students for **Honors Chorus** auditions. Honors level chorus is designed for students who have previous choral singing experience, and a basic knowledge of music theory. Repertoire, quizzes, and individual and ensemble study is more rigorous at the honors level. Performances during and outside of the school day including evening concerts, and school/community events are a required part of the curriculum. All Chorus members have the honor and responsibility to represent the Performing Arts Department and Canton High. Students will be required to audition for this honors level before being placed in this class. Audition material will be distributed one month prior to the audition date.

### Acting/Theatre Courses

Course Name	Course #	Level	Grade Level	Credits
<b>Acting I</b>	<b>699</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
<b>Acting II</b>	<b>697</b>	<b>H</b>	<b>9-12</b>	<b>3</b>
<b>Theatre for Social Justice</b>	<b>694</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

<b>Musical Theatre</b>	<b>697</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
<b>Theatre Design &amp; Production</b>	<b>671</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
	<b>679</b>	<b>H</b>	<b>9-12</b>	<b>3</b>
Course Name	Course #	Level	Grade Level	Credits
<b>Acting I</b>	<b>699</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

A dynamic and engaging workshop format designed to develop and strengthen acting, public speaking, observation and listening skills through exercises in creative movement, improvisation, pantomime and playbuilding. The central focus of this beginning level class is to build a cohesive ensemble as we reflect and build on our own inner resources as an actor. Acting 1 prepares students for Acting 2.

Course Name	Course #	Level	Grade Level	Credits
<b>Acting II</b>	<b>697</b>	<b>H</b>	<b>9-12</b>	<b>3</b>

The workshop format continues in this class intended for the serious student of Acting. Using the fundamentals taught in Acting I, the actor will analyze, research and perform pieces from important genres and periods in theatre history. Works to be studied and performed cover Greek Theatre, Shakespeare, Realism, Absurdism, Theatre for Young Audiences, and Contemporary to name a few. Classroom exercises focus on the physical and vocal actor, meaning students will take part in extensive warm ups and exercises designed to improve technique and expand their range. Students will gain experience in monologue and scene work as well get the chance to write, direct, and design their own pieces. The final project will be student driven and include some type of performance (e.g. a published piece performed for peers, a children's play performed for younger students, or even a self-written piece). *Acting 2 is a semester course for which students are highly encouraged to take Acting I first.*

Course Name	Course #	Level	Grade Level	Credits
<b>Theatre for Social Justice</b>	<b>694</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

Discover the power of theatre to affect social change! Students will engage in meaningful dialogue surrounding important topics such as discrimination, gender roles, identity, community and more. Students will also explore various styles of theatre, acting, and playwriting in order to hone their craft as artists. Finally, they will bring together their unique talents to create and produce their own performance pieces that will undoubtedly have an impact on others. Asking questions, telling stories, and challenging norms are all daily parts of this social justice curriculum.

Course Name	Course #	Level	Grade Level	Credits
<b>Musical Theatre</b>	<b>697</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

All the world's a stage: come join us on it! Students learn to become 'triple threats' in this high energy class that combines acting, music, and dance! Students will learn the history of musical theatre and the shows that made an impact on the craft. They will take part in daily vocal exercises, learn dance routines, and explore various characters through scene and monologue work. They will hone their skills not only as performers but also as researchers, writers, choreographers and directors. The final project is a musical revue where students perform scenes, songs, and dance numbers for an audience.

Course Name	Course #	Level	Grade Level	Credits
 <b>Theatre Design &amp; Production</b>	<b>671</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
	<b>679</b>	<b>H</b>	<b>9-12</b>	<b>3</b>

This course explores the duties of stage designers and technicians and their contribution to the total effect of a dramatic production. Topics covered will include design research and principles; scene shop organization; painting and construction techniques; equipment use and maintenance; practical application of technology; elements of set, lighting, sound, props, costume, and makeup design and production; stage management; and theatre safety. Projects in this course will incorporate both academic study and hands-on applications of knowledge and skills. Essential Question: How does a Director approach putting a play into production? What are some things a costume designer must consider when creating a design? What is “blocking” and how do we use it to tell the story we want to tell? Honors credit requires one independent project, one outside performance attendance, and one class presentation per term. Specific information about Honors work will be given to students during the first week of classes

### Dance Courses

Course Name	Course #	Level	Grade Level	Credit
<b>Dance</b>	<b>687</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
	<b>678</b>	<b>H</b>	<b>9-12</b>	<b>3</b>

This fast paced and high energy course is an introduction to dance Styles designed for anyone from beginner to advanced. Students will be active in each class from beginning to end as they explore a wide range of styles such as Ballet, Jazz, Modern, Hip-Hop, Latin, Zumba, and Contemporary to name a few. The class will learn choreography and gain technique and vocabulary in different areas. By the end of the semester, students will be able to lead warm ups and stretching sessions as well as create their own choreography to teach to their peers. Essential Questions: What are the 5 basic positions in Ballet and why are they important? What does a choreographer have to consider when creating a new routine? What are some elements in Hip-Hop and when did they gain popularity? Why is it important to always warm up and stretch properly? Honors credit requires one independent project, one outside performance attendance, and one class presentation per term. Specific information about Honors work will be given to students during the first week of classes

### CLASSROOM COURSES

<b>Guitar</b>	<b>689</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
	<b>617</b>	<b>H</b>	<b>9-12</b>	<b>3</b>
<b>Music Technology 1</b>	<b>665</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
<b>Music Technology 2</b>	<b>675</b>	<b>H</b>	<b>10-12</b>	<b>3</b>
<b>Piano</b>	<b>688</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
	<b>###</b>	<b>H</b>	<b>9-12</b>	<b>3</b>
<b>American Popular Music</b>	<b>668</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
<b>Music Theory</b>	<b>618</b>	<b>AP</b>	<b>9-12</b>	<b>6</b>

Course Name	Course #	Level	Grade Level	Credits
<b>Guitar</b>	<b>689</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
	<b>617</b>	<b>H</b>	<b>9-12</b>	<b>3</b>

This course is open to students who wish to learn how to play the guitar. Students will develop skills including playing basic open chords, power chords and bar chords. Students will be able to play basic chord progressions and read guitar tablature by the end of this course. This course may be taken more

than once. Honors credit requires one independent project, one outside performance attendance, and one class presentation per term. Specific information about Honors work will be given to students during the first week of classes

Course Name	Course #	Level	Grade Level	Credits
 <b>Music Technology 1</b>	<b>665</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

Students will work in the iMac lab to compose music using music software: Garage Band, Logic and Sibelius. Students will analyze song forms and develop songwriting skills through sequencing and editing sound loops. Students will transcribe pop and hip hop beats into music software and create sound effect tracks for video clips. Assessment is through individual and group projects. No prior music experience is necessary for this course.

Course Name	Course #	Level	Grade Level	Credits
 <b>Music Technology 2</b>	<b>675</b>	<b>H</b>	<b>10-12</b>	<b>3</b>

Students will work in the iMac lab to develop recording, editing and mixing techniques by recording live and studio performances. Students will also learn how to set up and tear down a full PA system, and develop compositional skills including overdubbing, sampling and basic pop beat composition. Students will use beat pads to transcribe pop and hip hop beats. Students will be assessed through individual and group projects. *The prerequisite to this course is Music Technology I.*

Course Name	Course #	Level	Grade Level	Credits
<b>Piano</b>	<b>688</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
	<b>###</b>	<b>H</b>	<b>9-12</b>	<b>3</b>

Students with any level of playing experience, from beginners to advanced, will develop piano playing skills, learn to read music notation, key, basic chord theory and develop effective practice strategies. Students will analyze and play music from a variety of genres, and try their hand at melody writing and improvised chordal accompaniments. Students will be assessed through performance of scales, teacher selected material, self-selected material, quizzes and class theory work. Honors credit requires one independent project, one outside performance attendance, and one class presentation per term. Specific information about Honors work will be given to students during the first week of classes

Course Name	Course #	Level	Grade Level	Credits
<b>American Popular Music</b>	<b>668</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

This course examines American Popular Music from the early 1900's to the present. Students will analyze different styles of American music including pop, jazz, soul, rock, rap, and hip-hop; and analyze the influence of a variety of artists in each genre. Extensive listening examples, video examples and individual projects are highlights of this course.

Course Name	Course #	Level	Grade Level	Credits
<b>Music Theory</b>	<b>618</b>	<b>AP</b>	<b>9-12</b>	<b>6</b>

Students will develop an understanding of musical structure with emphasis on recognizing and comprehending melodic and rhythmic patterns, harmonic functions, form and compositional technique. A variety of musical examples including classical, jazz, folk and music beyond the Western tradition will be studied. Students will be assessed through homework, traditional tests and quizzes and performances on their instrument. *Students enrolling in this course should have prior knowledge including reading fluency and a strong grounding in music fundamentals and terminology on their instrument or voice.*

# SCIENCE & ENGINEERING/TECHNOLOGY

## CHS 21<sup>st</sup> CENTURY STUDENT EXPECTATIONS

The Science and Engineering/Technology Department courses comprehensively target, develop and assess the following CHS 21st Century Student Expectations:

- A1: Students will read, write, and communicate effectively.
- A3: Students will reason critically, analytically, and creatively to develop problem solving skills.
- A6: Students will take effective notes, give others time to talk, and respond appropriately.

## LITERACY STANDARDS

Grade level literacy standards will be addressed in all courses.

## SCOPE AND SEQUENCE

Canton High School students are required to successfully complete **three years** of science courses.

	Grade 9		Grade 10		Grade 11		Grade 12
<b>Traditional Sequence</b>	Biology	→	Chemistry	→	Physics	→	Elective
<b>Alternate Sequences</b>	Biology	→	<ul style="list-style-type: none"> <li>• Physical Science</li> <li>• Eng. Design</li> <li>• Earth Science</li> <li>• Electives</li> </ul>	→	<ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Earth Science</li> <li>• Eng. Design</li> <li>• AP</li> <li>• Electives</li> </ul>	→	<ul style="list-style-type: none"> <li>• Physics</li> <li>• Chemistry</li> <li>• Earth Science</li> <li>• Eng. Design</li> <li>• AP</li> <li>• Electives</li> </ul>
<b>Elective Options</b>	<ul style="list-style-type: none"> <li>• Anatomy &amp; Physiology</li> <li>• Introduction to Oceanography</li> <li>• Environmental Studies</li> <li>• Forensic Science</li> <li>• Astronomy</li> <li>• BioTechnology</li> <li>• Science Research</li> </ul>						
*Students who are interested in pursuing careers in science are encouraged to take multiple science courses.							

### ***Science Core Courses***

- Grade 9 – Biology (Honors, CP, Foundations, Emerging)
- Grade 10 – Chemistry (Honors, CP)
- Grade 11 – Physics (Honors, CP, Foundations, Emerging)

### ***Advanced Placement Courses:***

- AP Biology with AP Biology Lab – Grades 11, 12
- AP Chemistry with AP Chemistry Lab – Grades 11, 12
- AP Physics C – Grades 11, 12
- AP Physics 2 – Grades 11, 12

### ***Elective Courses:***

- Physical Science (CP, Foundations) – Grades 10, 11
- Anatomy & Physiology (Honors, CP) – Grades 10, 11, 12
- Introduction to Oceanography (Honors, CP) – Grades 10, 11, 12
- Environmental Studies (Honors, CP) – Grades 10, 11, 12

Forensic Science (Honors, CP) – Grades 10, 11, 12  
 Astronomy (Honors, CP) – Grades 10, 11, 12  
 Biotechnology (Honors, CP) -- Grades 10,11,12  
 Earth Science (Honors, CP, Foundations)-- Grades 10, 11, 12  
 Science Research (Honors, CP) -- Grades 9, 10, 11, 12

**Technology/Engineering Elective Courses:**

Exploring Technology, Construction, and Design – Grades 9, 10, 11, 12  
 Computer Aided Design & Drafting 1 & 2 (Honors, CP)– Grades 9, 10, 11, 12   
 Engineering and the Design Process (Honors, CP, Foundations, Emerging) – Grades 9, 10, 11, 12  
 Robotics 1 & 2(Honors, CP) – Grades 9, 10, 11, 12 

**SCIENCE CORE PROGRAM**

Course Name	Course #	Level	Grade Level	Credits
<b>Biology</b>	<b>311</b>	<b>H</b>	<b>9</b>	<b>6</b>
	<b>312</b>	<b>CP</b>	<b>9</b>	<b>6</b>
<b>Foundations in Biology</b>	<b>822</b>	<b>Unleveled</b>	<b>9</b>	<b>6</b>
<b>Biology Emerging</b>	<b>834</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>

**College Prep:** The CP Biology 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 are used, possibly including microscopy and dissection. The CP student should expect to see approximately 20 minutes of work per night. Term tests will be administered as preparation for required MCAS examinations.

**Honors:** The topics are covered in greater depth and detail and at a faster pace with less review than the CP level. Outside readings, research, and serious home study will be required with an emphasis on formally written laboratory reports. The honors student should expect to see 30 minutes of home study each night. This course is intended for students who are independent learners with strong writing and analysis skills who are planning further study of science.

**Foundations in Biology:** This course is designed to parallel the curriculum and syllabus taught within CP Biology, while providing individualized pacing, accommodations, and modifications through specialized instructional methods. Enrollment in this course is determined through the Special Education IEP process.

**Biology Emerging:** This course is designed as a small group, self-contained Biology option for students with Individualized Education Programs (IEP’s). Students are enrolled through the special education team process. The curriculum focus is taught in alignment to the general education Biology curriculum. This course examines 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. In addition to teacher lead discussion, students will have opportunities to be assessed through hands-on activities and projects. The small class size allows for individualized support and the ability to modify the material and to pace the instruction according to the progress of the class and individual student needs.

Course Name	Course #	Level	Grade Level	Credits
<b>Chemistry</b>	<b>321</b>	<b>H</b>	<b>10</b>	<b>6</b>
	<b>322</b>	<b>CP</b>	<b>10</b>	<b>6</b>

This course relies heavily on experimentation and group projects to try to understand and explain observations in students’ day-to-day lives. Students will learn about atomic structure, states of matter and

the behavior of gases and solutions, chemical naming, chemical reactions and stoichiometry, acids and bases, and thermochemistry. After this course, students will be able to explain phenomena such as why aerosol cans explode when exposed to heat sources, why the roads are salted in the winter time, how hot and cold packs work, and how to adjust pH. Students will also be able to read and understand chemical ingredients in household substances and predict the reaction that will occur when two substances are mixed. The course has a significant amount of algebra involved, mostly proportions and solving single variable equations. The CP student should expect to see approximately 20 minutes of work per night.

**Honors:** The curriculum is covered in greater conceptual and quantitative depth and at a faster pace utilizing more mathematical modeling than the CP level. Outside readings, research, and serious home study will be required. This course places an emphasis on formally written laboratory reports and is the foundation course for students who are planning to further study in science and/or take AP Chemistry. It is highly recommended that students taking this course should have a strong algebra base and feel comfortable solving algebraic word equations especially those dealing with ratios and be able to handle abstract ideas mathematically. Students in the honors course should be able to analyze complex scenarios and formulate a plan without being given a set of steps to solve a problem. Students will be expected to design and implement experiments based on a problem that is to be answered. The honors student should expect to see 30-45 minutes of home study each night.

Course Name	Course #	Level	Grade Level	Credite
<b>Physics</b>	<b>341</b>	<b>H</b>	<b>11-12</b>	<b>6</b>
	<b>342</b>	<b>CP</b>	<b>11-12</b>	<b>6</b>
<b>Foundations in Physics</b>	<b>824</b>	<b>Unleveled</b>	<b>11-12</b>	<b>6</b>
<b>Physics Emerging</b>		<b>Unleveled</b>	<b>9-12</b>	<b>6</b>

**College Prep:** This course is presented with conceptual and mathematical rigor to investigate the nature and scope of physics, including its relationship to the other sciences. Topics treated include Newtonian Mechanics, conservation of momentum and Energy, waves, electricity, magnetism, and properties of light. Students will learn about natural phenomena by using physical laws to calculate quantities such as velocity, acceleration, momentum, and energy.

**Honors:** The topics are covered in greater conceptual and quantitative depth and at a faster pace than the CP level. Honors level also requires more mathematical modeling, application of multiple concepts, and higher level math such as trigonometry, quadratic equations, and systems of equations. Due to the fast pace of material, class time will not be used for test reviews. Students will be required to complete work and review for tests outside of class time. There is a stronger emphasis on formal conclusions for lab experiments. This course is intended for students who are planning further study of science.

