CANTON PUBLIC SCHOOLS

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To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.

Superintendent's Report
School Committee Meeting of Thursday, February 6, 2020

Jennifer Fischer-Mueller, Ed.D.
Superintendent of Schools

Highlights

Assistant Superintendent of Teaching and Learning Finalist: I am pleased to announce Mr. Derek Folan as the Finalist for the **Assistant Superintendent of Teaching and Learning**. As you know, Mr. Folan is currently the Principal of Canton High School. Tomorrow, February 7, is the Finalist Day. In addition to school visits with each principal, there will be two Community Forums and three Staff Forums. Please see **Important Dates and Events** below for more information. I encourage you to join one of the forums to have the opportunity to hear from Mr. Folan, ask questions and provide feedback.

I anticipate making my recommendation to the School Committee for approval of the next Assistant Superintendent of the Canton Public Schools at the next School Committee meeting of February 27.

GMS Panel Presentation: As part of Principal Shannon's comprehensive response to marijuana-related incidents at the middle school, on Monday, February 10, 7:45 pm -8:45 pm, GMS will host a presentation focusing on *Drug Use Among Adolescents*. This presentation will touch on vaping, alcohol and other substance use. I strongly encourage all parents/guardians across the school system to attend. Attached please find a flyer with more details.

As you know, the Canton Public Schools operates in collaboration with the Canton Alliance Against Substance Abuse (CAASA). CAASA is applying for a Federal Grant that would bring in over $625,000 to our community to prevent youth substance abuse. Parent/Guardian input is critical to our application for this grant. Therefore, CAASA created a short (5 minute), anonymous survey specially designed for parents/guardians of Canton students in grades 6 through 12. The data are being handled by *Bright Solutions Consulting* (the grant writer).

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It would be very helpful for parents/guardians of children in these grade levels to take the survey (linked here). We are grateful for the ongoing collaboration with CAASA and the ongoing partnership with parents and guardians.

Hansen Colored by Kindness: During the week of January 27-31, the Hansen School participated, once again, in the *Great Kindness Challenge*. The week kicked off with a school pep-rally led by our fourth-grade students and high school students from the Canton Character Crew. Throughout the week, students were charged with engaging in kindness activities and actions. On Wednesday, the whole school enjoyed *Kindness Comes in Many Colors* day, and all students and staff were encouraged to wear a shirt that is their favorite color of the rainbow. That morning, a photographer flying a drone visited and took a picture of the Hansen community, as one, dressed in their favorite colors. Not only was the message well-received, the students and staff had a great time! The Hansen School looks forward to continuing this tradition in the coming days, weeks, and months ahead!

JFK Play: Congratulations to the JFK 5th grade on their production of *Shrek the Musical Jr.* Students' hard work and dedication to the show paid off in an incredible way and they were thrilled to share such a wonderful production with the Canton community!

Elementary Literacy Updates: As we reach the midpoint of our year, I had the pleasure of visiting both the Hansen and the Luce elementary schools to observe different literacy practices. On Tuesday, January 28, I visited the Hansen first grade classrooms where students hosted

"Starbooks Cafe". First-grade parents were invited for coffee while students shared their writing samples. Wednesday, January 29, I visited the Luce School Early Adopters. I continue to be impressed with the work of both CPS students and educators as we build a robust literacy experience in our elementary schools.

Luce Top Secret Science Night: *Top Secret Science* visited the Luce School last week. The program included both an in-school and evening component. During the day, each grade met with scientist Mike Bergen to participate in STEM experiments, and on Wednesday and Thursday evenings, over 200 students brought their parents back to school to take part in additional STEM activities. Our PreK-5 STEM Coordinator, Sara Donovan, and Principal Yeshi Lamour spoke very highly of this event. Thanks to the Luce CAPT for sponsoring this event and providing students with such an experience.

Updates

Staffing: After working through the applications we received for the **Director of Student Services** position, and the interview committee determining candidates to advance, interviews took place this week. The interview committee will reconvene next week and discuss next steps.

Thank you to the following interview committee members for their time and commitment to this important task.

Deborah Rooney, Director of Teaching and Learning, Co-Chair
Julie Shore, Director of Technology and Digital Learning
Barry Nectow, School Business Administrator
Meghan Byrne, Assistant Director of Student Services
Christine McMahon, Principal
Allison Hoff, Team Chair
Amy Muldoon, Team Chair
Meredith Chamberland, Director of Guidance
Amy Delaney, Occupational Therapist
Cathy DeMassi, Home School Interventionist
Patty Willis, Educator
Marci DiCara, EL Teacher
Sherrill Morrison, Educator
Shanna Belenky, Educator

I will update you on the progress of this search at the next School Committee meeting.

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2020-2021 Calendar and Start Times: The 2020-2021 School Calendar and School Start Times have been approved by the School Committee and are available on the CPS Website. Also, Principals are including information on their weekly newsletters.

Indicators of Excellence

Performing Arts News: Tri M (Modern Music Masters) Honors Society welcomed its newest members at an induction ceremony on January 23. Tri M is a program that focuses on creating future leaders in music education and music advocacy. Inductees demonstrated leadership, service, academic achievement and character in all areas. Congratulations to all.

Important Dates and Events

Feb. 7	Finalist Day for the Assistant Superintendent of Teaching and Learning, **Community Forums (all community members and staff are welcome),** 8:00-8:45am and 4:30-5:30pm, Rodman Building, Room 28. **Staff Forums,** 7:15-7:45am Canton High School Library, 2:45-3:15pm Galvin Middle School Library, 3:30-4:15pm JFK Library.
Feb. 7-8	Dean S. Luce School Play, Madagascar, Jr., CHS Auditorium, 7:00pm
Feb. 10	GMS Panel Presentation, Drug Use Among Adolescents, GMS Cafe, 7:45-8:45pm
Feb. 12	Early Release, PreK-12 PD
Feb. 17-21	No School, February Vacation
Feb. 25	Puberty Information Night, for 4th and 5th grade parents, Dean S. Luce Cafeteria, 6:00–7:00pm
Feb. 27	School Committee Meeting, CHS DLL, 7:00pm

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GMS PANEL PRESENTATION

Monday, February 10, 2020
7:45 – 8:45 pm
GMS Café

DRUG USE AMONG ADOLESCENTS

(We will touch on vaping, alcohol, and other substance use)

Panel will include:

- *GMS Administration*
- *GMS/CHS Guidance*
- *GMS/CHS Wellness Teachers*
- *CHS Students*
- *CPS Nurse Leader, Elizabeth Nightingale*
- *CPD School Resource Officers – Jonathan McCourt, Ensley Cotard*
- *Educational Attorney from Nuttall, Macavoy & Joyce, PC. and GMS Parent – Craig Kowalski*