**Foundations in Physics:** This course is inclusive in the CP level course- please see course description in the Student Services section of this Program of Studies

**Physics Emerging:** This course is designed as a small group, self-contained Physics option for students with Individualized Education Programs (IEP's). Students are enrolled through the special education team process. The curriculum focus is taught in alignment to the general education Physics curriculum. In addition to teacher lead discussion, students will have opportunities to be assessed through hands-on activities and projects. The small class size allows for individualized support and the ability to modify the material and to pace the instruction according to the progress of the class and individual student needs.

### ADVANCED PLACEMENT SCIENCE COURSES

Course Name	Course #	Level	Grade Level	Credits
<b>AP Biology &amp; AP Bio Lab</b>	<b>310</b>	<b>AP</b>	<b>11-12</b>	<b>7.5</b>
	<b>314</b>			

The AP Biology course is designed to have the equivalent rigor and content of a two-semester college introductory biology course usually taken by biology majors during their freshman year in college. It is significantly more challenging and faster-paced than honors courses. 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 four big ideas of evolution, energetics, information transmission and storage, and systems interactions, involves extensive writing components, and stresses laboratory investigation and inquiry. The course also stresses quantitative reasoning, and every unit integrates work in mathematics. There is a significant emphasis on molecular biology, and the course assumes a thorough background in chemistry as well as biology. Prior success in both biology and chemistry coursework is strongly recommended. Students are expected to be able to consistently and readily make high-level connections between ideas, and apply essential concepts appropriately to a variety of problems without being given steps to follow. Students taking AP Biology should be willing and able to do extensive work outside of class time and study every night in order to keep up with the fast pace, along with individual projects during summer and vacation times. Course material is not reviewed in class, and the AP student should expect to spend 1-2 hours per night on homework or studying. This course prepares students for the Advanced Placement Examination given in May by the College Board, and all students in the course are expected to register for and take the AP exam. Students are also expected to attend the mock exam during a weekend in late April.

Students taking the AP Biology course are required to co-register for the AP Bio Lab, a one-semester 3-day-per-cycle semester lab supplement.

**A summer assignment is required:** A summer assignment typically consists of reading, online assignments, and written essays, with a test covering the material administered upon return to school in September.

Course Name	Course #	Level	Grade Level	Credits
<b>AP Chemistry &amp; AP Chemistry Lab</b>	<b>320</b> <b>324</b>	<b>AP</b>	<b>11-12</b>	<b>7.5</b>

The AP Chemistry course is designed to have the equivalent rigor and content of a two-semester college introductory chemistry course usually taken by science majors during their freshman year in college. It is significantly more challenging and faster-paced than honors courses. This course will focus on the four “big ideas” as outlined by the College Board including atomic structure and interactions, chemical & physical properties of materials, chemical reactions and electrochemistry, kinetics, thermodynamics, and equilibrium. This course stresses higher order thinking and analysis of complex situations. Students learn the essential concepts and are expected to be able to apply those concepts appropriately to a variety of problems without being given steps to follow. This course is math intensive and includes a substantial amount of testing without the use of a calculator. The College Board recommends completion of Algebra II as a prerequisite. This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course must register for and take the AP Exam. A mock AP Chemistry Exam is administered in April for additional preparation. Students taking AP Chemistry should be willing and able to do extensive work and studying every night in order to keep up with the fast pace. The AP student should expect to spend at least one hour per night on homework or reviewing the current material.

**A summer assignment is required:** The summer assignment consists of review of all concepts learned in honors chemistry. The summer assignment will be broken down into several parts that must be submitted online during the summer and feedback will be provided. A test on the topics covered by the summer assignment will be administered upon return to school in September.

Course Name	Course #	Level	Grade Level	Credits
<b>AP Physics C</b>	<b>350</b>	<b>AP</b>	<b>12</b>	<b>6</b>

The AP Physics C course is designed to have the equivalent rigor and content of a two-semester college introductory physics course usually taken by science majors. Semester one will cover topics of mechanics including kinematics; Newton’s laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Semester two focuses on electricity and magnetism, including topics of electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. This course stresses laboratory investigation and inquiry. Students taking AP Physics C should be strongly motivated to do extensive work outside of class time along with individual projects during summer and vacation times. This course prepares students for the advanced placement examination given in May by the College Board. All students in the course are expected to register for and take the AP exam. **It is highly recommended that students be concurrently enrolled in or have completed calculus.** *This course may be taken as a first year physics course with approval by the teacher and department coordinator.* **A summer assignment is required:** A summer assignment typically consists of reading several textbook chapters and completing corresponding worksheets. During the spring, a mock AP Exam is administered on a Saturday for additional preparation.

Course Name	Course #	Level	Grade Level	Credits
<b>AP Physics 2: Algebra Based</b>	<b>309</b>	<b>AP</b>	<b>11-12</b>	<b>6</b>

AP Physics 2 is an algebra-based, second semester college-level physics course that focuses on the six “big ideas” as outlined by the College Board including topics such as fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. This is a highly conceptual course that emphasizes high level thinking and deep understanding. Students will be required to apply concepts to unfamiliar situations and to incorporate multiple scientific principles into their reasoning. Investigations will require students to design experiments, analyze data, and construct arguments that show strong understanding of multiple concepts. Students need a deep understanding of algebraic concepts and relationships in order to succeed. Therefore, it is highly recommended that students are extremely comfortable with all mathematical content through Algebra 2. Tests in this class are modeled after the College Board AP Exam and scored accordingly. This course prepares students for the Advanced Placement examination given in May by the College Board. All students in the course are expected to register for and take the AP exam.

This course is a second year physics course following CP or Honors Physics.

**A summer assignment is required:** A summer assignment typically consists of completing a packet covering prerequisite mathematical and basic physics content that is important for students to master before the course begins. During the spring, a mock AP Exam is administered on a Saturday for additional preparation.

### SCIENCE ELECTIVE COURSES

Course Name	Course #	Level	Grade Level	Credits
<b>Physical Science</b>	<b>323</b>	<b>CP</b>	<b>10-11</b>	<b>6</b>
<b>Foundations in Phys Science</b>	<b>823</b>	<b>Unleveled</b>	<b>10-11</b>	<b>6</b>

This course is designed to serve as an alternative to traditional Chemistry and Physics courses and approaches the subject from a conceptual lens. Students will explore many different topics pertaining to the chemical composition of matter and the basic laws of physics including: structure and states of matter, types of forces and their effects, and the conservation and transformation of energy. The course will involve many hands-on activities, focusing on problem-solving and utilizing the scientific method without the integration of multi-step math problems found in CP Chemistry and Physics. This course is intended for students who have not previously taken and/or passed a Chemistry or Physics class.

**Foundations in Physical Science:** This course is inclusive in the CP level course- please see course description in the Student Services section of this Program of Studies.

Course Name	Course #	Level	Grade Level	Credits
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<b>Anatomy and Physiology</b>	<b>351</b>	<b>H</b>	<b>10-12</b>	<b>6</b>
	<b>352</b>	<b>CP</b>	<b>10-12</b>	<b>6</b>

This course surveys the major systems of the human body: including skeletal, muscular, nervous, digestive, circulatory, respiratory, integumentary and urinary. These investigations develop understanding and appreciation of how the structure leads to function and the complementary nature of the systems. Laboratory experimentation includes microscopy and dissection and specimen observation. Outside reading and home study are required. This course is intended for students who are planning a further study of life science. Students also study future career paths concerning anatomy and physiology and develop empathy and compassion for disorders of the human body. Assessments include projects, tests, and lab practicals.

**Honors:** The honors course will be combined with the CP level course and will require additional outside readings, research, and more in-depth projects.

Course Name	Course #	Level	Grade Level	Credits
<b>Intro to Oceanography</b>	<b>366</b>	<b>CP</b>	<b>10-12</b>	<b>3</b>
	<b>367</b>	<b>H</b>	<b>10-12</b>	<b>3</b>

This course allows students to integrate knowledge from their core science courses and apply it to the oceans. This course will emphasize marine biology and ecology, the chemistry of seawater and the physics of ocean currents, waves and tides. Students will also study environmental issues that impact healthy oceans and their inhabitants. Students will participate in project-based, hands-on investigations and research to reinforce and illustrate key concepts covered in this course.

**Honors:** The honors course will be combined with the CP level course and will require additional outside readings, research, and more in-depth projects.

Course Name	Course #	Level	Grade Level	Credits
<b>Environmental Studies</b>	<b>345</b>	<b>CP</b>	<b>10-12</b>	<b>3</b>
	<b>344</b>	<b>H</b>	<b>10-12</b>	<b>3</b>

This is a project-based course that will introduce students to major ecological concepts and conceptual foundations of how humans interact with the environment. Students will develop an understanding of what is meant by “sustainability” and acquire skills that are required to help protect and sustain a healthy environment. This course may cover a variety of topics in ecology including global hunger and food production, functions of forests, energy, recycling and waste management, biodiversity and endangered species, and wildlife management. There will be lectures, discussions, and hands-on laboratory experience.

**Honors:** The honors course will be combined with the CP level course and will require additional outside readings, research, and more in-depth projects.

Course Name	Course #	Level	Grade Level	Credits
<b>Forensic Science</b>	<b>360</b>	<b>CP</b>	<b>10-12</b>	<b>3</b>
	<b>362</b>	<b>H</b>	<b>10-12</b>	<b>3</b>

Forensic Science is the application of biological, chemical, mathematical, physical science principles and technological practices to the purposes of justice in the study of criminal and civil issues. The course will include an overview of the various components of forensic science along with the methodology and application of forensics in real world situations. Major themes of study in this course may include blood and blood evidence, ballistics, DNA, drugs, fire and explosions, fingerprinting, handwriting analysis, and hair analysis. The class is student and inquiry centered with a primary focus on laboratory investigations and case studies. It is recommended that students have successfully completed Biology and/or Chemistry.

**Honors:** The honors course will be combined with the CP level course and will require additional outside readings, research, and more in-depth projects.

Course Name	Course #	Level	Grade Level	Credits
<b>Astronomy</b>	<b>391</b>	<b>CP</b>	<b>10-12</b>	<b>3</b>
	<b>392</b>	<b>H</b>	<b>10-12</b>	<b>3</b>

This course will introduce students to the basics of astronomy, from observing the night sky to the nature of different astronomical bodies and beings. It is designed for students seriously interested in the mysteries of space and humanity's place in the universe. Topics to be covered include: history of astronomy, telescopes and observational practices, properties of light, the sun and other stars, planets and the solar system, the Milky Way galaxy and other galaxies, black holes, the big bang, and many other cosmic wonders. Within these topics we will focus on the major discoveries of famous astronomers along with the advancement of space missions and relevant current events. Course work in this class is project-based and will include reading, in-class assignments, quizzes, and research projects. Basic reading, writing, and algebraic skills are required. ***Students will be required to attend a class once per term outside of the school day during the evening in order to observe the night sky.***

**Honors:** The honors course will be combined with the CP level course and will require additional outside readings, research, and more in-depth projects.

**Please note that one of the two courses listed below will run. Project Lead The Way Engineering will run if the teacher training is available before the start of the 2021-2022 academic year.**

Course Name	Course #	Level	Grade Level	Credits
<b>Engineering and the Design Process</b>	<b>373</b>	<b>H</b>	<b>9-12</b>	<b>6</b>
<b>Foundations of Engineering</b>	<b>370</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>
<b>Engineering &amp; Design Emerging</b>	<b>826</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>
		<b>Unleveled</b>	<b>9-12</b>	<b>6</b>

This is a full-year course designed to introduce students to the world of technology and engineering, as a first step in becoming technologically literate citizens. Through this course's practical real-world connections, students have an opportunity to see how science, mathematics, and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate. The course has four main projects: (1) manufacturing, (2) design of the future, (3) redesigning a patented boat design, and (4) electricity and communication systems. The curriculum is project based and adjusted based on student need and interest. If you are curious about technology and the world around you, you like problem solving, and you are interested in finding out more about engineering, then this is the class for you. Students will use the engineering Design Process, engineering notebooks and teamwork skills to work through a variety of challenges in and outside of class. *Note: This is not a wood or metal shop class but those resources may be used depending on the interest, skill of the students, and size of classes.*

**Honors:** This course includes all topics mentioned above but at an increased level of difficulty, speed, and rigor. Student background knowledge is needed making this course best suited for juniors and seniors, although freshman and sophomores may take the class if it is the right fit. Students will have some voice and choice over project selection and participate in at least one engineering contest such as the Real World Design Challenge, Samsung Solve for Tomorrow, or the Kid Wind Challenge.

**Foundations in Engineering:** This course is designed to parallel the curriculum and syllabus taught within Engineering and the Design Process CP course, while it provides individualized pacing, accommodations, and modifications through specialized instructional methods. Enrollment in this course is determined through the Special Education IEP process.

**Engineering and Design Emerging:** This course is designed as a small group, self-contained Engineering and Design option for students with Individualized Education Programs (IEP's). Students are enrolled through the special education team process. The curriculum focus is taught in alignment with the general education Engineering curriculum. This course examines the practical real-world connections; students have an opportunity to see how science, mathematics, and engineering are part of their everyday

world, and why it is important for every citizen to be technologically and scientifically literate. In addition to teacher led discussions, students will have opportunities to be assessed through hands-on activities and projects. The small class size allows for individualized support and the ability to modify the material and to pace the instruction according to the progress of the class and individual student needs.

### **Project Lead The Way Engineering**

In this full year course of the Project Lead the Way Curriculum, students will learn the foundational skills of an engineer and apply what they learn to manage an engineering design process from concept to solution. Working collaboratively on a team, students develop user-centric design principles to ensure products meet customer needs, build and test prototypes, evaluate prototype effectiveness, and use these insights to iterate, improve, and deliver an effective solution. Using the same 3D modeling and design tools engineering professionals use, students reverse engineer a product to understand the design decisions made by the creator. This is a project based learning experience that includes tests and quizzes on topics to insure understanding.

**Honors:** This course includes all project based learning topics and tests mentioned above but at an increased level of difficulty, speed, and rigor. Student background knowledge is needed making this course best suited for juniors and seniors, although freshman and sophomores may take the class if it is the right fit.

Course Name	Course #	Level	Grade Level	Credits
<b>Biotechnology</b>	<b>317</b>	<b>CP</b>	<b>10-12</b>	<b>3</b>
	<b>307</b>	<b>H</b>	<b>10-12</b>	<b>3</b>

This course introduces students to the scientific principles of biotechnology and bioengineering, as well as the commercial and regulatory characteristics of the biosciences. Concepts from chemistry, physics, biology, and engineering are integrated. Students will learn to conduct a variety of laboratory procedures, tests, and assays common to many biotechnology applications, such as sterile technique, gel electrophoresis, ELISA, and spectrometry, and will be able to explain the mechanisms underlying applications of biotechnology such as gene sequencing, cloning, and genetic engineering. In addition, students will study and debate the ethical issues concerning biotechnology, and will investigate the costs and benefits of using biotechnology to solve medical, industrial, societal, and environmental problems.

**Honors:** The honors course will be combined with the CP level course and will require additional outside readings, more challenging assessments, research, and more in-depth projects.

Course Name	Course #	Level	Grade Level	Credits
<b>Earth Science</b>	<b>308</b>	<b>H</b>	<b>10-12</b>	<b>3</b>
	<b>318</b>	<b>CP</b>	<b>10-12</b>	<b>6</b>
<b>Foundations of Earth Science</b>	<b>828</b>	<b>Unleveled</b>	<b>10-12</b>	<b>6</b>

Scientific literacy can be achieved as students inquire about geologic, meteorological, oceanographic, and astronomical phenomena. The curriculum is designed, based on student interest, hands-on laboratory and field experiences, as appropriate, for students to develop and use scientific skills in Earth and Space Science, including reading and interpreting maps, keys, and satellite, radar, and telescope imageries; using satellite and radar images and weather maps to illustrate weather forecasts; using seismic data to identify regions of seismic activity; and using data from various instruments that are used to study deep space and the solar system, as well as their inquiry skills. Students will maintain an interactive notebook and use substantial online resources throughout the course.

**Honors:** The honors course will be combined with the CP level course and will require additional outside readings, research, homework, and more in-depth projects and assessments.

Course Name	Course #	Level	Grade Level	Credits
<b>Science Research</b>	<b>316</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
	<b>319</b>	<b>H</b>	<b>9-12</b>	<b>3</b>

This fall semester course will require students to conduct a research project on a topic of their choosing. The course will walk them through the process including: reviewing relevant literature, developing researchable questions, relating evidence and inference, making conjectures, designing experiments, iterating, communicating, and drawing conclusions so that students start to think like scientists, engineers and/or mathematicians. The desired outcome is to increase the awareness of, exposure to, and participation in inquiry-based science learning and to integrate student scientific research into science education. Assessments will be based on progress towards a final project, ready to be entered into regional and/or state science fairs.

**Honors:** The honors course will be combined with the CP level course and will require additional outside readings, research, and more in-depth projects.

### TECHNOLOGY/ENGINEERING PROGRAM

These courses satisfy the Applied/Practical/Fine Arts requirement for graduation. Only students who have successfully passed a level 1 course are eligible to enroll in a level 2 course.

Course Name	Course #	Level	Grade Level	Credits
<b>Exploring Technology, Construction, and Design</b>	<b>369</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

Students will work through a series of design and engineering design tasks to expose them to a variety of sketching, drawing, drafting, scaling and problem solving techniques. Smaller hands-on projects and a larger term project will expose the students to safe and responsible power and hand tool use, assembly, fastening and finishing techniques. Students will be expected to become more proficient in tool and material use as the term progresses, and to complete projects within specified guidelines, emphasizing engineering problem solving. The hands-on aspects and safety of working in the woodshop, and the creative and artistic use of materials will be emphasized throughout. Cleaning and maintaining tools and workshop space are graded and expected daily from each student.

Course Name	Course #	Level	Grade Level	Credits
 <b>CADD 1</b>	<b>381</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
<b>CADD 1</b>	<b>382</b>	<b>Hon</b>	<b>9-12</b>	<b>3</b>
<b>CADD 2</b>	<b>383</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
<b>CADD 2</b>	<b>384</b>	<b>Hon</b>	<b>9-12</b>	<b>3</b>

This is an introductory semester course in which students will develop skills in design, drafting and drawing techniques, with an architectural and landscape architectural focus. Students will create 2D and 3D models while learning the principles of good design. Students are exposed to a design program that can spark the interest while delving into math concepts and applications, modeling concepts, game design modeling, architecture processes and methods, and engineering problem solving projects. Students will learn to use computer-aided design software to replicate and augment the drafting techniques. A series of increasingly complex and open-ended tasks will help students to develop brainstorming, problem solving and spatial reasoning skills. Advanced topics in design and drafting can include learning additional computer-aided design platforms, programming for a 3D printer, drawing complex mechanical pieces, prototyping real-world products. This course is appropriate for students who are interested in careers in engineering or architecture as well as students who plan to enter the workforce directly from high school.

**Honors:** The CADD 1 and CADD 2 CP and honors courses may all be combined. Students will complete projects appropriate to their level, understanding and ability. Honors designation will require additional outside readings, research, and more in-depth projects.

Course Name	Course #	Level	Grade Level	Credits
 <b>Robotics 1</b>	<b>371</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
	<b>374</b>	<b>H</b>	<b>9-12</b>	<b>3</b>

Robotics provides students the opportunity to learn engineering concepts through experience and discovery. Students build, program and design robots that can feel, touch and see. Students use hands-on engineering techniques to discover solutions to design challenges and document outcomes in engineering notebooks. Robotics engineering engages students in learning that is both specific in its technological relevance and general in the way that the skills it requires (patience, problem solving, troubleshooting, collaboration, and communication) carry over to all facets of learning and of life. There is a focus on teamwork, critical thinking, and problem solving. This is a project based class.

**Honors:** The honors course will be combined with the CP level course and will require additional outside readings, research, and more in-depth projects and documentation work.

Course Name	Course #	Level	Grade Level	Credits
 <b>Robotics 2</b>	<b>372</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
	<b>375</b>	<b>H</b>	<b>9-12</b>	<b>3</b>

This course is a continuation of the concepts from Robotics I. Students utilize more sophisticated robotics equipment and programming to add to their technical and programming skills. Teamwork, troubleshooting, problem solving and presentation skills are emphasized. Hardware and software used are dependent on student's interest and skill as well as availability. A key graded document is the engineering notebook where students document their design process.

**Honors:** The honors course will be combined with the CP level course and will require additional outside readings, research, and more in-depth projects and documentation work.

## **SOCIAL STUDIES DEPARTMENT**

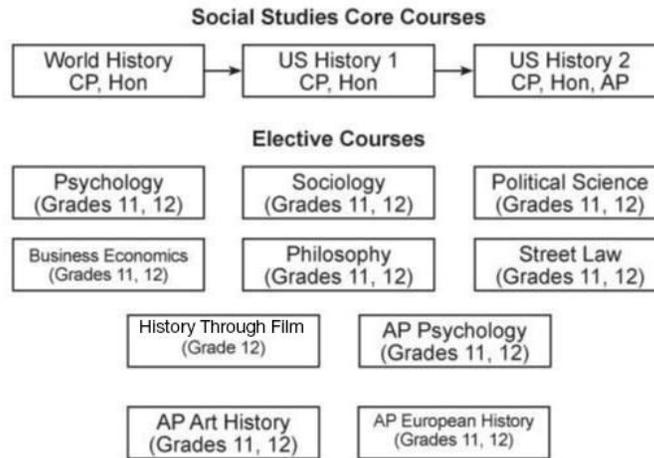
### **CHS 21<sup>st</sup> CENTURY STUDENT EXPECTATIONS**

The Social Studies Department courses comprehensively target, develop and assess the following CHS 21st Century Student Expectations:

- A1: Students will read, write, and communicate effectively.
- A3: Students will reason critically, analytically, and creatively to develop problem solving skills.
- A6: Students will take effective notes, give others time to talk, and respond appropriately.

### **LITERACY STANDARDS**

Grade level literacy standards will be addressed in all courses.



### GRADE 9 PROGRAM

Course Name	Course #	Level	Grade Level	Credits
<b>World History</b> 6	111	H	9	6
	112	CP	9	6
<b>Foundations in World History</b>	831	Unleveled	9-12	6
<b>World History - Emerging</b>	835	Unleveled	9-12	6

The World History course examines the complex history and cultures of many regions of the world in order to provide students with a global perspective. Students will examine societies of both the western and non-western world since around 1000 AD and the way they interact. Through instruction and collaboration, students will develop effective note-taking, summarizing, and critical-thinking skills. The course will address grade-level literacy and writing standards, including persuasive essays and the development of research skills. Students also will apply their world history content knowledge and skills to analyze cause and effect relationships, compare and contrast decisions, and make connections between specific events, contemporary issues and larger historical themes.

**Foundations in World History:** This course is designed to parallel the curriculum and syllabus taught within World History CP, while it provides individualized pacing, accommodations, and modifications through specialized instructional methods. Enrollment in this course is determined through the Special Education IEP process.

**World History Emerging:** This course is designed as a small group, self-contained World History option for students with Individualized Education Programs (IEP's). Students are enrolled through the special education team process. The curriculum focus is taught in alignment to the general education World History curriculum. This course examines the complex history and cultures of many regions of the world in order to provide students with a global perspective. In addition to teacher led discussions, students will have opportunities to be assessed through hands-on activities and projects. The small class size allows for individualized support and the ability to modify the material and to pace the instruction according to the progress of the class and individual student needs.

### GRADE 10 PROGRAM

Course Name	Course #	Level	Grade Level	Credits
<b>US History 1</b>	121	H	10	6
	122	CP	10	6
<b>Foundations in US History 1</b>	832	Unleveled	9-12	6

**US History 1 Emerging**                      **836**                      **Unleveled**                      **9-12**                      **6**

This US History 1 course examines the formative events in US history, starting with the founding of the republic and the Constitution. The course curriculum moves on through the 19th and early 20th century, highlighting topics such as the Civil War and Reconstruction. There will be a civics lens on the role of government and a lens on the human struggles to be free. Students will continue to develop skills in research, including research skills, persuasive writing, and grade level literacy and writing standards. There will also be an added emphasis on primary source analysis and the importance of perspectives in history.

**Foundations in US History 1:** This course is designed to parallel the curriculum and syllabus taught within US History 1 CP, while it provides individualized pacing, accommodations, and modifications through specialized instructional methods. Enrollment in this course is determined through the Special Education IEP process.

**US History 1 Emerging:** This course is designed as a small group, self-contained US History 1 option for students with Individualized Education Programs (IEP’s). Students are enrolled through the special education team process. The curriculum focus is taught in alignment to the general education US History 1 curriculum. This course examines the major themes and 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. The course curriculum moves on to the early decades of the republic, ending with the Civil War. In addition to teacher lead discussion, students will have opportunities to be assessed through hands-on activities and projects. The small class size allows for individualized support and the ability to modify the material and to pace the instruction according to the progress of the class.

**GRADE 11 PROGRAM**

Course Name	Course #	Level	Grade Level	Credits
<b>AP US History</b>	<b>130</b>	<b>AP</b>	<b>11</b>	<b>6</b>

This course, 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 will regularly write comprehensive primary source analyses, as well as an independent research project. A summer assignment is required. The summer assignment typically consists of a book to read, some open response questions related to the book and analysis of some primary documents. **In alignment with the state frameworks, all students will be offered the opportunity to engage in a civics project.**

Course Name	Course #	Level	Grade Level	Credits
<b>US History 2</b>	<b>131</b>	<b>H</b>	<b>11</b>	<b>6</b>
	<b>132</b>	<b>CP</b>	<b>11</b>	<b>6</b>
<b>Foundations in US History 2</b>	<b>833</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>
<b>US History 2 Emerging</b>	<b>867</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>

This course examines the major themes in American history since the Civil War. Topics include Reconstruction, industrialization, the world wars, the 1920s, Great Depression, the Cold War, and the Civil Rights Movement and other great social changes of the late twentieth century. Students will continue to develop skills in research, including a research paper, persuasive writing, and grade level literacy standards. Major projects may include presentations, debates, video analysis, and document-based questions. Historical skills addressed include those from 9<sup>th</sup> and 10<sup>th</sup> grade, to be developed to a more proficient level. **In alignment with the state frameworks, all students will be offered the opportunity to engage in a civics project.**

**Foundations in US History 2:** This course is inclusive in the CP level course. This course is designed to parallel the curriculum and syllabus taught within US History 2 CP, while it provides individualized

spacing, accommodations, and modifications through specialized instructional methods. Enrollment in this course is determined through the Special Education IEP process.

**US History 2 Emerging:** This course is designed as a small group, self-contained US History option for students with Individualized Education Programs (IEP's). Students are enrolled through the special education team process. The curriculum focus is taught in alignment to the general education US History 2 curriculum. This course examines the major themes in American history since the Civil War. Topics include Reconstruction, industrialization, the world wars, the 1920s, Great Depression, the Cold War, and the Civil Rights Movement and other great social changes of the late twentieth century. In addition to teacher led discussions, students will have opportunities to be assessed through hands-on activities and projects. The small class size allows for individualized support and the ability to modify the material and to pace the instruction according to the progress of the class and individual student needs.

### SOCIAL STUDIES ELECTIVE PROGRAM

Course Name	Course #	Level	Grade Level	Credits
<b>AP European History</b>	<b>140</b>	<b>AP</b>	<b>11-12</b>	<b>6</b>

This AP European History course is designed as the equivalent of a college introductory class in European history. Students will take the advanced placement examination in the spring of their senior year. The class is conducted in a seminar format, and surveys European history from 1450 (the High Renaissance) to the present. Students who enroll in Advanced Placement European History should have excellent reading, writing, and critical thinking skills. Students should expect a minimum of one hour of homework each night. A summer assignment is required. The summer assignment typically consists of a book to read and open response questions related to the book. In addition, students will analyze a number of primary and secondary sources.

Course Name	Course #	Level	Grade Level	Credits
<b>AP Psychology</b>	<b>145</b>	<b>AP</b>	<b>11-12</b>	<b>6</b>

The AP Psychology course is designed for highly motivated and qualified students who wish to complete classes in secondary school equivalent to college introductory classes in psychology. Students will take the advanced placement examination in the spring. Topics include: history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal behavior, treatment of abnormal behavior, and social psychology. Students should have excellent reading, writing, and critical thinking skills and will be responsible for a significant level of outside work. Students should expect a minimum of one hour of homework each night. A summer assignment is required. Students will research and apply multiple psychological perspectives. Students will also read a book that surveys classic psychological studies, answer open response questions about the book, and be assessed on the book in the fall.

Course Name	Course #	Level	Grade Level	Credits
<b>Psychology</b>	<b>143</b>	<b>H</b>	<b>11-12</b>	<b>3</b>
	<b>144</b>	<b>CP</b>	<b>11-12</b>	<b>3</b>

The Psychology course is a half year elective with the purpose of introducing students to the field of psychology, with a focus on what is psychology and the origin of human behavior. This course is a project based class, applying concepts from psychology to hands on learning experiences. Topics will include what is psychology, research in psychology, personality, psychology and crime, human development, and abnormal psychology. Students will have hands-on experience and engage with children in their developmental stages, connect films to content in class in the form of detailed analysis, deliver a letter to Congress advocating for PTSD treatment for veterans, and hear from a Canton psychologist about the many career paths connecting to psychology. Students will develop

critical-thinking skills as they connect content to real-world situations such a planning as a professional psychologist would when assisting a patient.

**Honors:** The honors course will be included in the CP level course and be assigned a detailed final project.

Course Name	Course #	Level	Grade Level	Credits
<b>Sociology</b>	<b>146</b>	<b>H</b>	<b>11-12</b>	<b>3</b>
	<b>147</b>	<b>CP</b>	<b>11-12</b>	<b>3</b>

This Sociology course will introduce students to the engaging and dynamic discipline of sociology, which will help them to better understand social patterns, human interactions, and the influence of social factors on people’s behavior and attitudes. Students will engage in thinking critically about the major concepts, theories, scholars, subfields and research of sociology. Additionally, they will practice using “Sociological Imagination” and gain the ability to “think sociologically.”

Topics of study include “The World of Sociology,” culture, socialization, and social structure and group behavior, as well as sociological connections to current events and popular culture. Other high-interest topics, which vary from semester to semester, may include deviance and crime; crime, race and ethnicity, social stratification and class, social problems, sports, the environment, etc. In addition to the content presented in this course, emphasis will be placed on reading, writing, critical thinking skills, and civil discourse to help students gain a deeper understanding of this diverse social science discipline.

**Honors:** This elective may be taken at the Honors level. In order to receive Honors credit, students must complete an independent research paper, as well as any other periodic “honors” assignments.

Course Name	Course #	Level	Grade Level	Credits
<b>Political Science</b>	<b>166</b>	<b>H</b>	<b>11-12</b>	<b>3</b>
	<b>167</b>	<b>CP</b>	<b>11-12</b>	<b>3</b>

The Political Science course will consist of one term of the origins of government, with a major focus on the United States Constitution, its creation, application, and problems that have arisen. Term one culminates with a major argumentative writing project on the Constitution. The second half students will cover political participation, which includes the political process, voting, money and elections, the three branches, and culminates with a local government unit term four. Term two has a major presentation project that focuses on contemporary issues facing the town and students have the opportunity to participate in a legislative simulation called the Hockomock Model Senate. Mixed in throughout the semester are current events days, where students have the opportunity to research, present, and lead a class discussion/debate on a current issue/event of their choice.

**Honors:** The honors course will be included in the CP level course and will require more detailed term projects.

Course Name	Course #	Level	Grade Level	Credits
<b>International Business Economics</b>	<b>455</b>	<b>H</b>	<b>11-12</b>	<b>3</b>
	<b>456</b>	<b>CP</b>	<b>11-12</b>	<b>3</b>

In a global economy, our choices as consumers, producers, savers, and investors affect markets and economies in our country and abroad. The International Business Economics course explores the various factors that influence the economic decisions we make. We will learn how trade and globalization affect standards of living and economic growth. International economic organizations, like the World Bank and the World Trade Organization (WTO), also play a role in a global business economy. Students will explore real-life problems and economic concerns that stem from globalization to offer possible solutions. Emphasis will be on current issues in international business economics. The course explores the

overarching questions: *What is globalization? What challenges do we face when we try to allocate scarce resources? How do international organizations affect trade? What does win-win mean in a global economy? (This cross-disciplinary course is also listed in the World Language Department)*

**Honors:** The honors course will be included in the CP level course and will require additional outside readings, research, and more in-depth projects.

Course Name	Course #	Level	Grade Level	Credits
<b>Intro to Philosophy</b>	<b>169</b>	<b>H</b>	<b>11-12</b>	<b>3</b>
	<b>168</b>	<b>CP</b>	<b>11-12</b>	<b>3</b>

Introduction to Philosophy 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 said 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 that students will explore this semester are ethics, political philosophy, metaphysics and theory of knowledge.

**Honors:** The honors course will be included in the CP level course and will require more detailed term projects.

Course Name	Course #	Level	Grade Level	Credits
<b>Street Law</b>	<b>158</b>	<b>CP</b>	<b>11-12</b>	<b>3</b>
	<b>159</b>	<b>H</b>	<b>11-12</b>	<b>3</b>

This course introduces students to the world of law. Students will explore topics such as the definition of law, citizen rights, and dispute resolution, and will actively engage in practical applications of law, such as mock trials, moot courts, and role plays of cases. There will be a strong emphasis on writing, reading, oral presentations and research.