Canton Public Schools:

Safety and Security

School Committee
Presentation
Thursday February 6, 2020

Guiding Principles

We understand, believe deeply in and are accountable for:

- The safety and security of every student and staff member
- The social emotional and behavioral growth for every child

Strategic Framework 2019 – 2024

CANTON PUBLIC SCHOOLS

Our Vision	To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens
Our Mission	Canton Public Schools is an educational community that seeks to blend academic growth with the social development of every child. Our goal for every child is to be a successful learner and to accept mistakes as a step in human growth.
Our Core Values	Academic Excellence and Rigor; Inclusive and Engaged Community; Respectful and Responsible Relationships; Continuous Reflection and Improvement

Long-term Strategic Objectives

1 Achieving Educational Excellence & Ensuring Equity	2 Cultivating School Climate & Culture	3 Transforming Teaching & Learning	4 Achieving District Excellence

Grounded in our Strategic Framework, Canton Public Schools strives to provide a ***"foundation of support for students well-being in schools that are safe, welcoming, and inclusive."*** We aim to ***"provide safe facilities and approach learning environments that support a sense of security and comfort for students and staff."***

Safety and security in our system can be described across three domains

Facilities Infrastructure Safety and Security

Digital Safety

Student Safety & Social, Emotional, and Behavioral Growth

Tonight's Presenters

Barry Nectow, School Business Administrator

Julie Shore, Director of Technology and Digital Learning

Deb Bromfield, Director of Student Services

David Brauninger, Principal Hansen Elementary School

Josh Fogel, Assistant Principal-CHS

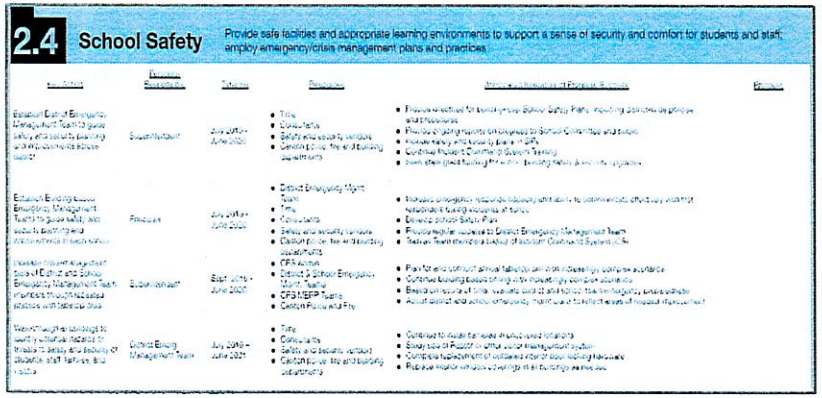
Kelly Cavanaugh, Assistant Principal- CHS

Jim Spillane, Assistant Principal- GMS

Meghan Byrne, Assistant Director of Student Services

Facilities Infrastructure Safety and Security

Safety and Security: District Action Plan



2.4 School Safety Provide safe facilities and appropriate learning environments to support a sense of security and comfort for students and staff; employ emergency/crisis management plans and practices

Key Actions	Responsible Person(s)	Timeline	Resources	Indicators of Progress	Progress
Establish District Emergency Management Team to guide safety and security planning and work with the School Safety Director	Student Advocate	July 2019 – June 2020	• Time • Consultants • Safety and security vendors • Central policy, fire and building departments	• Provide updates for each year's School Safety Plans, including corrective action plans and resources • Provide ongoing reports on progress to School Committee and public • Include safety and security items in CIPs • Continue Project Director of Student Safety • Train district and building staff in safety, security and crisis response	
Establish Building-Based Emergency Management Teams to guide safety and security planning and work with the District Team	Principals	July 2019 – June 2020	• District Emergency Mgmt. Team • Time • Consultants • Safety and security vendors • Custom police, fire and building departments	• Increase emergency response capacity and ability to communicate effectively during weather and natural disasters at school • Develop school Safety Plans • Provide regular updates to District Emergency Management Team • Train on Teaching Strategies Instead of Lockdown Continuous System (TSIS)	
Develop student Management Skills in District and School Emergency Management Team members through NIMS based practices with stakeholders	Student Advocate	Start: July 2019 – June 2020	• CPS Admin • District & School Emergency Mgmt. Teams • CPS Police Teams • Custom Police and Fire	• Plan for and conduct annual fall drill with Greenlight compliance audit/face • Continue bounding lockdowns with more highly complex scenarios • Establish secure, 2-way, walkie-talkie radio communication for safety, crisis officials • Assist district and school employees' implementation of NIMS at various levels of hospital improvement	
Work through risk assessments to identify vulnerable hazards or threats to safety and security of students, staff, families, and visitors	District Emergency Management Team	July 2019 – June 2021	• Time • Consultants • Safety and security vendors • Custom police, fire and building departments	• Continue to update safety and security related initiatives • Study flow of Project Hi-Point visitor management system • Complete replacement of outdated door locking hardware • Publicize regular safety drills in all buildings as required	

Safety and Security: Facilities Infrastructure

- Facility Security
- Safety and Security Team
- Bus Safety

Safety and Security: Facility Security

- Visitor Sign in/out including badge
- Security cameras and visitor intercom systems
- Paging and Intercom systems
- 911 Alerts
- Radios
- Standardizing door locking hardware and window shades
- Other
  - Drills
  - K9 dog Searches
  - Fingerprinting and CORI
  - Annual Trainings

Safety and Security: Safety and Security Team

The Safety and Security Team meets once per month and is led by Barry Nectow, School Business Administrator and Debra Bromfield, Director of Student Services.

Members include:

Superintendent
Assistant Superintendent
Director of Student Services
Assistant Director of Student Services
Director of Technology and Digital Learning
District Technology Administrator
Facilities Director
School Administration
Nurse Leader
Canton Police Dept.
Canton Fire Dept.