Course Name	Course #	Level	Grade Level	Credits
<b>History and Film: Reel vs. Real</b>	<b>150</b>	<b>CP</b>	<b>11-12</b>	<b>3</b>
	<b>149</b>	<b>H</b>	<b>11-12</b>	<b>3</b>

What constitutes a hero? In American culture, we raise individuals to hero status through our interpretation and remembrance of historical events, but whose story are we telling? The History through Film course is broken down thematically and into modules. In each module, students receive a day of background on the specific event (reading and/or lecture), then are given questions to comparatively analyze the historical record versus the portrayal of the history event, as they watch a movie that relates to the specific event(s). Each unit is accompanied with a reflection piece (writing, individual) based off of the comparative analysis questions as well as a scored discussion after watching the film. Topics include historic events from 1945-present day and take a thematic, perspective based approach. At the end of the semester, students will complete a final project, in the form of a presentation in which students choose an individual or instance in history and argue why that person or event should or should not be considered heroic based on the historical record versus the film record.

Course Name	Course #	Level	Grade Level	Credits
<b>AP Art History</b>	<b>519</b>	<b>AP</b>	<b>11-12</b>	<b>6</b>

This course is designed for highly motivated students who wish to complete a college level introductory art history course in high school. Students will take the advanced placement exam in the spring. This

course will primarily survey European art starting with Greece and Rome through the Renaissance up to the present. A sampling of artistic traditions from all the major continents will also be covered. Depictions of depth, how light is used, visual symbols, the painting as a commodity, and the cultural context of the painting will be major themes. Students who enroll should have a demonstrated level of success in reading, writing, and, most importantly, observational skills. Students should expect a minimum of one hour of daily homework. *(This course is also listed in the Visual Arts section.)*

## STUDENT SERVICES

### CHS 21<sup>st</sup> CENTURY STUDENT EXPECTATIONS

The Student Services Department courses comprehensively target, develop and assess the following CHS 21st Century Student Expectations:

- A1: Students will read, write, and communicate effectively.
- A7: Students will self-evaluate and reflect on their learning using a variety of methods.

**Note:** Courses within the student services department may be supported by educational assistants and/or other student support staff in addition to the assigned certified teacher.

Course Name	Course #	Level	Grade Level	Credits
<b>Emerging Independent Living/Pre Vocational Skills</b>	<b>875</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>
<b>Foundations of Independent Living/Pre-vocational Skills</b>	<b>874</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>

This course is designed to help students with Individualized Education Programs (IEP's) learn and develop skills to assist them in independent living, as well as to begin to provide direct instruction in vocational skills necessary for the greatest amount of post-secondary independence. Curriculum topics include hygiene, basic cooking, travel training, safety, money management, and other topics. Curricula are adapted for individual student goals outlined in the IEP. In addition, students may participate in the school's recycling program, mail center, school store, Student Ambassador Program, as well as opportunities outside the school at locations such as the town library, Audubon Society, and other locations. Students enrolled in the course may also participate in weekly community outings to further develop these skills. Students are assessed through their progress demonstrated during these hands-on and in class activities.

Course Name	Course #	Level	Grade Level	Credits
<b>Academic Strategies</b>	<b>893</b>	<b>Unleveled</b>	<b>9-12</b>	<b>6</b>
<b>Academic Strategies</b>	<b>895</b>	<b>Unleveled</b>	<b>9-12</b>	<b>5</b>
<b>Academic Strategies</b>	<b>899</b>	<b>Unleveled</b>	<b>9-12</b>	<b>4</b>
<b>Academic Strategies</b>	<b>892</b>	<b>Unleveled</b>	<b>9-12</b>	<b>3</b>
<b>Academic Strategies</b>	<b>898</b>	<b>Unleveled</b>	<b>9-12</b>	<b>2</b>
<b>Academic Strategies</b>	<b>889</b>	<b>Unleveled</b>	<b>9-12</b>	<b>1</b>

This course is designed to provide direct instruction in organization, time management, study skills, and other executive functioning skills so that students can make progress in their general education courses. Students have the opportunity to improve their study skills and work habits in a small, structured setting with the support, guidance, and instruction of a special education teacher. Academic support is provided for test preparation, reading and writing strategies, the use of graphic organizers and outlines, and specific subject areas as needed. Staff may assist in explaining new concepts or reviewing previously learned

concepts; assist with homework or other projects; help students who were absent from school communicate with their teachers to get missed notes and assignments; provide extra time to finish tests that were not able to be completed in the allotted time in a mainstream class; or aid in the organization of school materials. The small student to staff ratio allows for individualized support in each student's identified area(s) of need. Students are assessed through in-class activities and assignments.

Course Name	Course Number	Level	Grade Level	Credits
<b>Adult Transition Program</b>	<b>876</b>	<b>Unleveled</b>	<b>18-22</b>	<b>1-6</b>

The Canton Adult Transition Program provides community-based instruction and transition services to post-high school students with Individual Educational Programs (IEPs) who are between the ages of 18-22. Students are recommended to this course by their IEP Team. The CATP is designed to meet the needs of the students with intellectual and/or developmental disabilities who have attended high school, yet have not earned their diploma. Students will continue to develop functional math and literacy skills within the classroom and directly in the community setting. A majority of this course will take place in community outings and in vocational training/work experiences.

## VISUAL ARTS DEPARTMENT

### CHS 21<sup>ST</sup> CENTURY STUDENT EXPECTATIONS

The Visual Art Department courses comprehensively target, develop and assess the following CHS 21st Century Student Expectations:

- A3: Students will reason critically, analytically, and creatively to develop problem solving skills.
- A4: Students will demonstrate technological literacy as a tool for learning, research, and communication.
- A5: Students will explore, develop, and express their creativity.
- A7: Students will self-evaluate and reflect on their learning using a variety of methods.
- S2: Students will demonstrate pride and respect for themselves and others.
- C1: Students will comprehend and fulfill the responsibilities of good citizenship while developing a sense of their personal and (Classroom) community responsibilities.

### LITERACY STANDARDS

Grade level literacy standards will be addressed in all courses.

### SCOPE and SEQUENCE

Considerations for course selection in the Visual Art Department:

- All students should begin by taking a **foundation level class** in any of the studio areas (foundation classes are listed below in bold).

- In order to build technical skill, it is recommended that students, especially those intending to pursue Visual Art in college, take a progression of classes in their chosen studio area.
- Many of our courses satisfy the technology requirement (shown with a  symbol) , however each class can only count for either the art requirement or the technology requirement.
- 3 Credit courses meet every day for one semester. 6 Credit courses meet every day for the year.
- Visual Art courses are leveled as either College Prep or Honors. Students may also elect to earn Honors credit for College Prep courses if they elect to do independent Honors work. This includes one independent project, one museum visit, and one class presentation per term. Specific information about Honors work will be given to students during the first week of classes.

# Scope & Sequence

All students should begin by taking a foundation level class in any of the studio areas.  
(\* signifies a foundation level class)



Visual Arts Department  
CANTON HIGH SCHOOL

**Courses in bold** highlight the suggested course sequence for students interested in pursuing a four year progression in a specific studio area.

	2D STUDIO	3D STUDIO	DIGITAL STUDIO	DIGITAL STUDIO VIDEO
FRESHMAN	Art 1 Minor * <b>Art 1 Major *</b>	<b>Ceramics 1 *</b> <b>Sculpture 1 *</b>	Digital Art & Design Minor * <b>Digital Art &amp; Design Major *</b> Game Design * <b>Photography 1 *</b>	<b>Video Production 1 *</b> Video Prod. 1 - Editing * Video Prod. 1 - Studio Interviews * Event Videography *
SOPHOMORE	Art 1 Minor * Art 1 Major * <b>Drawing &amp; Painting 1</b>	Ceramics 1 * <b>Ceramics 2</b> Sculpture 1 * <b>Sculpture 2</b> Design Build 3D <b>Jewelry &amp; Fiber Arts 1</b>	Digital Art & Design Minor * Digital Art & Design Major * Game Design * <b>Graphic Design</b> Photography 1 * <b>Photography 2</b>	Video Production 1 * Video Prod. 1 - Editing * Video Prod. 1 - Studio Interviews * Event Videography * <b>Video Production 2</b> Video Prod. 2 - Advanced Storytelling Techniques Video Prod. 2 - Digital Branding
JUNIOR	Art 1 Minor * Art 1 Major * Drawing & Painting 1 <b>Drawing &amp; Painting 2</b> AP Art: Drawing Ind. Study - Art Studio Visual Art Internship	Ceramics 1 * Ceramics 2 <b>Ceramics 3</b> Sculpture 1 * Sculpture 2 <b>Design Build 3D</b> Jewelry & Fiber Arts 1 <b>Jewelry &amp; Fiber Arts 2</b> Ind. Study - Art Studio Visual Art Internship	Digital Art & Design Minor * Digital Art & Design Major * Game Design * <b>Graphic Design</b> Photography 1 * Photography 2 <b>Photography 3</b> Ind. Study - Advanced Photography Visual Art Internship	Video Production 1 * Video Prod. 1 - Editing * Video Prod. 1 - Studio Interviews * Event Videography * Video Production 2 Video Prod. 2 - Advanced Storytelling Techniques Video Prod. 2 - Digital Branding <b>Ind. Study - Video Prod.</b> Visual Art Internship
SENIOR	Art 1 Minor * Art 1 Major * Drawing & Painting 1 Drawing & Painting 2 <b>Drawing &amp; Painting 3</b> AP Art: Drawing Ind. Study - Art Studio Visual Art Internship	Ceramics 1 * Ceramics 2 Ceramics 3 Sculpture 1 * Sculpture 2 Design Build 3D Jewelry & Fiber Arts 1 Jewelry & Fiber Arts 2 <b>AP Art: 3D Design</b> Ind. Study - Art Studio Visual Art Internship	Digital Art & Design Minor * Digital Art & Design Major * Game Design * Graphic Design Photography 1 * Photography 2 Photography 3 Ind. Study - Advanced Photography <b>AP Art: 2D Design</b> Visual Art Internship	Video Production 1 * Video Prod. 1 - Editing * Video Prod. 1 - Studio Interviews * Event Videography * Video Prod. 2 Video Prod. 2 - Advanced Storytelling Techniques Video Prod. 2 - Digital Branding <b>Ind. Study - Video Prod.</b> Visual Art Internship

## 2D STUDIO COURSES

Course Name	Course #	Level	Grade Level	Credits
<b>Art I Minor</b>	<b>520</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

In this *foundation course*, Art 1 Minor students will be introduced to the elements of art and composition. Students will draw, paint and sculpt using a variety of media and processes in order to create original artworks from both observation and imagination. Learning how to create convincing, purposeful compositions is an important part of this class. As they work, students will engage in purposeful

discussion about their creative ideas with classmates. They will be introduced to significant historical and contemporary artworks and cultural influences from around the world. Developing an idea from start to finish is a major component for success in this class.

Course Name	Course #	Level	Grade Level	Credits
<b>Art I Major*</b>	<b>523</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>

In this *foundation course*, Art I Major provides students with 2D and 3D art making experiences in drawing, painting, printmaking, and sculpture. 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 other artists. The objectives of this course are to stimulate creative imagination and artistic intent, develop technical skill, and deepen visual literacy while acquainting students with the social and cultural significance of art. *\*Art I Major is part of a hybrid course: these two courses (Art I Major and Digital Art & Design Major) run together and use both studio experiences in the artworks that are created.*

Course Name	Course #	Level	Grade Level	Credits
<b>Drawing &amp; Painting 1</b>	<b>524</b>	<b>Honors</b>	<b>10-12</b>	<b>6</b>
<b>Drawing &amp; Painting 2</b>	<b>525</b>	<b>Honors</b>	<b>11-12</b>	<b>6</b>
<b>Drawing &amp; Painting 3</b>	<b>526</b>	<b>Honors</b>	<b>12</b>	<b>6</b>

In this course sequence, students in Drawing and Painting will develop intermediate to advanced drawing and painting skills as they work primarily from observation. Students will use pencils, charcoal, pastels, watercolor, acrylic, mixed media etc. as they apply knowledge of proportion and realism in portraits; depth and perspective in interior and exterior spatial drawings; and descriptive, functional, symbolic, and psychological uses of color to define objects and life forms. Students will apply the elements and principles of art to develop strong compositions and a personal style of expression. Students will assess their practice based on the 8 Studio Habits of Mind. Students will learn to analyze their own work as well as the work of masters to reinforce studio instruction. As students progress through this course sequence there is an increased amount of skill, time and depth that students will have to engage in their work). Some independent work will be required. These courses should be taken in sequence. *At least one half-hour of homework each week is required.*

Course Name	Course #	Level	Grade Level	Credits
<b>AP Art History</b>	<b>519</b>	<b>AP</b>	<b>11-12</b>	<b>6</b>

This course is designed for highly motivated students who wish to complete a college level introductory art history course in high school. Students will take the advanced placement exam in the spring. This course will primarily survey European Art starting with Greece and Rome through the Renaissance up to the present. A sampling of artistic traditions from all the major continents will also be covered. Depictions of depth, how light is used, visual symbols, the painting as a commodity, and the cultural context of the painting will be major themes. Students who enroll should have a demonstrated level of success in reading, writing, and, most importantly, observational skills. Students should expect a minimum of one hour of daily homework and summer work is required. *(This course is also listed in the Social Studies section.)*

Course Name	Course #	Level	Grade Level	Credits
<b>AP Art &amp; Design: Drawing/2D Design/3D Design</b>	<b>604</b>	<b>AP</b>	<b>11-12</b>	<b>6</b>
<b>Art Studio</b>	<b>638</b>	<b>Unleveled</b>	<b>11-12</b>	<b>6</b>

This course is designed for students who plan a career in art or are passionate about the challenge of working at a college level to develop a portfolio. Students who have the time and drive to invest themselves in an in-depth college-level course will develop a **working process to create a** portfolio for submission to the College Board. AP Art **& Design** offers serious art students a rigorous program of study to create **an inquiry-driven** sustained investigation of high-quality artwork that meets the requirements as stated in the College Board Curriculum. Student portfolios will be evaluated for possible college credit and/or advanced placement. Once enrolled in this course students will choose a studio focus area (Drawing, 2D Design, 3D Design). Before taking this class, it is recommended that students have taken a progression of studio art classes including Drawing & Painting 1. This course may be repeated for credit with the permission of the instructor. *At least one hour of homework each night is required as is summer work.*

Course Name	Course #	Level	Grade Level	Credits
<b>Independent Study - Art Studio</b>	###	<b>Honors</b>	<b>11-12</b>	<b>3</b>
		<b>Honors</b>	<b>11-12</b>	<b>6</b>

This course is for art students enrolled in any upper level art class who would like to also work on independent art projects, including but not limited to, individual artworks or preparation for exhibits and/or college entrance requirements. Student assessment will be developed on an individual basis and will include a portfolio of artwork, self-evaluation and written assessments. *Students must have approval from the Visual Arts Coordinator to sign up for this course.*

Course Name	Course #	Level	Grade Level	Credits
<b>Visual Art Internship</b>	###	<b>Honors</b>	<b>11-12</b>	<b>3</b>
		<b>Honors</b>	<b>11-12</b>	<b>6</b>

This opportunity to explore leadership skills connected to the realm of the Visual Arts is a unique offering. Juniors and Seniors who have the desire to learn how to be dynamic and skilled leaders should speak to the Visual Arts Coordinator regarding this opportunity. This internship does not release the requirement of other Visual Art classes. It is scheduled in the Visual Art department where the leader-in-training helps with departmental leadership opportunities including preparing artwork for exhibition, community outreach for events, studio maintenance tasks, and working with Visual Art staff on special department projects. This is an excellent opportunity for students who want to move into any field that requires them to display leadership skills related to visual marketing and communication.

**Note:** Enrollment in this course requires permission from the Visual Arts Coordinator.

### **3D STUDIO COURSES**

Course Name	Course #	Level	Grade Level	Credits
<b>Ceramics 1</b>	<b>528</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
<b>Ceramics 2</b>	<b>529</b>	<b>Honors</b>	<b>10-12</b>	<b>3</b>
<b>Ceramics 3</b>	<b>530</b>	<b>Honors</b>	<b>10-12</b>	<b>3</b>

In this *foundation course*, **Ceramics 1**, students are introduced to clay techniques in hand building and the basics of wheel throwing. The main focus of the course is to have students develop an aesthetic awareness of three-dimensional functional forms and explore the possibilities of working with clay. In addition, students will learn surface design and glazing techniques. This course will reinforce the Principles of Design while also giving students an opportunity to work independently, problem solve, and express their artistic individuality.

**Ceramics 2** students will further develop their hand-building and wheel-throwing skills by creating more complex functional clay pieces. In addition, students will be introduced to the more intricate aspects of the ceramics process and will add to their knowledge of surface design and glazing techniques. Emphasis is on developing individual creativity, personal vision, and technical skills. Students will learn to critique and talk about their work, as well as the work of practicing ceramic-artists to reinforce studio instruction. These courses should be taken in sequence.

**Ceramics 3** is specifically designed for ceramics artists who are highly dedicated to the craft and ready to work independently to create three-dimensional functional forms. Emphasis is on exemplifying students' artistic influences and refining their personal vision. Students will be encouraged to reach beyond the four walls of the classroom and into the world of ceramics in order to explore all the creative possibilities of working with clay. In this course, students will create and refine a collection of work that will be compiled into a ceramics portfolio. Ceramics 3 helps prepare students who are interested in taking AP Art: 3D Design. These courses should be taken in sequence.

Course Name	Course #	Level	Grade Level	Credits
<b>Creative Thinking MakerSpace</b>	<b>609</b>	<b>Unleveled</b>	<b>9-12</b>	<b>3</b>

What's bugging you about our world today? What's bugging you about the items you use that don't work well? What's bugging you about tasks that require items that don't exist? Explore, find, define, and solve a personally, socially, culturally, environmentally relevant problem. Create a working prototype and make it "market ready".

Course Name	Course #	Level	Grade Level	Credits
<b>Sculpture 1</b>	<b>531</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
<b>Sculpture 2</b>	<b>532</b>	<b>Honors</b>	<b>10-12</b>	<b>3</b>

In this *foundation course*, Sculpture 1 students will be introduced to the process of using the elements and principles of art to create three-dimensional sculptures. They will explore how to work with these elements while making free-standing and relief sculptures, assemblages and kinetic art while also exploring how to incorporate found objects. The work of professional artists will support classroom learning along with historic and contemporary art from cultures around the world. Students will engage in purposeful discussion about their creative ideas with classmates to help them refine their work.

**Sculpture 2** students expand on the skills they learned in Sculpture 1 to push their imagination into creating more sophisticated 3-dimensional artworks. They will be expected to bring a deeper understanding of concepts and practices to the work they create. Developing original ideas and the fortitude to fully develop them are keys for success in this class. Students will engage with classmates and their instructor to share and understand artistic principles and personal artistic decisions. They will be introduced to works of art from history as well as contemporary professional artists. These courses should be taken in sequence.

Course Name	Course #	Level	Grade Level	Credits
<b>Design Build 3D</b>	<b>533</b>	<b>Honors</b>	<b>10-12</b>	<b>3</b>

This course will introduce students to the process of conceptualizing finished products with real-world use. Students will explore the processes of design, planning and implementation. Hands-on learning will include model making and full-scale projects. An emphasis on architectural and structural historic achievements will be an important part of developing well-rounded structural design skills. This understanding of what has come before will play a role in designing for today and creating proposals for

what may need to be constructed in the future. This Visual Arts course is designed to advance student learning by empowering them to excel in each step of conceptual and fabrication processes.

Course Name	Course #	Level	Grade Level	Credits
<b>Jewelry and Fiber Arts 1</b>	<b>534</b>	<b>CP</b>	<b>10-12</b>	<b>3</b>
<b>Jewelry and Fiber Arts 2</b>	<b>535</b>	<b>Honors</b>	<b>10-12</b>	<b>3</b>

This course enables students to explore the basic skills needed to create jewelry as wearable art, and fiber-based art from decorative fabrics. Creative thinking and art-making processes will be utilized and expanded upon for each assignment. Students will learn how to develop their original ideas from sketches to real, working three-dimensional works of art. Artistic research will be critical to understand a global design process and how these processes have changed over time and by geographical locations. Cultures from around the world will be highlighted to add historical significance to each original crafted piece of art. Communicating ideas through the work as well as to other classmates will be a crucial component for success in this class. These courses should be taken in sequence.

### DIGITAL STUDIO COURSES

Course Name	Course #	Level	Grade Level	Credits
 <b>Digital Art &amp; Design</b>				
<b>Major *</b>	<b>536</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>
<b>Minor 1</b>	<b>537</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

In this *foundation course*, students will learn and apply the basic elements of art and principles of design using 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, CS6, PhotoShop and Corel sketch pad, and paint. Students will use Wacom tablets and stylus pens. Students will apply and create using their original 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 difference between the semester and year-long course is the amount of time and depth that students will have to engage in their work. Some independent work will be required. *\*Digital Art & Design Major is a hybrid course: these two courses (Art 1 Major and Digital Art & Design Major) run together and use both studio experiences in the artworks that are created.*

Course Name	Course #	Level	Grade Level	Credits
 <b>Graphic Design</b>	<b>539</b>	<b>Honors</b>	<b>10-12</b>	<b>3</b>

In this course, students will gain an appreciation of 2D design while learning the skills necessary to create successful digital designs. Building upon the content and skills acquired in **Digital Art & Design** and/or Photography, students will focus on real-world graphic applications. Using the Adobe Creative Suite (Photoshop, Illustrator, InDesign), students will learn how to create, manipulate, and apply effects to both drawn and photographic images, how to use color and text as design elements, and how to design for the purpose of visual communication. Students will engage in the critique and revision process as they consider how to design for real-world applications with an audience/client in mind. The use of design concepts will be explored across digital platforms including print and online publishing, web-design, social media, and character design.

Course Name	Course #	Level	Grade Level	Credits
 <b>Game Design</b>	<b>540</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

Game Design students explore the developmental stages of game development history and use the creative design process to build both traditional board & animated games from the ground up. Students work in teams and on their own to invent characters, environments, and storyboard adventures. Through this process students investigate how to bring together ideas, through the technology of coding and original artwork to create games, characters, and settings. Students bring their creations to life by traditional sketches and animating their work utilizing game design software.

Course Name	Course #	Level	Grade Level	Credits
 <b>Photography 1</b>	<b>541</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>
 <b>Photography 2</b>	<b>542</b>	<b>Honors</b>	<b>10-12</b>	<b>3</b>
 <b>Photography 3</b>	<b>543</b>	<b>Honors</b>	<b>11-12</b>	<b>3</b>

In this *foundation course*, **Photography 1** students will learn how to use the manual settings of film and digital cameras to explore the creative possibilities of photography. Topics explored include: photographic composition, lighting, camera angles, along with learning about darkroom printing and digital editing techniques. Through the assignments, students will increase their understanding of what it takes to make a great picture. Photographic artists 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.

**Photography 2** allows students to further expand their technical and artistic skills in the medium of photography. 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 on their personal interests in photography. Students who have cameras will be encouraged to use their own. **Previous Coursework:** Photography 1 (or permission by instructor).

**Photography 3** gives students an opportunity to advance their creative and technical skills. Assigned projects will help students develop a personal style, and hone their skills for using photography as a communication tool. In this course, students will build a portfolio of their photographs by reviewing their past and present work and selecting their strongest pieces. Students who have cameras will be encouraged to use their own. **Previous Coursework:** Photography 1 and Photography 2 (or permission by instructor). Students that have taken the entire Photography course sequence may arrange for an Independent Study to continue with study (see course description for *Independent Study - Advanced Photography*).

Course Name	Course #	Level	Grade Level	Credits
<b>Independent Study –Advanced Photography</b>				
	<b>544</b>	<b>Honors</b>	<b>11-12</b>	<b>3</b>
	<b>###</b>	<b>Honors</b>	<b>11-12</b>	<b>6</b>

This course is for motivated photography students who have successfully completed Photography 1, 2 and 3 and would like to continue learning about photography with a more independent focus. Course work for this independent study will include but not be limited to, individual photography work, portfolio development, preparation of artwork for exhibits, and developing work to meet college entrance

requirements (when applicable). Student assessment will be determined on an individual basis and will include a photography portfolio and artist statement. *Students must have approval from the Visual Arts Coordinator to sign up for this course.*

## DIGITAL STUDIO - VIDEO COURSES

Course Name	Course #	Level	Grade Level	Credits
 <b>Video Production 1</b>	<b>545</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>

In this *foundation course*, **Video Production** explores visual storytelling in the medium of television production. Students will work in crew teams learning studio crew positions and how to present themselves in a public forum. As a team they produce the interview series “*The Dog Pound*”. A second aspect of the course is the 21st century skills found in desktop video. Students master a sequential series of assignments that builds from the visual, to musical, and then verbal skill sets needed for an effective video story narrative. It culminates in producing a digital news story segment that is part of a larger program broadcast to the community. Outside (afterschool) event shoots are required each term in on and off site area venues. Some classwork is independent from direct observation of the teacher but is completed on school property. The following software programs will be introduced. Final Cut Pro, iPhoto, iDVD, GarageBand and Sonicfire Pro. Students and their parents must be willing to agree for their images to be used in both still photography and videography. They should be aware that their work is subject to broadcast/webcast and media distribution. The rights are co-owned by the Canton Public Schools and *Canton Community Television* for the purpose of broadcast/webcast and media distribution.

Course Name	Course #	Level	Grade Level	Credits
 <b>Video Production 1: Studio Interviews</b>	<b>547</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

This *foundation course* utilizes our Video Production Studio provided by our partner, *Canton Community Television*. According to Forbes Magazine, employers want students who work well on a team, solve problems, and have good communication skills. In this studio-based video production class, participants work together to learn all aspects needed to produce their own interview shows. They collaborate as a team to create a program called “*The Dog Pound*”, which is broadcast on *Canton Community Television*. Some class work is independent from the direct observation of the teacher, but is completed on school property. Students and their parents must be willing to agree for the student’s images to be used in both still photography and videography. They should be aware that their work is subject to broadcast/webcast and media distribution. The rights are co-owned by the Canton Public Schools and *Canton Community Television* for the purpose of broadcast/webcast and media distribution.

Course Name	Course #	Level	Grade Level	Credits
 <b>Video Production 1: Editing</b>	<b>550</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

In this *foundation course*, students learn video composition, storytelling and editing techniques to create videos worth watching. Whether for a class project, YouTube video, or professional presentations, video production skills will help to effectively communicate your message. Learn to capitalize on the power of digital storytelling. This course involves computer editing using Final Cut Pro software and Sonicfire Pro. Some class work is independent from the direct observation of the teacher, but is completed on school property. Students and their parents must be willing to agree for the student’s images to be used in both still photography and videography. They should be aware that their work is subject to broadcast/webcast and media distribution. The rights are co-owned by the Canton Public Schools and *Canton Community Television* for the purpose of broadcast/webcast and media distribution.

Course Name	Course #	Level	Grade Level	Credits
 <b>Event Videography</b>	<b>549</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>

This *foundation course* applies the real-world application of event videography skills. Be it sportscasting or video journalism, students learn to think on their feet. Participants will record and present events that occur at Canton High School, and at times, the wider Canton Community. Programming will be shown on both Comcast 12 and Verizon 41 along with postings on the World Wide Web. Participants of this course will be able to effectively produce video programming for any future endeavor. The focus will be single camera event production, programming and announcing. Some class work is independent from direct observation of the teacher but completed on school property. Regular outside (afterschool) event shoots are required each term in student-selected off-site locations. Class participants and their parents must be willing to agree for the student’s images to be used in both still photography and videography. They should be aware that their work is subject to both broadcast/webcast. Rights are co-owned by the Canton Public Schools and *Canton Community Television* for the purpose of broadcast/webcast and media distribution.

Course Name	Course #	Level	Grade Level	Credits
 <b>Video Production 2</b>	<b>551</b>	<b>Honors</b>	<b>10-12</b>	<b>6</b>

Learn advanced storytelling and editing techniques to develop impactful digital stories. Research shows that viewers retain 95% of a message when they watch it in a video, compared to 10% when reading it in text. This course captures this power for your own digital storytelling skills. Student filmmakers develop persuasive, explanatory, journalistic, documentary, and narrative stories. Some work is independent from the direct observation of the teacher, but is completed on school property. Software programs used include Final Cut, Garage Band and Sonicfire Pro. Students and their parents must be willing to agree for their images to be used in both still photography and videography. They should be aware their work is subject to broadcast/webcast. The rights are co-owned by the Canton Public Schools and *Canton Community Television* for the purpose of broadcast/webcast and media distribution.

**Pathway:** Experience in *at least one* of the following - Video Production 1 – Studio Interviews, Video Production 1 - Editing, Event Videography, Teacher Video Portfolio Review, or extensive volunteer work for our *Canton Community Television Student Station* may qualify.

Course Name	Course #	Level	Grade Level	Credits
 <b>Video Production 2 – Advanced Storytelling Techniques</b>	<b>552</b>	<b>Honors</b>	<b>10-12</b>	<b>3</b>

Learn advanced storytelling and editing techniques to develop impactful digital stories. Research shows that viewers retain 95% of a message when they watch it in a video, compared to 10% when reading it in text. Capture this power for your own digital storytelling skills. Student filmmakers develop persuasive, explanatory, and journalistic stories. Some work is independent from direct observation of the teacher, but is completed on school property. Software programs used include Final Cut, Garage Band and Sonicfire Pro. Students and their parents must be willing to agree for their images to be used in both still photography and videography. They should be aware their work is subject to broadcast/webcast. The rights are co-owned by the Canton Public Schools and *Canton Community Television* for the purpose of broadcast/webcast and media distribution.

**Pathway:** Experience in *at least one* of the following - Video Production 1 – Studio Interviews, Video Production 1 - Editing, Video Production 1, Event Videography, Teacher Video Portfolio Review, or extensive volunteer work for our *Canton Community Television Student Station* may qualify.

Course Name	Course #	Level	Grade Level	Credits
 <b>Video Production 2 – Digital Branding</b>	<b>553</b>	<b>Honors</b>	<b>10-12</b>	<b>3</b>

Develop your own personal brand using videos to tell impactful digital stories. Research shows that in business, brands that use video marketing grow their year-over-year revenue 49% faster than brands that don't tap the power of digital stories. Student filmmakers develop documentary, journalistic, and narrative stories. Using sites such as Wix, students will create their own websites to showcase their work. Some work is independent from direct observation of the teacher, but is completed on school property. Software programs used include Final Cut, Garage Band, Sonicfire Pro and Wix. Students and their parents must be willing to agree for their images to be used in both still photography and videography. They should be aware their work is subject to broadcast/webcast. The rights are co-owned by the Canton Public Schools and *Canton Community Television* for the purpose of broadcast/webcast and media distribution.

**Pathway:** Experience in *at least one* of the following - Video Production 1 – Studio Interviews, Video Production 1 - Editing, Video Production 1, Event Videography, Teacher Video Portfolio Review, or extensive volunteer work for our *Canton Community Television Student Station* may qualify.

Course Name	Course #	Level	Grade Level	Credits
 <b>Independent Study-Video Production</b>	<b>###</b>	<b>Honors</b>	<b>11-12</b>	<b>6</b>
	<b>###</b>	<b>Honors</b>	<b>11-12</b>	<b>3</b>

This is a course tailored to individuals who have demonstrated outstanding aptitude in video production and have already taken Video Production I and II. Generally, they have maintained an A average in those courses. This independent study could take on four possible forms.