Safety and Security: Safety and Security Team

- **Safety & Security Committee Monthly Meetings**
  - Prior to Meeting Date, Solicit Topics from Committee Members
- **Topics include:**
  - Safety and Security Product Vetting
  - Updates on Security Equipment Installation
  - Debrief Recent Safety and Security Events
  - Update on Drills at our Buildings
  - Social and Emotional Learning Including Assessment
- **School Committee Reports**
  - Report Regularly on Safety and Security Topics
  - Periodic Presentation Covering Wider Group of Topics

Safety and Security: Bus Safety

- Researching Security Cameras on Buses
- Activated ***Safestop*** Application allowing Parents and Guardians to Follow Buses on Routes
- Regularly Scheduled Meetings with Bus Drivers
  - Discuss Safety and Behavior Issues
- Maintain Buses to the Highest Safety Standards
- Annual Bus Safety Drills Students and Staff

Digital Security

Digital Security

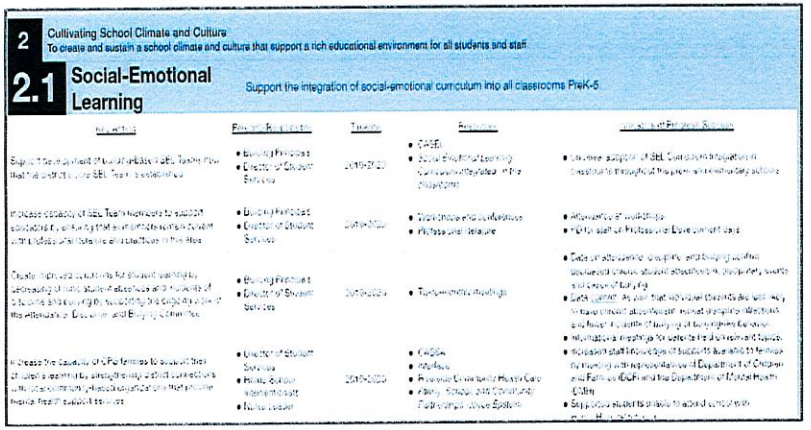
- **Securing the digital data for staff and students**
  - Use technology to protect the district's data
  - Have technologies in place to filter content and protect student's online
    - CIPA- Children's Internet Protection Act
  - Providing education to students and families about online safety

Digital Security

- **Developing a sustainable plan for Student Data Privacy and our digital resources**
  - Laws and regulations guiding Student Data Privacy
    - Federal Education Right to Privacy Act (FERPA)
    - Children's Online Privacy Protection Act (COPPA)
  - Digital Resource Data Collection and Process
  - Collaboration with the SDPC, Student Data Privacy Consortium (TEC)
  - Educator toolkit with resources

Student Safety & Social, Emotional, and Behavioral Growth

Social Emotional Learning District Action Plan



2 Cultivating School Climate and Culture
To create and sustain a school climate and culture that support a rich educational environment for all students and staff

2.1 Social-Emotional Learning Support the integration of social-emotional curriculum into all classrooms PreK-5

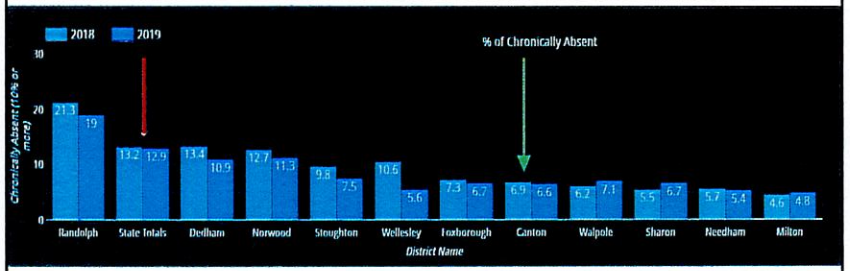
Action Steps	Person Responsible	Timeline	Resources	Indicators of Progress/ Success
Support the development of [illegible] SEL Teams [illegible]	• Building Principals • Director of Student Services	2019-21	• CASEL • Social Emotional Learning Curriculum integrated in the classrooms	• Increase support of SEL Curriculum integration in classrooms throughout the year as measured by [illegible]
Increase capacity of SEL Team members to support educators in [illegible]	• Building Principals • Director of Student Services	[illegible]	• Trauma Informed Approaches • Mindfulness [illegible]	• Attendance at [illegible] • PD for staff on Professional Development days
Create [illegible]	• Building Principals • Director of Student Services	[illegible]	• Tiered models [illegible]	• Data on attendance, discipline, and bullying [illegible] • Data [illegible]
Increase the capacity of Professionals to support [illegible]	• Director of Student Services • Social Worker [illegible] • Nurse Leader	2019-2020	• CASEL • Mindful • Preventive Intervention Mental Health Care • Safety, Support, and Connection Professional Development Series	• Increase staff knowledge of students' learning [illegible] by meeting with representatives of Department of Children and Families (DCF) and the Department of Mental Health (DMH) • Support our students' ability to [illegible]

Student Safety

- Attendance
- Assessments
- District Data Review
- Social, Emotional, and Behavioral Growth

Why Attendance Matters

Chronic Absenteeism Trend



Chronic Absenteeism is defined by the state as a student who has 18 or more days absent from school (for any reason- excused or unexcused)

Assessments

Threat Assessment Training

Threat Assessment Training

- Canton Public School Safety Assessment Team
- Facilitated by Dr. Nancy Rappaport
- Training focused on key areas:
  - Understanding the framework of a safety assessment team
  - Effectively working with local law enforcement
  - Understanding the impact of social media on student behavior and student self-esteem
  - Crisis management; engaging and utilizing community resources
  - Establishing and sustaining a positive school culture

Threat Assessment Protocol

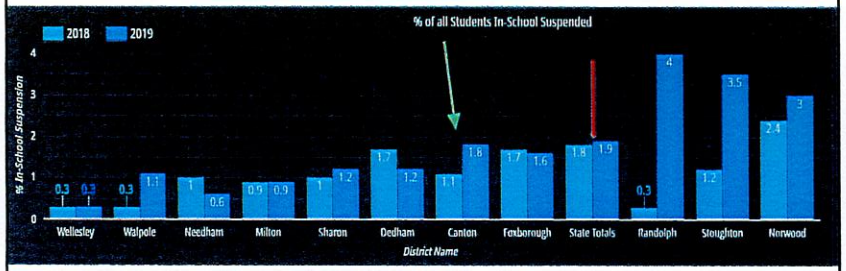
Strategies to Operationalize

- Intervene early and provide needed resources
- Consistent follow up
- Identify students that could be potentially victimized or become victims of bullying
- Provide consistency and a clear process with roles

Accountability and Growth

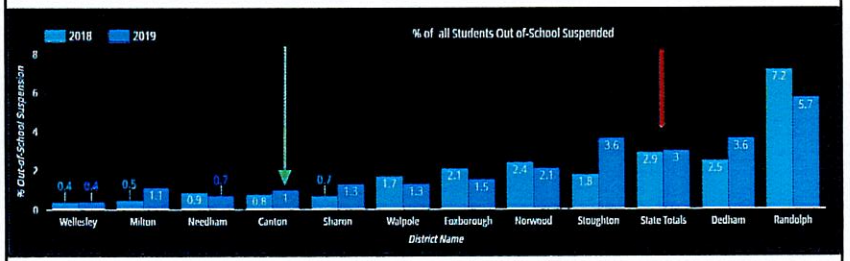
District Data Review

Discipline Trend: In-school Suspension



In-school suspension is a removal of a student from regular classroom activities, but not from the school premises

Discipline Trend: Out of School Suspension



Out of School suspension is a temporary removal of a student from school premises.