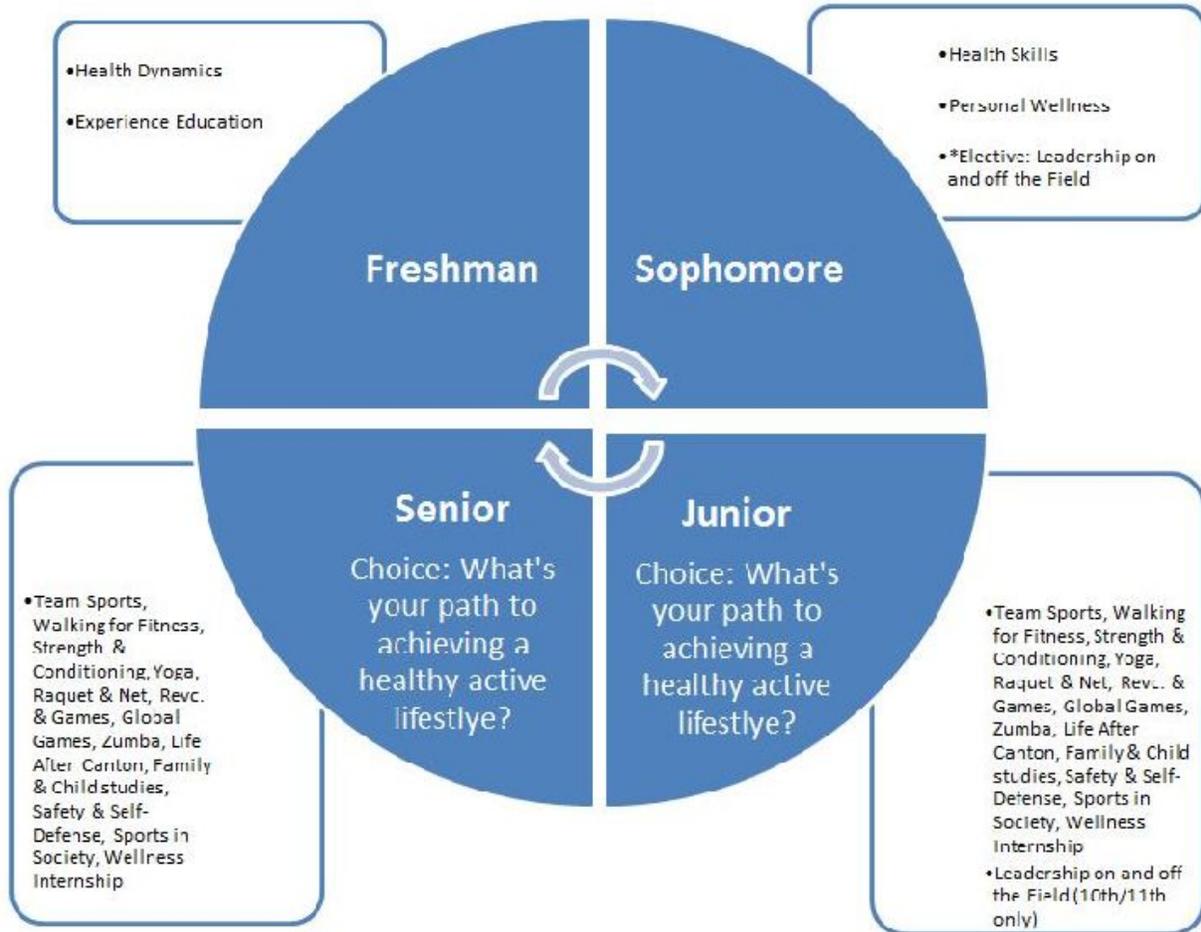
- a) Teacher Assistant –Assisting instruction in introductory courses.
- b) Independent Projects – Get written proposals approved by instructor for in-depth projects. Examples include marketing videos such as a PSA campaign for a local community group, documentary of students' volunteer experience or something like a music video featuring a local band.
- c) Sport/Event Videographer - Covering a major event each week outside of class
- d) Line-Editing Programs for our Student Station seen on *Canton Community Television*.

Specific details are dependent on the individual student's strengths and program needs. All categories help staff roles for the student station. Students and their parents must be willing to agree for their images to be used in both still photography and videography. They should be aware their work is subject to broadcast/webcast and rights are co-owned by the Canton Public Schools and *Canton Community Television* for the purpose of broadcast/webcast and media distribution.

**Pathways:** Video Production 1 and 2, and/or proven track record of independent work.

# WELLNESS DEPARTMENT

## Canton High School Wellness Department 4 Year Graduation Requirement



# CHS 21<sup>ST</sup> CENTURY STUDENT EXPECTATIONS

## Canton High School Wellness Department 4 Year Graduation Requirement

The Wellness Department courses comprehensively target, develop, and assess the following CHS 21<sup>st</sup> Century Student Expectations:

- A1: Students will read, write, and communicate effectively
- A2: Students will come to school prepared to learn
- A3: Students will reason critically, analytically, and creatively to develop problem solving skills
- A7: Students will self evaluate and reflect on their learning using a variety of methods
- S1: Students will be able to assume responsibility for their decisions and behavior.
- S2: Students will be able to demonstrate pride and respect for themselves and others.

The Canton community recognizes the need for the pursuit of lifetime wellness and as such, every student is required to enroll in a wellness class all four years at Canton High School. Wellness is the fusion of health, family and consumer sciences, 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.

### LITERACY STANDARDS

Grade level literacy standards will be addressed in all courses.

### SCOPE and SEQUENCE

There is a graduation requirement of four (4) years of Wellness. In those years, students are expected to complete:

**Health Dynamics in grade 9**

**Experience in Wellness in grade 9**

**Personal Wellness in grade 10**

**Health Skills in grade 10**

**Leadership On and Off the Field in Conjunction with Canton Athletics Elective Course  
(not required) grades 10, 11, and 12**

**Two additional one-term Wellness courses each year for grades 11 and 12**

### GRADES 9 AND 10 REQUIRED COURSES

Course Name	Course #	Level	Grade Level	Credits
<b>Experience in Wellness</b>	<b>721</b>	<b>CP</b>	<b>9</b>	<b>1.5</b>

This is an introductory wellness course centered around providing all students with an impactful experience driven by teaching transferable life skills such as making connections, communication, leadership, and how to advocate throughout high school and in life. The Experience in Wellness philosophy states that individuals are usually more capable (mentally, emotionally, and physically) than they perceive themselves to be, and if given the opportunity to try in a supportive atmosphere, can discover this excellence within themselves. Through playing all inclusive life skill games, students will work collaboratively with peers to create, play, and present/teach games that reveal and focus on the key transferable life skills to help them succeed in high school and life.

Course Name	Course #	Level	Grade Level	Credits
<b>Health Dynamics</b>	<b>705</b>	<b>CP</b>	<b>9</b>	<b>1.5</b>

This introductory course will provide students with the knowledge and skills necessary to be safe and successful in today’s fast-paced world. Students will work towards mastery of health skills such as analyzing influences, interpersonal communication, decision-making, goal setting, health-enhancing behaviors, and advocating for personal, family and community health. Students will practice accessing valid health information in relation to the following topics: mental health, addiction, suicide prevention, violence prevention, and sexual health. Students will engage in a variety of educational initiatives to help develop these skills in order to maintain and improve wellness.

Course Name	Course #	Level	Grade Level	Credits
<b>Personal Wellness</b>	<b>722</b>	<b>CP</b>	<b>10</b>	<b>1.5</b>

This is an intermediate course designed to emphasize personal wellness, active lifestyles, and healthy nutritional decisions for a lifetime. A major portion of this class will focus on learning how to explore, interpret, and follow appropriate fitness training programs. The students will use PLT4M training technology and learn how to design and implement a personal fitness plan. In addition to learning physical fitness elements, students will gain an understanding of healthy food choices and decision making skills to promote healthy eating and lifestyle choices. Students will be pre-and post-tested on their individual fitness levels. Students will explore the principles of fitness and nutrition as they become very familiar and comfortable in a Fitness & Wellness Center setting. Students will learn to utilize fitness technology, fitness equipment, and free weights. Students will also study the input/output theory related to “food and fitness” and BMI. The fitness center sessions will be utilized in conjunction with a host of other fun movement activities to keep the class exciting.

Course Name	Course #	Level	Grade Level	Credits
<b>Health Skills</b>	<b>706</b>	<b>CP</b>	<b>10</b>	<b>1.5</b>

During this one semester graduation requirement course, students will: invest in their own happiness, connecting social-emotional learning skills to real-life decision-making. Students will explore evidence-based factors that influence happiness on the micro- and macroscale and identify the connection between happiness and health. Students will create their own happiness philosophy to achieve personal health goals. This course will challenge students to identify a community health need and incorporate their philosophy in improving the community. The students will connect experiences within the community back to their individual definition of happiness.

Course Name	Course #	Level	Grade Level	Credits
<b>Leadership</b>	<b>720</b>	<b>Honors</b>	<b>10-11-12</b>	<b>3.0</b>

This elective leadership course is offered to sophomores, juniors and seniors in conjunction with Canton Athletics. This course will help students develop their personal management and leadership styles through intensive, experiential learning and practice. Students will be immersed in the study of leadership, and will directly apply themselves in leadership opportunities. This course takes a cross-curricular approach to exposing students to many facets of leadership, and, in a motivational setting, encourages them to reflect upon their own principles to ultimately identify the emerging leader within. On top of personal leadership philosophies, students will be charged with leading initiatives that create positive sustainable change within their community. These small group projects will require students to collaborate, research, and present publicly to stakeholders within the community.

### **GRADES 11 AND 12 REQUIRED COURSES**

All juniors and seniors who have earned a passing grade in all of the required 9th and 10th grade Wellness courses are eligible to select from the following one-term courses. Juniors and seniors are to complete and pass two(2), one-term courses each year, at least one of which must include physical activity. The Wellness courses listed below are classes designed to specifically address the needs and interests of our upper-class students as they meet the state and district requirements for Physical Education. All 11<sup>th</sup> and

12<sup>th</sup> graders are to select at least two sections each year but may select more than two classes each year if they so choose. Every effort will be made to assign students into their selected courses; however, scheduling conflicts may result in students being assigned to a Wellness course not of their choosing.

Course Name	Course #	Level	Grade Level	Credits
<b>Team Sports</b>	<b>723</b>	<b>CP</b>	<b>11-12</b>	<b>1</b>

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
<b>Walking for Fitness (Terms 1 &amp; 4 only)</b>	<b>724</b>	<b>CP</b>	<b>11-12</b>	<b>1</b>

Fitness walking has many positive health benefits including the improvement of cardiovascular health. Walking has become a very popular activity for all age groups because of the numerous health benefits. In addition to participating in a walking program, students will discuss safety, proper stretching, proper footwear, health benefits, nutrition, and goal setting.

Course Name	Course #	Level	Grade Level	Credits
<b>Yoga</b>	<b>725</b>	<b>CP</b>	<b>11-12</b>	<b>1</b>

This course will focus on basic Hatha Yoga movements and relaxation. Studying Yoga will allow students to understand and explain the health benefits of stretching and relaxation for young adults. Although mats are available, students are **strongly encouraged** to bring in their own yoga mat.

Course Name	Course #	Level	Grade Level	Credits
<b>Recreation &amp; Games</b>	<b>726</b>	<b>CP</b>	<b>11-12</b>	<b>1</b>

This course will focus on lifelong wellness pursuits. Activities that promote physical, social, and emotional well-being will be emphasized throughout the quarter. 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, pickleball, frisbee, wiffle ball, horseshoes, fitness walking, bocce, self-defense, and many more throughout the term.

Course Name	Course #	Level	Grade Level	Credits
<b>Racquet &amp; Net Sports</b>	<b>727</b>	<b>CP</b>	<b>11-12</b>	<b>1</b>

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, etc. Fair play and safety will be stressed daily.

Course Name	Course #	Level	Grade Level	Credits
<b>Life After Canton</b>	<b>728</b>	<b>CP</b>	<b>11-12</b>	<b>1</b>

Students will discuss various lifetime skills needed after high school. Topics will include making good food choices, relationships, handling money, investments, time management, and substance abuse. In addition, students will participate in a financial wellness program. The topics covered in this class will help prepare you to be an independent and responsible adult.

Course Name	Course #	Level	Grade Level	Credits
<b>Global Games</b>	<b>716</b>	<b>CP</b>	<b>11-12</b>	<b>1</b>

This course will provide students an opportunity to explore a variety of movement activities across current and historical cultures. Activities will include games, sports, and dance. The goal for this course

is to help students make the link between the significance of indigenous physical activities to the living cultures of the world. The course will challenge students to answer the question: To what extent does organized movement express unique cultural attitudes and values? Different dances and movement games will be explored and taught to peers.

Course Name	Course #	Level	Grade Level	Credits
<b>Fitness &amp; Conditioning</b>	<b>734</b>	<b>CP</b>	<b>11-12</b>	<b>1</b>

Students choosing this course will receive advanced instruction regarding fitness and conditioning principles. Students will take skills and knowledge learned in their Personal Wellness course and extend their use of our PLT4M fitness technology.

Course Name	Course #	Level	Grade Level	Credits
<b>Safety &amp; Self-Defense</b>	<b>738</b>	<b>CP</b>	<b>11-12</b>	<b>1</b>

This course is designed for students who want to make better decisions about their personal safety and learn basic self-defense. The components will be taught in both the classroom and in the Wellness facilities. The topics covered in the course will help students develop strategies that will reduce their risk for danger and improve their quality of life.

Course Name	Course #	Level	Grade Level	Credits
<b>Sports in Society</b>	<b>739</b>	<b>CP</b>	<b>11-12</b>	<b>1</b>

This course will provide students an introduction to the study of sports as a social institution and an element of culture. The overall goal of this class is to challenge students to analyze the human relationship to sport and to understand the historical perspective of sport in all cultures. The course will challenge students to answer the question: To what extent do sports influence society?

Course Name	Course #	Level	Grade Level	Credits
<b>Zumba</b>	<b>730</b>	<b>CP</b>	<b>11-12</b>	<b>1</b>

This is a fun and unique aerobic workout class that combines movements inspired by various styles of Latin American dance performed to popular music. Students will follow along with choreography featuring styles such as Salsa, Merengue, Hip-Hop, Cumbia, Bachata, and Reggaeton to name a few. Each class is designed to engage the beginner through advanced student and will include a warmup and cooldown/stretch session. Students will eventually be able to lead these on their own as well as create their own pieces of choreography in the style of their choice. Students will not only understand the health benefits of Zumba as an aerobic exercise, but also discover a new way to express themselves through dance and movement.

### WELLNESS ELECTIVE PROGRAM

Course Name	Course #	Level	Grade Level	Credits
<b>Family and Child Studies 1</b>	<b>736</b>	<b>H</b>	<b>11-12</b>	<b>3</b>

This course is designed to assist students in developing an understanding of the role and responsibilities of families and the process of human development. Emphasis is given to the development of skills and competencies related to parenting readiness, decision-making, pregnancy and childbirth, child growth and development, rights and responsibilities of families, providing nurturance and guidance techniques for promoting positive behavior, prevention of child abuse and neglect, and promotion of health and safety of children. This course includes the use of an infant simulator for individual and co-parenting experiences. This course partners with the Rodman Early Education program for child observations and experiential learning opportunities. In addition, students enrolled in the course will participate in a financial literacy program. **Note:** Choosing Family and Child Studies meets the Wellness requirement.

Course Name	Course #	Level	Grade Level	Credits
<b>Wellness Internship</b>	<b>733</b>	<b>CP</b>	<b>11-12</b>	<b>1.5</b>

This opportunity to explore leadership skills is a unique offering. Juniors and seniors who have the desire to learn how to be dynamic and skilled leaders should speak to the K-12 wellness coordinator regarding this opportunity. This class is an elective and does not release the requirement of other wellness classes. It is usually scheduled in a physical education (but not limited to) setting where the leader-in training helps the teacher start class, lead warm-ups, officiate various games, demonstrate certain skills, and other potential leadership opportunities. This is an excellent course for students who want to move into any field that requires them to display certain leadership skills.

**Note:** Enrollment in this course requires permission of the wellness coordinator.

Course Name	Course #	Level	Grade Level	Credits
<b>Project Teammate</b>	<b>740</b>	<b>CP</b>	<b>9-12</b>	<b>1.5</b>

Project Teammate is a collaboration between regular and special educational staff, which creates a special learning opportunity for students with and without disabilities. Students with Special Needs and their “Teammates” work together in the physical education, vocational, academic and social skills domains. In the physical education class, activities are developed which teach the importance of physical fitness, develop each student’s stamina, endurance and flexibility, prepare for the Special Olympics, develop fine and gross motor skills, improve mobility and model behavior and social skills. In the vocational skills class, the “teammates” reinforce appropriate work behavior and social skills within a vocational setting with jobs in the school. Students may also work with postgraduate students in the area of transition skills from school to independent life skills. The coursework includes completion of a weekly journal, assigned readings and case studies, and a final paper on a specific disability. **Previous Coursework:** Students entering this class must receive approval from the wellness coordinator and the special education team chair.

Course Name	Course #	Level	Grade Level	Credits
<b>Adapted Health</b>	<b>###</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

This course will provide an atmosphere that encourages and assists students with developmental or cognitive challenges. The curriculum will be designed to adapt and modify the wellness instructions within a health classroom atmosphere to address the needs of each individual student. The adaptations are incorporated to ensure maximum participation, safety, and enjoyment of health related topics. Activities that promote decision making skills, self advocacy, analyzing information, and analyzing influences, and cooperation while participating in individual and team projects will be offered. The classroom component will address social skills and norms which will increase and support the success rate of potential individual autonomy on many levels. **Previous Coursework:** Students entering this class must receive prior approval from the wellness coordinator and the special education team chair.