Discipline Trend: # of students suspended (in-school & out of school)

This chart shows the total number of students who were issued a suspension, compared to our comparable districts.

We want students to:

- Be in school
- Feel safe
- Be seen
- Know they matter
- Know that we will help them

Canton High School: Building Based Safety and Security

Galvin Middle School: Building Based Safety and Security

PreK-5: Building Based Safety and Security

Guiding Principles

We understand, believe deeply in and are accountable for:

- The safety and security of every student and staff member
- The social emotional and behavioral growth for every child

Canton High School
2020-2021
Program of Studies

CANTON HIGH SCHOOL CORE VALUES

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

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MCAS

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Guidance
Mathematics
Performing Arts
Science & Engineering/Technology
Social Studies
Student Services
Visual Arts
Wellness
World Language

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 agrees to abide by the traditional customs and dress associated with the Canton High School graduation program. Additionally, in fairness to other graduates, all seniors must be present at all graduation practices if they wish to take part in the ceremony. In order to participate in the ceremony, students must have completed 20 hours of community service learning each year for a total of 80 hours. 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 must 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 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/guardian

    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 guidance counselor, teacher, department coordinator, Assistant Principal/Dean of Students 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

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

GPA Calculation Example

Course	Level	Credits	Grade	Weight	Weighted Points
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. 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 469 or higher is necessary to earn a CD for the ELA, Math and Science exams.** Any student scoring below 469 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

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

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 21st 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
Entrepreneurship	**508**	**H**	**10-12**	**3**
	507	**CP**	**10-12**	**3**

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*.

Course Name	Course #	Level	Grade Level	Credits
Computer Science	**380**	**Unleveled**	**10-12**	**3**

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.

Course Name	Course #	Level	Grade Level	Credits
Accounting	**508**	**Unleveled**	**11-12**	**6**

This full-year, six-credit course provides students with the basic knowledge of bookkeeping/accounting procedures, including analyzing and journalizing business transactions; worksheets; preparing financial statements; and recording adjusting and closing entries. Checking accounts, payroll accounting and an introduction to computerized accounting systems is also included. Emphasis is placed on service and merchandising businesses in a sole proprietorship or corporate setting. 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
Library Boot Camp	**510**	**Unleveled**	**9**	**0.5**

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 (GAFE) 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
TEC Online Academy		**Varies**	**10-12**	**3 or 6**

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 21st 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***.

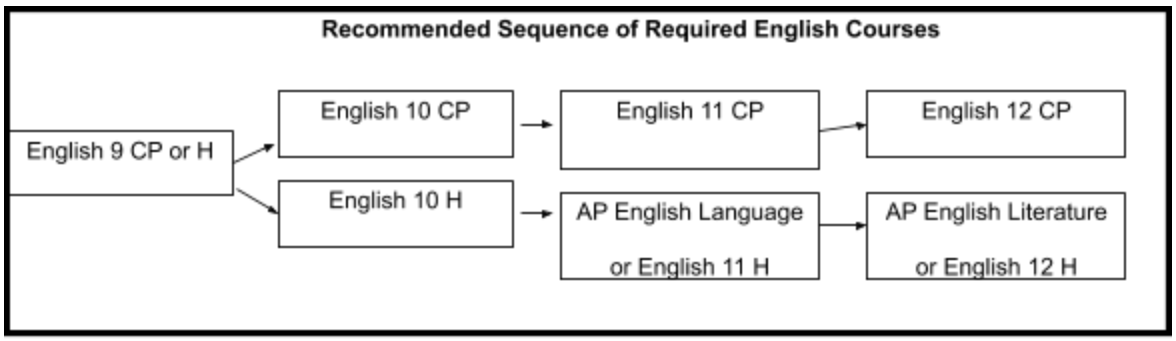
Sequence of Courses:
Grade 9: *Voices of Literature:A Study of Genres*
Grade 10: *Voices of the American Dream*
Grade 11: *Voices in British and Contemporary Literature*
Grade 12: *Voices in World Literature*

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 **Journalism and Publishing**
American Identities

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
English 1	**011**	**H**	**9**	**6**
	012	**CP**	**9**	**6**

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.

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
English 2	**021**	**H**	**10**	**6**
	022	**CP**	**10**	**6**

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 such 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.

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
AP English Language & Composition	**030**	**AP**	**11**	**6**

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 argument. 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.

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
English 3	**031**	**H**	**11**	**6**
	032	**CP**	**11**	**6**

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.

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
AP English Literature & Composition	**040**	**AP**	**12**	**6**

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.

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
English 4	**041**	**H**	**12**	**6**
	042	**CP**	**12**	**6**

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.

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
ELA Emerging	**801**	**Unleveled**	**9-12**	**6**

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
ELA Foundations	**802**	**Unleveled**	**9-12**	**6**

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
ELA Exploration	**###**	**Unleveled**	**9-12**	**6**

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
Writer's Workshop	**053**	**H**	**9-12**	**3**
	052	**CP**	**9-12**	**3**

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
Journalism and Publishing	**059**	**H**	**9-12**	**3**
	057	**CP**	**9-12**	**3**

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
American Identities	**049**	**CP**	**9-12**	**3**
and Media Literacy	**050**	**H**	**9- 12**	**3**

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
Teaching Assistant American Identities and Media Literacy	**054**	**Unleveled**	**12**	**3**

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

CHS 21st 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 five hour test comprised of two sections, evidence based reading and writing, and mathematics. A small number of highly selective colleges may also require SAT Subject tests. These one hour, content based tests are given in twenty different subject areas. Registration materials for these exams are available online at www.collegeboard.org. ACT is another college entrance exam that is accepted by all colleges and universities in lieu of the SAT. This test is comprised of English, reading, math, and science sections with an optional writing section. More information and registration materials are available at www.act.org. 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
Guidance Seminar 9	**741**	**Unleveled**	**9**	**.5**

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
Guidance Seminar 10	**751**	**Unleveled**	**10**	**.5**

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
Guidance Seminar 11	**761**	**Unleveled**	**11**	**.5**

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 may opt out of junior guidance seminar.