## WORLD LANGUAGE DEPARTMENT

Global competency is essential for students in the 21st Century. Learning a second language is critical to developing global competence and cultural proficiency. The primary goals of the CHS World Language Department are to provide students with the opportunity to become proficient in at least one language other than English, to enhance their cultural understanding, to expand their access to information, and to increase their awareness of global perspectives through technology and real-life experiences. We recommend that students continue their study of the same language throughout all four years of their high school career. We encourage students to consider studying multiple languages also. At CHS there is a two-year World Language graduation requirement that students can satisfy by taking two consecutive courses in the same language. Students develop linguistic and cultural proficiency in all of our courses.

We offer the following languages and global studies courses:

- American Sign Language (ASL) **1, 2**
- French 1, 2, 3, 4, 5, AP Language & Culture

- German 1, 2, 3, 4
- Spanish Language & Culture 1 & 2, Spanish 1\*, 2, 3, 4, 5, AP Language & Culture
- Global Studies
- International Business Economics

**Course Leveling:** World Language courses can be taken for College Preparatory (CP) and Honors (H) credit. Honors courses are consistent with the goals of students who plan to take four consecutive years of a language and who plan to take Honors or AP Language and Culture in their senior year. Honors courses and CP courses may be combined. Students who take the Honors course must complete additional and/or independent work as designated by the teacher. The course syllabus will outline the expectations for both CP and Honors courses. Grade 11 and 12 students, who have successfully fulfilled a minimum of two years or more in the same language, and who are interested in global studies, international relations, and other related careers are encouraged to take an additional language to enhance their cultural proficiency.

**\*Grades 11-12 Honors Option:** Grade 11 and 12 students, who have successfully fulfilled a minimum of two years or more in the same language, can take an additional language to enhance their cultural proficiency. Students who take the Honors course must complete additional and/or independent work as designated by the teacher. The course syllabus will outline the expectations for both CP and Honors courses.

**Note:** World language teachers guide students in the course selection process by making professional recommendations about appropriate placement. Student performance, readiness, motivation, proficiency level, and academic progress are key factors that teachers consider when making course and level recommendations. **Students and families are strongly encouraged to support the course and level recommendations of the world language teachers. Prior to making recommendations, teachers conduct careful and comprehensive departmental assessments of each individual student’s language performance, skill level, and ability to meet requisite proficiency targets for speaking, reading, writing, listening, and culture in subsequent courses. Please note that it is ill-advised to select upper level world language courses (levels 2-5) or levels (CP, Honors, AP) that have not been recommended, as students may not be sufficiently prepared to perform at the level needed to meet the proficiency targets for these courses.**

### CHS 21<sup>st</sup> CENTURY STUDENT EXPECTATIONS

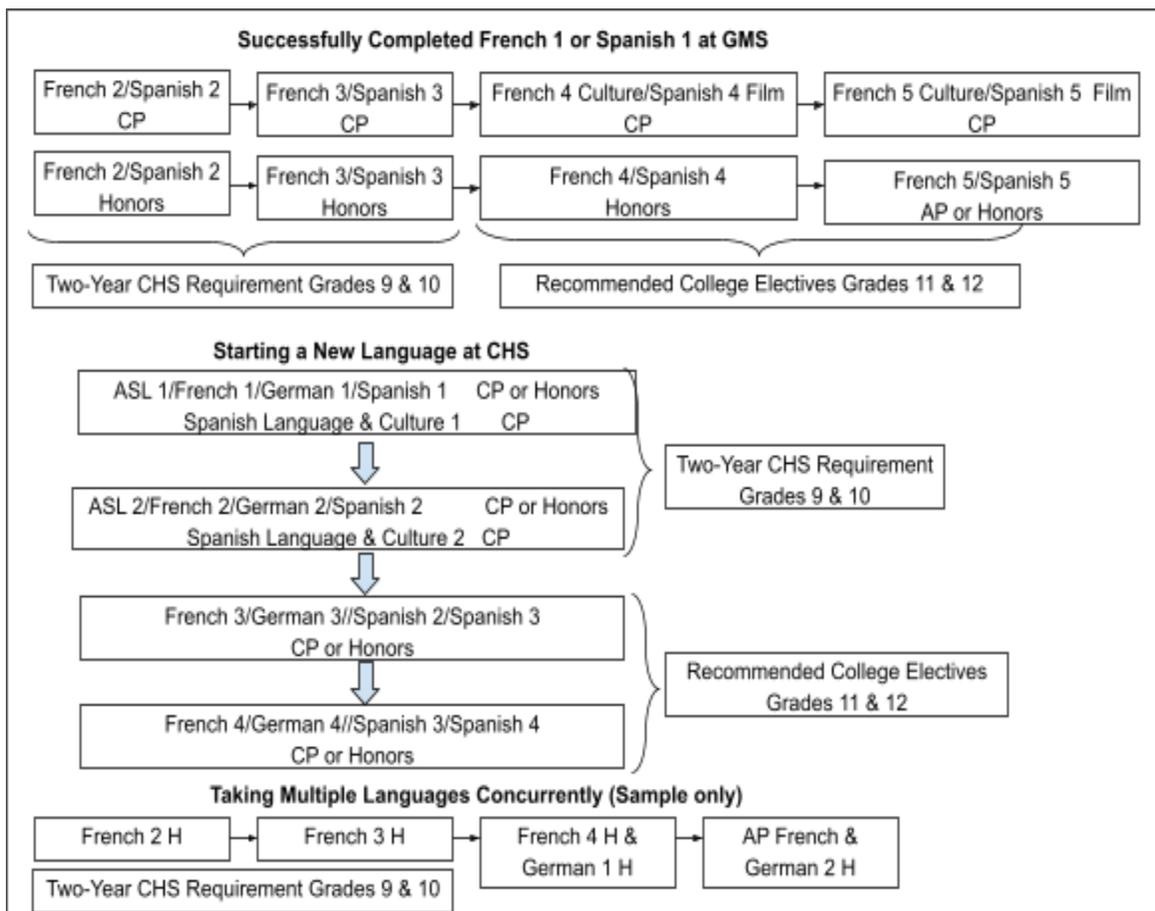
The World Language Department courses comprehensively target, develop and assess the following CHS 21st Century Student Expectations:

- A1: Students will read, write, and communicate effectively.
- Read widely and critically for a variety of purposes
  - Write clearly, concisely and persuasively
  - Communicate ideas and information effectively in an oral presentation
- A4: Students will demonstrate technological literacy as a tool for learning, research, and communication

### LITERACY STANDARDS

Grade level literacy standards will be addressed in all world language courses.

### WORLD LANGUAGE COURSE SEQUENCES



## AMERICAN SIGN LANGUAGE AND CULTURE

*American Sign Language is a recent addition to the World Language Department. It is important to note that NOT all colleges and universities recognize ASL as fulfilling the world language requirement for collegiate admissions.*

Course Name	Course #	Level	Grade Level	Credits
<b>American Sign Language 1</b>	<b>447</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>
	<b>441</b>	<b>H*</b>	<b>11-12</b>	<b>6</b>

ASL 1 is designed for students beginning their study of the language or for those students who have not yet attained Novice Mid proficiency. Through student-centered activities, students will develop basic proficiency in interpretive, presentational, and interpersonal communication. Thematic and cultural units provide the context for the learning and permit students to gain knowledge of basic ASL. Students develop proficiency in ASL and culture through authentic texts, media, and related technologies. Cultural content is embedded into instruction. Classes are conducted primarily in ASL (voice-off). An emphasis is given to expressive skills (signing) while developing receptive skills via sight (understanding signing). Students will focus on mastering the basics of fingerspelling, facial grammar and sentence structure. Successful completion of this course satisfies the first year of the two-year World Language requirement. **The college prep and the honors course may be combined. Previous Coursework:** None for college prep credit. \*Grades 11 and 12 students who have already successfully completed a minimum of two consecutive years of the same world language at CHS may elect to take this course for Honors credit.

Course Name	Course #	Level	Grade Level	Credits
<b>American Sign Language 2</b>	<b>442</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>
	<b>443</b>	<b>H</b>	<b>11-12</b>	<b>6</b>

ASL 2 is designed for students who have successfully met the Novice Mid (CP) or Novice High (H) proficiency goals of ASL 1. Students communicate about familiar topics and develop communicative proficiency. Through real-life cultural tasks, students gain proficiency in interpersonal speaking and writing; interpretive listening and reading; and presentational writing and speaking. Up-to-date authentic visual and audio texts, realia, and collaborative technologies enhance the student-centered experience. Thematic units allow students to gain a greater appreciation of diverse cultural practices and use the language in context. Additional opportunities for students to use ASL in the community will be offered. Students will become more aware of cultural connotations of common ASL phrases and idioms and use them in real-life contexts. This course is conducted in ASL (voice off). An appreciation and understanding of Deaf culture will be further developed. Students' home study and regular class participation in the target language are essential for success. Successful completion of this course satisfies the second year of the two-year World Language requirement. *The Honors and CP courses may be combined.*

**Previous coursework:** Successful completion of ASL 1 or teacher recommendation.

**Honors Level:** This course is demanding and requires significant independent work. It is conducted exclusively in the target language and is designed for students who review independently to retain and expand upon previously learned material. Students communicate about and comprehend familiar topics in ASL with a high degree of accuracy. Thematic topics are explored in greater detail and at a faster pace than the CP level.

## FRENCH LANGUAGE AND FRANCOPHONE CULTURES

Course Name	Course #	Level	Grade Level	Credits
<b>French 1</b>	<b>439</b>	<b>CP</b>	<b>9-11</b>	<b>6</b>
	<b>409*</b>	<b>H</b>	<b>11-12</b>	<b>6</b>

French 1 is designed for students beginning their study of the language or for those students who have not yet attained Novice Mid proficiency. Through student-centered activities, students will develop basic proficiency in interpretive, presentational, and interpersonal communication. Thematic and cultural units provide the context for the learning and permit students to gain knowledge of basic grammar and vocabulary. Students develop proficiency in French language and Francophone cultures through authentic texts, media, and related technologies. Cultural content is embedded into instruction. Classes are conducted primarily in French. Successful completion of this course satisfies the first year of the two-year World Language requirement. *The college prep and the honors course may be combined.*

**Previous Coursework:** None for college prep credit. *\*Grades 11 and 12 students who have already successfully completed a minimum of two consecutive years of the same world language at CHS may elect to take this course for Honors credit.*

Course Name	Course #	Level	Grade Level	Credits
<b>French 2</b>	<b>402</b>	<b>H</b>	<b>9-12</b>	<b>6</b>
	<b>403</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>

French 2 is designed for students who have successfully met the Novice Mid (CP) or Novice High (H) proficiency goals of French 1. Students communicate about familiar topics in the present, past, and future tenses. Through real-life cultural tasks, students gain proficiency in interpersonal speaking and writing; interpretive listening and reading; and presentational writing and speaking. Up-to-date authentic visual and audio texts, realia, and collaborative technologies enhance the student-centered experience. Thematic units allow students to gain a greater appreciation of diverse cultural practices in the Francophone world and use the language in context. The honors class is conducted entirely in French and the college

preparatory class allows for brief explanations in English from time to time. Students' home study and regular class participation in the target language are essential for success. Successful completion of this course satisfies the second year of the two-year World Language requirement. *The Honors and CP courses may be combined.*

**Previous coursework:** Successful completion of French 1 or teacher recommendation.

**Honors Level:** This course is demanding and requires significant independent work. It is conducted exclusively in the target language and is designed for students who intend to study through AP French Language and Culture. They review independently to retain and expand upon previously learned material. Students communicate about and comprehend familiar topics in French with a high degree of accuracy. Thematic topics are explored in greater detail and at a faster pace than the CP level.

Course Name	Course #	Level	Grade Level	Credits
<b>French 3</b>	<b>404</b>	<b>H</b>	<b>10-12</b>	<b>6</b>
	<b>405</b>	<b>CP</b>	<b>10-12</b>	<b>6</b>

French 3 is designed for students who have successfully met the proficiency goals of French 2. Students will continue to enhance their communication skills and are expected to develop intermediate proficiency in all modes of communication. Students will explore the culture of Francophone countries in greater depth. Students will develop more advanced skills to advance their comprehension and their ability to convey their thoughts. Students will read, view, and study selected authentic texts and media to develop greater linguistic and cultural proficiency, with a particular emphasis on written composition and oral communication skills. At the CP level, classes are conducted primarily in French. All students are expected to use French as the primary language in the classroom. Students' home study and active participation in the target language are essential for success.

**Previous coursework:** Successful completion of French 2 H for French 3 H, French 2 CP for French 2 CP or teacher recommendation.

**Honors Level:** Conducted exclusively in the target language and designed for students who intend to study through French AP, this course is demanding and requires significant independent work. The students review independently to retain and expand upon previously learned material from French 1 and 2. Students communicate about and comprehend thematic topics in French with a high degree of accuracy and with a rich variety of expressions. Topics are explored in greater detail and at a faster pace than the CP level.

Course Name	Course #	Level	Grade Level	Credits
<b>French 4</b>	<b>406</b>	<b>H</b>	<b>11-12</b>	<b>6</b>

French 4 students will develop increasingly sophisticated listening, speaking, reading, and writing skills. Students will read diverse Francophone literary works from several genres to hone their skills in reading comprehension, self-expression, and composition. In this course, students will continue to develop greater accuracy in both oral and written communication skills through the study of more sophisticated vocabulary topics and grammatical structures. The study of culture is integrated into the course and students will focus on those people, institutions, and ideas in French and Francophone history whose impact is still felt today. **Previous coursework:** Successful completion of French 3 H or teacher recommendation. **Honors Level:** Conducted exclusively in the target language and designed for students who intend to study through French AP, this course is demanding and requires significant independent work. Students communicate with little to no hesitation on a variety of topics from the previous years. Students refine and hone all four skills in French with a high degree of accuracy and with greater sophistication. Course themes are explored in greater detail and at a faster pace than the CP level.

Course Name	Course #	Level	Grade Level	Credits
<b>French 4 Culture</b>	<b>407</b>	<b>CP</b>	<b>11-12</b>	<b>6</b>
<b>French 5 Culture</b>	<b>450</b>	<b>CP</b>	<b>12</b>	<b>6</b>

This course emphasizes communication through the study and analysis of authentic French language films and readings that represent different genres, perspectives, and specific themes. Drawing on previous knowledge, students will view, discuss and critique films, authentic media, and readings to explore issues related to geography, politics, contemporary life, immigration, ecology, work, music, art, and more. Students will enhance their understanding of the French language and Francophone cultures as they work towards increasing their proficiency in French. This course is taught at a pace that allows time for the appropriate development of linguistic skills and cultural proficiency in French. The course is conducted in French. This course follows a two-year curriculum. French 4 and 5 CP are combined, offering students a two-year in-depth study of the French language, culture, and history.

**Previous coursework:** Successful completion of French 3 or teacher recommendation. *French 4 & 5 Culture may be combined.*

Course Name	Course #	Level	Grade Level	Credits
<b>French 5</b>	<b>408</b>	<b>H</b>	<b>12</b>	<b>6</b>
<b>AP French Language &amp; Culture</b>	<b>400</b>	<b>AP</b>	<b>12</b>	<b>6</b>

The French AP French Language and Culture course is structured around major cultural themes with a focus on the vast French-speaking world. Students will develop their proficiency in listening, speaking, reading and writing skills in preparation for the AP French language examination. AP students will improve their proficiency in all modes of communication: interpersonal, interpretive and presentational. Students will write compositions regularly, prepare recordings, participate in free response and complete grammatical review exercises with a heightened focus on individual learning. This course follows the requirements of the College Entrance Examination Board and is the equivalent of an intermediate level college course. This course is taught entirely in French. French AP students must think critically and respond in both speaking and writing to issues related to Francophone history, contemporary Francophone culture, and the role of Francophone countries in the twentieth and twenty-first centuries. Students review previously learned French grammar to ensure accuracy. Students will apply their language skills to communicate by writing essays, emails, and other assignments to encourage clarity and fluidity in written expression. Students will further develop reading skills by reading a variety of excerpts from authentic literature as well as many newspaper articles, and authentic works related to French culture. Students will discuss and respond to issues raised in radio broadcasts, podcasts, television broadcasts, films, and other authentic media. Proficiency in all skill areas as well as all modes of communication is a major goal. The teacher and students will use French in class. This course is demanding and requires significant independent work. Students are encouraged to form study groups as part of their independent work. AP students are expected to take the French Language Advanced Placement Examination in May. *The Honors and the AP French course may be combined.*

**Summer reading:** Summer reading and summer assignments are required for AP students.

**Previous coursework:** Successful completion of French 4H or teacher recommendation.

## GERMAN LANGUAGE AND CULTURE

Course Name	Course #	Level	Grade Level	Credits
<b>German 1</b>	<b>459</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>
	<b>410</b>	<b>H*</b>	<b>11-12</b>	<b>6</b>

German 1 is designed for students beginning their study of the language or for those students who have not yet attained Novice Mid proficiency. Through student-centered activities, students will develop basic proficiency in interpretive, presentational, and interpersonal communication. Thematic and cultural units provide the context for the learning and permit students to gain knowledge of basic grammar and vocabulary. Students develop proficiency in German language and culture through authentic texts, media,

and related technologies. Cultural content is embedded into instruction. Classes are conducted primarily in German. Successful completion of this course satisfies the first year of the two-year World Language requirement. ***The college prep and the honors course may be combined.*** **Previous Coursework:** None for college prep credit. *\*Grades 11 and 12 students who have already successfully completed a minimum of two consecutive years of the same world language at CHS may elect to take this course for Honors credit.*

Course Name	Course #	Level	Grade Level	Credits
<b>German 2</b>	<b>413</b>	<b>CP</b>	<b>10-12</b>	<b>6</b>
	<b>412</b>	<b>H</b>	<b>10-12</b>	<b>6</b>

German 2 is designed for students who have successfully met the Novice Mid (CP) or Novice High (H) proficiency goals of French 1. Students communicate about familiar topics in the present, past, and future tenses. Through real-life cultural tasks, students gain proficiency in interpersonal speaking and writing; interpretive listening and reading; and presentational writing and speaking. Up-to-date authentic visual and audio texts, realia, and collaborative technologies enhance the student-centered experience. Thematic units allow students to gain a greater appreciation of diverse cultural practices in the Germanic world and use the language in context. The honors class is conducted entirely in German and the college preparatory class allows for brief explanations in English from time to time. Students' home study and regular class participation in the target language are essential for success. Successful completion of this course satisfies the second year of the two-year World Language requirement. ***The Honors and CP courses may be combined.***

**Previous coursework:** Successful completion of German 1 or teacher recommendation.

**Honors Level:** This course is demanding and requires significant independent work. It is conducted exclusively in the target language and is designed for students who intend to study through AP German Language and Culture. They review independently to retain and expand upon previously learned material. Students communicate about and comprehend familiar topics in German with a high degree of accuracy. Thematic topics are explored in greater detail and at a faster pace than the CP level.

Course Name	Course #	Level	Grade Level	Credits
<b>German 3</b>	<b>415</b>	<b>CP</b>	<b>10-12</b>	<b>6</b>
	<b>414</b>	<b>H</b>	<b>10-12</b>	<b>6</b>

German 3 is designed for students who have successfully met the proficiency goals of German 2. Students will continue to enhance their communication skills and are expected to develop intermediate proficiency in all modes of communication. Students will explore the German culture in greater depth. Students will develop more advanced skills to advance their comprehension and their ability to convey their thoughts. Students will read, view, and study selected authentic texts and media to develop greater linguistic and cultural proficiency, with a particular emphasis on written composition and oral communication skills. Students are expected to use German as the primary language in the classroom. Students' home study and active participation in the target language are essential for success.

**Previous Coursework:** Successful completion of German 2 or teacher recommendation.

Course Name	Course #	Level	Grade Level	Credits
<b>German 4</b>	<b>416</b>	<b>H</b>	<b>12</b>	<b>6</b>
	<b>417</b>	<b>CP</b>	<b>12</b>	<b>6</b>

In this course, a variety of texts are used to refine skills in reading, listening, and reading, and writing. Oral and written 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. The study of culture is integrated into the course. Authentic audio, films, and other media are used to improve communicative competence. This course is conducted exclusively in the target language and prepares the student for the AP German Language course and/or for

continued German studies at the college level. This course is taught at an accelerated pace and a challenging level.

**Previous Coursework:** Successful completion of German 3 Honors or teacher recommendation.

**Honors Level:** Students review independently to retain and expand upon previously learned material from German 1 through 3. Students communicate about and comprehend thematic topics in German with a high degree of accuracy and with a rich variety of expressions. Topics are explored in greater detail and at a faster pace than the CP level and students conduct additional assignments for honors credit when the course is combined.

**Previous Coursework:** Successful completion of German 3 H or teacher recommendation. *German 4 CP and H may be combined.*

## SPANISH LANGUAGE AND HISPANIC CULTURES

Course Name	Course #	Level	Grade Level	Credits
<b>Spanish 1</b>	<b>449</b>	<b>CP</b>	<b>9-11</b>	<b>6</b>
	<b>419</b>	<b>H*</b>	<b>11-12</b>	<b>6</b>

Spanish 1 is designed for students beginning their study of the language or for those students who have not yet attained Novice Mid proficiency. Through student-centered activities, students will develop basic proficiency in interpretive, presentational, and interpersonal communication. Thematic and cultural units provide the context for the learning and permit students to gain knowledge of basic grammar and vocabulary. Students develop proficiency in Spanish language and Hispanic cultures through authentic texts, media, and related technologies. Cultural content is embedded into instruction. Classes are conducted primarily in Spanish. Successful completion of this course satisfies the first year of the two-year World Language requirement. *The college prep and the honors course may be combined.*

**Previous Coursework:** None for college prep credit. *\*Grades 11 and 12 students who have already successfully completed a minimum of two consecutive years of the same world language at CHS may elect to take this course for Honors credit.*

Course Name	Course #	Level	Grade Level	Credits
<b>Spanish Language &amp; Culture 1</b>	<b>461</b>	<b>CP</b>	<b>9-11</b>	<b>6</b>
<b>Spanish Language &amp; Culture 2</b>	<b>463</b>	<b>CP</b>	<b>10-12</b>	<b>6</b>

The Spanish Language & Culture sequence is designed for students who need to fulfill their two-year high school world language requirement and need two full years to complete a first-year language course. Through student-centered activities, students will develop basic communicative proficiency. Thematic and cultural units provide the context for the learning and permit students to gain knowledge of basic language structures and vocabulary. Students develop basic speaking and listening skills in Spanish and learn about the Hispanic cultures in English through adapted texts, media, and related technologies. Classes are conducted in English and Spanish. Successful completion of this course satisfies the Canton High School two-year World Language requirement. *It is important to note that this course does not count as two years of world language study for colleges and universities. These classes are not eligible for the NCAA Clearinghouse.* **Previous Coursework:** None for Spanish Language & Culture 1. Spanish Language & Culture 1 is the prerequisite for Spanish Language & Culture 2.

Course Name	Course #	Level	Grade Level	Credits
<b>Spanish 2</b>	<b>422</b>	<b>H</b>	<b>9-12</b>	<b>6</b>
	<b>423</b>	<b>CP</b>	<b>9-12</b>	<b>6</b>

Spanish 2 is designed for students who have successfully met the Novice Mid (CP) or Novice High (H) proficiency goals of Spanish 1. Students communicate about familiar topics in the present, past, and future tenses. Through real-life cultural tasks, students gain proficiency in interpersonal speaking and writing; interpretive listening and reading; and presentational writing and speaking. Up-to-date authentic visual and audio texts, realia, and collaborative technologies enhance the student-centered experience.

Thematic units allow students to gain a greater appreciation of diverse cultural practices in the Spanish-speaking world and use the language in context. The honors class is conducted entirely in Spanish and the college preparatory class allows for brief explanations in English from time to time. Students' home study and regular class participation in the target language are essential for success. Successful completion of this course satisfies the second year of the two-year World Language requirement. ***The Honors and CP courses may be combined.***

**Previous coursework:** Successful completion of Spanish 1 or teacher recommendation.

**Honors Level:** This course is demanding and requires significant independent work. It is conducted exclusively in the target language and is designed for students who intend to study through AP Spanish. They review independently to retain and expand upon previously learned material. Students communicate about and comprehend familiar topics in Spanish with a high degree of accuracy. Thematic topics are explored in greater detail and at a faster pace than the CP level.

Course Name	Course #	Level	Grade Level	Credits
<b>Spanish 3</b>	<b>424</b>	<b>H</b>	<b>10-12</b>	<b>6</b>
	<b>425</b>	<b>CP</b>	<b>10-12</b>	<b>6</b>

Spanish 3 is designed for students who have successfully met the proficiency goals of Spanish 2. Students will continue to enhance their communication skills and are expected to develop intermediate proficiency in all modes of communication. Students will explore the culture of Spanish-speaking countries in greater depth. Students will develop more advanced skills to advance their comprehension and their ability to convey their thoughts. Students will read, view, and study selected authentic texts and media to develop greater linguistic and cultural proficiency, with a particular emphasis on written composition and oral communication skills. The CP level is conducted primarily in Spanish. Students are expected to use Spanish as the primary language in the classroom. Students' home study and active participation in the target language are essential for success. **Previous Coursework:** Successful completion of Spanish 2 H for Spanish 3 H, Spanish 2 CP for Spanish 3 CP or teacher recommendation.

**Honors Level:** The course is conducted exclusively in the target language and is designed for students who intend to study through Spanish 5. Students review independently to retain and expand upon previously learned material from Spanish 1 and 2. Students communicate about and comprehend thematic topics in Spanish with a high degree of accuracy and with a rich variety of expressions. Topics are explored in greater detail and at a faster pace than the CP level.

Course Name	Course #	Level	Grade Level	Credits
<b>Spanish 4</b>	<b>426</b>	<b>H</b>	<b>11-12</b>	<b>6</b>

In this course, a variety of texts are used to refine skills in reading, listening, and reading, and writing. Oral and written 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. The study of culture is integrated into the course. Authentic audio, films, and other media are used to improve communicative competence. This course is conducted exclusively in the target language and prepares the student for the SAT Subject Test in Spanish, for the AP Spanish Language course and/or for continued Spanish studies at the college level. This course is taught at an accelerated pace and a challenging level. **Previous Coursework:** Successful completion of Spanish 3 Honors or teacher recommendation. **Honors Level:** The course is conducted exclusively in the target language and is designed for students who intend to study Spanish 5 Honors or AP Spanish. Students review independently to retain and expand upon previously learned material from Spanish 1 through 3. Students communicate about and comprehend thematic topics in Spanish with a high degree of accuracy and with a rich variety of expressions. Topics are explored in greater detail and at a faster pace than the CP level.

Course Name	Course #	Level	Grade Level	Credits
<b>Spanish 4 Film</b>	<b>427</b>	<b>CP</b>	<b>11-12</b>	<b>6</b>
<b>Spanish 5 Film</b>	<b>429</b>	<b>CP</b>	<b>12</b>	<b>6</b>

This course emphasizes communication through the study and analysis of authentic Spanish language films that represent different genres and specific themes. Drawing on previous knowledge, students will view, discuss and critique many films and will explore issues related to geography, politics, contemporary life, ecology, work and unemployment, music, art and more. Students will review and enhance their understanding of the Spanish language and Hispanic culture as they work towards increasing their proficiency in Spanish. This course is taught at a pace that allows time for the appropriate development of linguistic skills and enhanced proficiency in Spanish. The course is conducted primarily in Spanish. This course follows a two-year curriculum and Spanish 4 and 5 CP are combined, offering students a two-year in-depth study of Hispanic culture and history. **Previous coursework:** Successful completion of Spanish 3H or Spanish 3 CP or teacher recommendation. *Spanish 4 CP & 5 CP may be combined.*

Course Name	Course #	Level	Grade Level	Credits
<b>Spanish 5</b>	<b>428</b>	<b>H</b>	<b>11-12</b>	<b>6</b>

The Spanish 5 course is structured around major cultural themes with a focus on the Spanish-speaking world. Students will develop their proficiency in listening, speaking, reading and writing skills and will improve their proficiency in all modes of communication: interpersonal, interpretive and presentational. Spanish 5 students must think critically and respond in both speaking and writing to issues related to Spanish-speaking history, contemporary Spanish-speaking culture, and the role of Spanish-speaking countries in the twentieth and twenty-first centuries. Students will apply their language skills to communicate by writing essays, emails, and other assignments to encourage clarity and fluidity in written expression. Students will further develop reading skills by reading a variety of excerpts from authentic texts. Students will discuss and respond to issues raised in radio broadcasts, podcasts, television broadcasts, films, and other authentic media. The teacher and students use Spanish in class. This course is demanding and requires significant independent work. The course is conducted exclusively in the target language *and may be combined with AP Spanish & Culture*. **Previous coursework:** Successful completion of Spanish 4H or teacher recommendation.

Course Name	Course #	Level	Grade Level	Credits
<b>AP Spanish Language &amp; Culture</b>	<b>420</b>	<b>AP</b>	<b>11-12</b>	<b>6</b>

The Spanish AP Spanish Language and Culture course is structured around major cultural themes with a focus on the vast Spanish-speaking world. Students will develop their proficiency in listening, speaking, reading and writing skill in preparation for the AP Spanish language examination. AP students will improve their proficiency in all modes of communication: interpersonal, interpretive and presentational. Students will write compositions regularly, prepare recordings, participate in free response and complete grammatical review exercises with a heightened focus on individual learning. This course follows the requirements of the College Entrance Examination Board and is the equivalent of an intermediate level college course. Spanish AP students must think critically and respond in both speaking and writing to issues related to Hispanic history, contemporary Hispanic culture, and the role of Hispanic countries in the twentieth and twenty-first centuries. Students review previously learned Spanish grammar to ensure accuracy. Students will apply their language skills to communicate by writing essays, emails, and other assignments to encourage clarity and fluidity in written expression. Students will further develop reading skills by reading a variety of excerpts from authentic literature as well as many newspaper articles, and authentic works related to Spanish culture. Students will discuss and respond to issues raised in radio broadcasts, podcasts, television broadcasts, films, and other authentic media. The teacher and students will use Spanish in class. This course is demanding and requires significant independent work. Students

are encouraged to form study groups as part of their independent work. AP students are expected to take the Spanish Language Advanced Placement Examination in May. *The Honors and the AP Spanish course may be combined.* **Summer reading:** Summer reading and summer assignments are required. **Previous coursework:** Successful completion of Spanish 4 H or teacher recommendation.

Course Name	Course #	Level	Grade Level	Credits
<b>World Language Learning Assistant</b>	<b>###</b>	<b>H</b>	<b>12</b>	<b>3</b>

This honors course is reserved for 1-5 self-directed seniors who have already completed or are currently enrolled in the highest level of world language programming offered at our school. Students are accepted through an application process that includes an interview and a teacher recommendation. Interested students should speak with their language teacher before choosing this course. Students are expected to help facilitate discussion and learning in the target language; plan and deliver mini-lessons, assist students working on project-based learning events; and/or mentor beginning language students throughout the year. This is a scheduled class block and students are in a class with beginning language students. Interested students attend the course, meet with the teacher to discuss curriculum, and participate fully in the course. Students share their ideas about teaching and learning and implement creative language projects in the proficiency-based classroom.

### GLOBAL STUDIES

Course Name	Course #	Level	Grade Level	Credits
<b>Global Studies</b>	<b>458</b>	<b>H</b>	<b>9-12</b>	<b>3</b>
	<b>457</b>	<b>CP</b>	<b>9-12</b>	<b>3</b>

Introduction to Global Studies is a multidisciplinary project-based course focused on the study of world cultures and global issues. Students engage in inquiry-based investigations about global challenges and global sustainable development goals in order to recognize perspectives, communicate ideas, and take action locally, nationally, or internationally. Students suggest solutions to real-world problems and analyze societal issues that affect populations around the globe. As cultural ambassadors, students see and analyze the interconnectedness and interdependence of different countries and populations in our world. By visiting the UN, listening to global speakers, and planning meaningful outreach projects, students develop attitudes of empathy, solidarity and respect for differences and diversity. A field trip to the United Nations (New York City) is an integral part of this course.

**Honors:** The honors course will be included in the CP level course and will require additional outside readings, research, and more in-depth projects.

Course Name	Course #	Level	Grade Level	Credits
<b>International Business Economics</b>	<b>455</b>	<b>H</b>	<b>11-12</b>	<b>3</b>
	<b>456</b>	<b>CP</b>	<b>11-12</b>	<b>3</b>

In a global economy, our choices as consumers, producers, savers, and investors affect markets and economies in our country and abroad. The International Business Economics course explores the various factors that influence the economic decisions we make. We will learn how trade and globalization affect standards of living and economic growth. International economic organizations, like the World Bank and the World Trade Organization (WTO), also play a role in a global business economy. Students will explore real-life problems and economic concerns that stem from globalization to offer possible solutions. Emphasis will be on current issues in international business economics. The course explores the overarching questions: *What is globalization? What challenges do we face when we try to allocate scarce resources? How do international organizations affect trade? What does win-win mean in a global economy? (This cross-disciplinary course is also listed in the Social Studies Department).*

**Honors:** The honors course will be included in the CP level course and will require additional outside readings, research, and more in-depth projects.