Course Name	Course #	Level	Grade Level	Credits
Guidance Seminar 12	**771**	**Unleveled**	**12**	**.5**

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 indicate on the course selection sheet a preference to be placed in a seminar focused on community college and alternative post-secondary options.

CAREER EDUCATION

Course Name	Course #	Level	Grade Level	Credits
Career Planning	**###**	**CP**	**11-12**	**3**

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

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 21st 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.

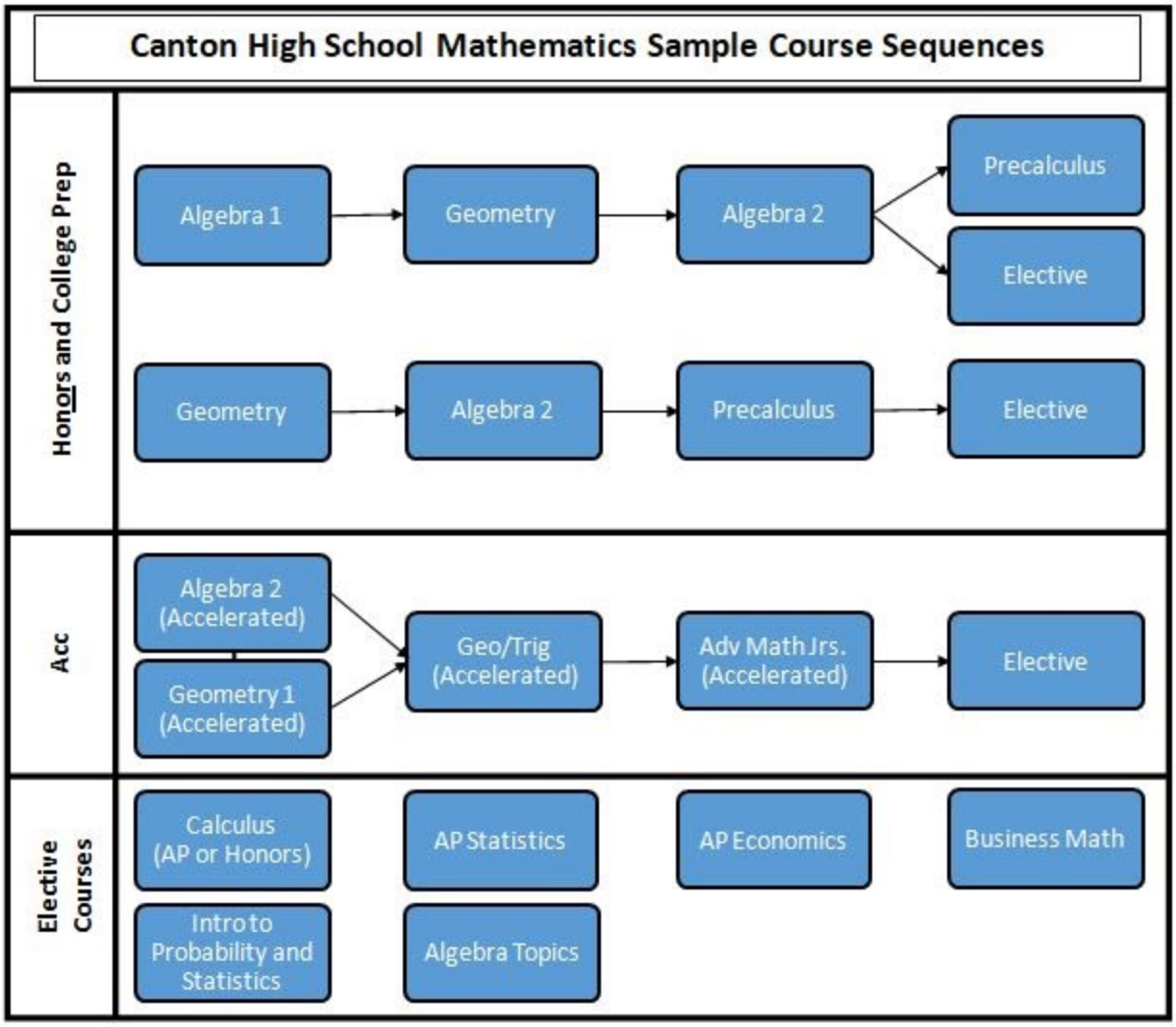
Expectations of students taking classes at the "Accelerated" level (Acc). Accelerated level courses explore all of the same mathematical topics as an Honors level course in addition to higher level and more abstract concepts. Students are expected to interface with a more rigorous curriculum than an 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
Algebra 1	**220**	**CP**	**9**	**6**

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

Course Name	Course #	Level	Grade Level	Credits
Geometry	**212**	**H**	**9-10**	**6**
	221	**CP**	**9-10**	**6**

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

Course Name	Course #	Level	Grade Level	Credits
Algebra 2	**211**	**H**	**9-12**	**6**
	222	**CP**	**9-12**	**6**

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

Course Name	Course #	Level	Grade Level	Credits
Algebra Topics	**235**	**CP**	**11-12**	**6**

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
Pre-Calculus	**213**	**H**	**11-12**	**6**
	223	**CP**	**11-12**	**6**

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
Math Emerging	**811**	**Unleveled**	**9-12**	**6**

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 assignment, 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
Math Foundations	**812**	**Unleveled**	**9-12**	**6**

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
Math Exploration	**###**	**Unleveled**	**9-12**	**6**

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
Algebra 2 Acc	**200**	**H**	**9**	**6**

The concepts of sets and different number systems are reviewed. Elementary number theory is investigated. During the first semester topics covered include exponents and radicals, factoring, rational expressions, and solving various types of equations. The second semester work revolves 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
Geometry 1 Acc	**201**	**H**	**9**	**3**

This course, offered to selected students, is taken concurrently with Algebra 2 Acc. Topics covered in this year are the first half to two-thirds of those listed in the 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
Geometry 2 & Trigonometry Acc	**202**	**H**	**10**	**6**

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, time permitting, are: complex numbers (in both algebraic and trigonometric form), sequences and series, and theory of equations.

Course Name	Course #	Level	Grade Level	Credits
Advanced Mathematics for Juniors	**203**	**H**	**11**	**6**

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

MATHEMATICS ELECTIVES

Course Name	Course #	Level	Grade Level	Credits
Calculus	**214**	**H**	**12**	**6**

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
AP Calculus AB	**215**	**AP**	**12**	**6**
AP Calculus BC	**204**	**AP**	**12**	**6**

In the first half of the year, concurrent with the early topics in calculus, the curriculum includes all topics recommended for the Advanced Placement exam, as well as all topics listed in the Calculus AB 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
AP Economics - Micro	**245**	**AP**	**11-12**	**6**

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
AP Economics - Macro	**246**	**AP**	**11-12**	**6**

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. It is recommended, though not required, that this course be taken concurrently with AP Economics - Micro.

Course Name	Course #	Level	Grade Level	Credits
AP Statistics	**240**	**AP**	**11-12**	**6**

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

Course Name	Course #	Level	Grade Level	Credits
Introduction to Probability	**227**	**CP**	**11-12**	**6**
and Statistics	**228**	**H**	**11-12**	**6**

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 the 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
Business Math	**238**	**CP**	**12**	**6**

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 21st 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) Grades 9-12
Symphonic Band (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
Band	**###**	**CP**	**9-12**	**3**
Symphonic Band	**657**	**Honors**	**9-12**	**6**
Orchestra	**###**	**CP**	**9-12**	**6**
Orchestra	**682**	**Honors**	**9-12**	**6**
Jazz Ensemble	**656**	**Honors**	**9-12**	**6**

Course Name	Course #	Level	Grade Level	Credits
Band	**###**	**CP**	**9-12**	**3**

Band is a performance based course that meets three 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.

Course Name	Course #	Level	Grade Level	Credits
Symphonic Band	**655**	**Honors**	**9-12**	**6**

Symphonic Band is performance based course in which students will meet six out of seven days, participate in all Band activities (see band course offerings) and develop performing skills through the study of symphony orchestra literature and chamber music (small group ensembles). In addition to the performance requirements, term papers and the preparation of the SEMMEA district festival, audition music will be required.

Course Name	Course #	Level	Grade Level	Credits
Orchestra	**###**	**CP**	**9-12**	**6**
Orchestra	**682**	**Honors**	**9-12**	**6**

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
Jazz Ensemble	**654**	**Honors**	**9-12**	**6**

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 including 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
Chorus	**668**	**Honors**	**9-12**	**6**
Chorus	**###**	**CP**	**9-12**	**3**

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
Acting I	**###**	**CP**	**9-12**	**3**
Acting II	**###**	**H**	**9-12**	**3**
Theatre for Social Justice	**694**	**CP**	**9-12**	**3**
Musical Theatre	**697**	**CP**	**9-12**	**3**
Theatre Design & Production	**###**	**CP**	**9-12**	**3**
	###	**H**	**9-12**	**3**

Course Name	Course #	Level	Grade Level	Credits
Acting I	**###**	**CP**	**9-12**	**3**

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
Acting II	**###**	**H**	**9-12**	**3**

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 (eg 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
Theatre for Social Justice	**694**	**CP**	**9-12**	**3**

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
Musical Theatre	**697**	**CP**	**9-12**	**3**

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
Theatre Design & Production	**###**	**CP**	**9-12**	**3**
	###	**H**	**9-12**	**3**

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
Dance	**###**	**CP**	**9-12**	**3**
	###	**H**	**9-12**	**3**

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

Guitar	**###**	**CP**	**9-12**	**3**
	###	**H**	**9-12**	**3**
Music Technology 1	**###**	**CP**	**9-12**	**3**
Music Technology 2	**###**	**H**	**10-12**	**3**
Piano	**###**	**CP**	**9-12**	**3**
	###	**H**	**9-12**	**3**
American Popular Music	**668**	**CP**	**9-12**	**3**
Music Theory	**###**	**CP**	**9-12**	**1.5**

Course Name	Course #	Level	Grade Level	Credits
Guitar	**###**	**CP**	**9-12**	**3**
	###	**H**	**9-12**	**3**

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
Music Technology 1	**###**	**CP**	**9-12**	**3**

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
Music Technology 2	**###**	**H**	**10-12**	**3**

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 setup 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
Piano	**###**	**CP**	**9-12**	**3**
	###	**H**	**9-12**	**3**

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
American Popular Music	**668**	**CP**	**9-12**	**3**

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
Music Theory	**###**	**CP**	**9-12**	**1.5**

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 21st 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
Traditional Sequence	Biology	→	Chemistry	→	Physics	→	Elective
Alternate Sequences	Biology	→	• Physical Science • Eng. Design • Earth Science • Electives	→	• Chemistry • Earth Science • Eng. Design • AP • Electives	→	• Physics • Chemistry • Earth Science • Eng. Design • AP • Electives
Elective Options	• Anatomy & Physiology • Introduction to Oceanography • Environmental Studies • Forensic Science • Astronomy • BioTechnology • Science Research						
*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
Biology	**311**	**H**	**9**	**6**
	312	**CP**	**9**	**6**
Foundations in Biology	**822**	**Unleveled**	**9**	**6**
Biology Emerging	**834**	**Unleveled**	**9-12**	**6**

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
Chemistry	**321**	**H**	**10**	**6**
	322	**CP**	**10**	**6**

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
Physics	**341**	**H**	**11-12**	**6**
	342	**CP**	**11-12**	**6**
Foundations in Physics	**824**	**Unleveled**	**11-12**	**6**
Physics Emerging		**Unleveled**	**9-12**	**6**

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
AP Biology &	**310**	**AP**	**11-12**	**7.5**
AP Bio Lab	**314**			

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
AP Chemistry & AP Chem Lab	**320 324**	**AP**	**11-12**	**7.5**

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 six "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. 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. 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. 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
AP Physics C	**350**	**AP**	**12**	**6**

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
AP Physics 2: Algebra Based	**309**	**AP**	**11-12**	**6**

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 covers 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
Physical Science	**323**	**CP**	**10-11**	**6**
Foundations in Phys Science	**823**	**Unleveled**	**10-11**	**6**

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
Anatomy and Physiology	**351**	**H**	**10-12**	**6**
	352	**CP**	**10-12**	**6**

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
Intro to Oceanography	**366**	**CP**	**10-12**	**3**
	367	**H**	**10-12**	**3**

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
Environmental Studies	**345**	**CP**	**10-12**	**3**
	344	**H**	**10-12**	**3**

This course 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
Forensic Science	**360**	**CP**	**10-12**	**3**
	362	**H**	**10-12**	**3**

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
Astronomy	**391**	**CP**	**10-12**	**3**
	392	**H**	**10-12**	**3**

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.

Course Name	Course #	Level	Grade Level	Credits
Engineering and the	**373**	**H**	**9-12**	**6**
Design Process	**370**	**CP**	**9-12**	**6**
Foundations of Engineering	**826**	**Unleveled**	**9-12**	**6**
Engineering & Design Emerging		**Unleveled**	**9-12**	**6**

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.

Course Name	Course #	Level	Grade Level	Credits
Biotechnology	**317**	**CP**	**10-12**	**3**
	307	**H**	**10-12**	**3**

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
Earth Science	**308**	**H**	**10-12**	**3**
	318	**CP**	**10-12**	**6**
Foundations of Earth Science	**828**	**Unleveled**	**10-12**	**6**

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
Science Research	**316**	**CP**	**9-12**	**3**
	319	**H**	**9-12**	**3**

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
Exploring Technology, Construction, and Design	**361**	**Unleveled**	**9-12**	**3**

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

CADD 1	**381**	**CP**	**9-12**	**3**
CADD 1	**382**	**Hon**	**9-12**	**3**
CADD 2	**383**	**CP**	**9-12**	**3**
CADD 2	**384**	**Hon**	**9-12**	**3**

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
Robotics 1	**371**	**CP**	**9-12**	**3**
	374	**H**	**9-12**	**3**

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
Robotics 2	**372**	**CP**	**9-12**	**3**
	375	**H**	**9-12**	**3**

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

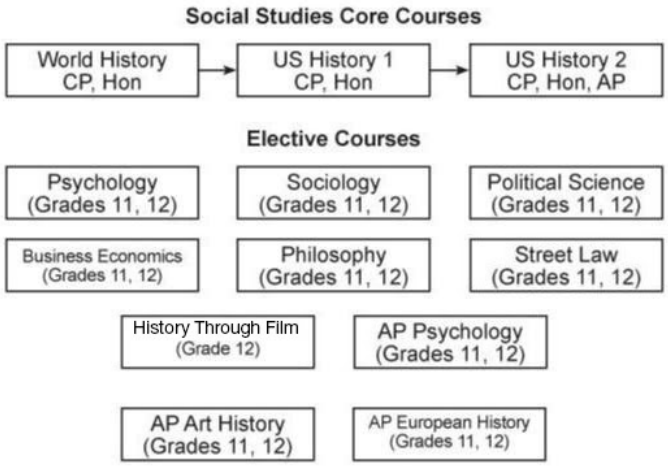
CHS 21st CENTURY STUDENT EXPECTATIONS

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
World History	**111**	**H**	**9**	**6**
	112	**CP**	**9**	**6**
Foundations in World History	**831**	**Unleveled**	**9-12**	**6**
World History - Emerging	**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
US History 1	**121**	**H**	**10**	**6**
	122	**CP**	**10**	**6**
Foundations in US History 1	**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
AP US History	**130**	**AP**	**11**	**6**

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.

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

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 9th and 10th grade, to be developed to a more proficient level.

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 pacing, 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
AP European History	**140**	**AP**	**11-12**	**6**

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
AP Psychology	**145**	**AP**	**11-12**	**6**

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
Psychology	**143**	**H**	**11-12**	**3**
	144	**CP**	**11-12**	**3**

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
Sociology	**146**	**H**	**11-12**	**3**
	147	**CP**	**11-12**	**3**

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
Political Science	**166**	**H**	**11-12**	**6**
	167	**CP**	**11-12**	**6**

The Political Science course will consist of one semester 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 semester 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 year 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
International Business Economics	**455**	**H**	**11-12**	**3**
	456	**CP**	**11-12**	**3**

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
Intro to Philosophy	**169**	**H**	**11-12**	**3**
	168	**CP**	**11-12**	**3**

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
Street Law	**158**	**CP**	**11-12**	**3**
	159	**H**	**11-12**	**3**

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
History and Film: Reel vs. Real	**150**	**CP**	**11-12**	**3**
	149	**H**	**11-12**	**3**

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
AP Art History	**519**	**AP**	**11-12**	**6**

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 21st 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
Emerging Independent Living/Pre Vocational Skills	**878**	**Unleveled**	**9-12**	**6**
Foundations of Independent Living/ Pre-vocational Skills	**877**	**Unleveled**	**9-12**	**6**

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
Academic Strategies	**891**	**Unleveled**	**9-12**	**1-6**
Academic Strategies	**893**	**Unleveled**	**9-12**	**3**

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
Adult Transition Program	**###**	**Unleveled**	**18-22**	**1-6**

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 21ST 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: Student 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.

2D Studio	3D Studio	Digital Studio	Digital Studio - Video
2D Foundation Courses: **Art 1 Minor (###)** **Art 1 Major (###)**	*3D Foundation Courses:* **Ceramics 1 (###)** **Sculpture 1 (###)**	*Digital Foundation Courses:* **Digital Art & Design (Minor) (###)** **Digital Art & Design (Major) (###)** **Game Design (###)** **Photography 1 (###)**	*Digital Foundation - Video Courses:* **Video Production 1 - Editing (###)** **Video Production 1 - Studio Interviews (###)** **Video Production 1 (###)** **Event Videography (###)**
Upper Level Courses: Drawing & Painting 1 (###) Drawing & Painting 2 (###) Drawing & Painting 3 (###) AP Art: Drawing (604) Independent Study-Art Studio (601) Visual Art Internship ( )	*Upper Level Courses:* Ceramics 2 (###) Ceramics 3 ( ) Sculpture 2 (###) Design Build 3D (###) Jewelry & Fiber Arts (###) AP Art: 3D Design (604) Visual Art Internship ( )	*Upper Level Courses:* Graphic Design ( ) Photography 2 (###) Photography 3 (###) Independent Study – Advanced Photography ( ) AP Art: 2D Design (604) Visual Art Internship ( )	*Upper Level Courses:* Video Production 2 - Advanced Storytelling Techniques (###) Video Production 2 - Digital Branding (###) Video Production 2 (###) Independent Study-Video Production (###) Visual Art Internship ( )

2D STUDIO COURSES

Course Name	Course #	Level	Grade Level	Credits
Art I Minor	**###**	**CP**	**9-12**	**3**

In this *foundation course*, students in Art Minor will draw, paint, sculpt, craft and make prints working with a variety of media and processes from 2D to 3D. Showing convincing depth is a major focus for the

drawing component of the class. Through art making, students will learn to express who they are as individuals. Through talking about their own work and their classmates, students will develop a visual literacy vocabulary.

Course Name	Course #	Level	Grade Level	Credits
Art I Major*	**###**	**CP**	**9-12**	**6**

In this *foundation course*, Art 1 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 1 Major is part of 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
Drawing & Painting 1	**###**	**CP**	**10-12**	**6**
Drawing & Painting 2	**###**	**Honors**	**11-12**	**6**
Drawing & Painting 3	**###**	**Honors**	**12**	**6**

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. 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
AP Art History	**519**	**AP**	**11-12**	**6**

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
AP Art: Drawing/2D Design/3D Design	**604**	**AP**	**11-12**	**6**
Art Studio	**638**	**Unleveled**	**11-12**	**6**

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 portfolio for submission to the College Board. AP Art offers serious art students a rigorous program of study to create a 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
Independent Study - Art Studio	**###**	**Honors**	**11-12**	**3**
		Honors	**11-12**	**6**

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
Visual Art Internship	**###**	**Honors**	**11-12**	**3**
		Honors	**11-12**	**6**

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
Ceramics 1	**###**	**CP**	**9-12**	**3**
Ceramics 2	**###**	**Honors**	**10-12**	**3**
Ceramics 3		**Honors**	**10-12**	**3**

In this *foundation course*, **Ceramics 1** students will develop basic to intermediate skills in pottery and hand-building clay forms. Students will create original, functional, decorative and sculptural objects focusing on form and function. Students will be encouraged to develop realistic and imaginative forms in their own personal style. Students will learn to talk about their artwork as well as the work of masters to reinforce studio instruction.

Ceramics 2 students will further develop their hand-building skills with more complex clay pieces and learning about wheel-throwing of functional pottery. Emphasis is on developing original ideas, creating

functional and sculptural work, and using various glazing techniques to create unique and personal clay pieces. Students will learn to critique and talk about their work, as well as the work of masters to reinforce studio instruction. These courses should be taken in sequence.

Ceramics 3 gives students an opportunity to advance their creative and technical skills for working with clay. Assigned projects will help students develop a personal style, and hone their skills using more advanced handbuilding and wheel-throwing techniques. In this course, students will build a portfolio of their ceramic creations by reviewing their past and present work and selecting their strongest pieces. These courses should be taken in sequence.

Course Name	Course #	Level	Grade Level	Credits
Creative Thinking MakerSpace	**609**	**Unleveled**	**9-12**	**3**

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
Sculpture 1	**###**	**CP**	**9-12**	**3**
Sculpture 2	**###**	**Honors**	**10-12**	**3**

In this *foundation course*, **Sculpture 1** students will develop skills in several of the following 3D areas: relief sculpture, papier-mache, assemblage, plaster sculpture, kinetic sculpture, found objects. Students will be encouraged to develop realistic and imaginative forms infused by their own personal style. Students will develop a vocabulary and basic concepts of visual literacy as they use the critique and revision process to refine their work. Work from master sculptors will be studied to reinforce studio instruction.

Sculpture 2 students expand on the skills they have learned in Sculpture 1 so that they can create more sophisticated sculptural forms. Students taking this class will consider their own artistic intent when determining the direction for their work. Emphasis is placed on developing original ideas, creating functional and sculptural work, and creating unique and personal sculptures. Students will use the critique and revision process as they develop their work. Work from master sculptors will be studied to reinforce studio instruction.These courses should be taken in sequence.

Course Name	Course #	Level	Grade Level	Credits
Design Build 3D	**###**	**Honors**	**10-12**	**3**

In this course, teams of students will build working prototypes and document the design and build process. Emphasis will be on how teams effectively work together to first create many options and move onto effective product development. This course will focus on architectural, industrial, and product development and design. This course will integrate visual design (on both paper and virtually on computers), actual shop construction, and product development and marketing with a role in the real world. The course will include an examination of how things are currently made with existing technology and how things will be made in the future. This course is for future entrepreneurs, creative thinkers and engineers who want to learn by doing.

Course Name	Course #	Level	Grade Level	Credits
Jewelry and Fiber Arts 1	**###**	**CP**	**10-12**	**3**
Jewelry and Fiber Arts 2	**###**	**Honors**	**10-12**	**3**

In Jewelry and Fiber Arts, students will develop basic to intermediate skills in jewelry, metals, fiber, fabric and glass. In this 3D media object-making course, students will create original, functional,

decorative and sculptural objects focusing on form and function. Students will be encouraged to develop realistic and imaginative forms and their own personal style. Students will learn to talk about their artwork as well as the work of masters to reinforce studio instruction. These courses should be taken in sequence.

DIGITAL STUDIO COURSES

Course Name	Course #	Level	Grade Level	Credits
Digital Art & Design				
Major *	**###**	**CP**	**9-12**	**6**
Minor 1	**###**	**CP**	**9-12**	**3**
Minor 2	**608**	**Unleveled**	**10-12**	**3**

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.***

In Computer Art 2, students will focus on the "In-School Design" real life graphic applications, visual communication and expressive art through the use of computer software with its unique capabilities. Building upon the art design content and skills acquired in Computer Art & Design Minor or Major 1, students will focus on projects that further sharpen their abilities. Students will be expected to know how to navigate between Adobe Illustrator, CS3, PhotoShop and Corel sketch pad and paint. Students will develop a greater understanding of how to apply the elements and principles of design by creating customer-commissioned, original graphic designs, original art and animations on the computer. Preparatory sketching will be required to plan ideas. Students will learn how to critique their work and the work of others, to understand and apply communication strategies to create stronger designs, and will learn how to work with potential customers. A lot of independent work will be required. The recommended path of study is to take Computer Art & Design Major or Minor 1 first, or by permission of the instructor.

Course Name	Course #	Level	Grade Level	Credits
Graphic Design	**###**	**Honors**	**10-12**	**3**

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 Computer 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
Game Design	**###**	**CP**	**9-12**	**3**

Game Design students will actively engage learning an innovation lab setting. The students will be exposed to the developmental stages of game development history and begin to partake in the creative design process to build both traditional board & animated games from the ground up. Through project-based learning, students will be working 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
Photography 1	**###**	**CP**	**9-12**	**3**
Photography 2	**###**	**Honors**	**10-12**	**3**
Photography 3	**###**	**Honors**	**11-12**	**3**

In this *foundation course*, **Photography 1** students will learn how to use the manual settings on 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
Independent Study –Advanced Photography				
	###	**Honors**	**11-12**	**3**
	###	**Honors**	**11-12**	**6**

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
Video Production 1	**###**	**CP**	**9-12**	**6**

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
Video Production 1: Studio Interviews	**###**	**CP**	**9-12**	**3**

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
Video Production 1: Editing	**###**	**CP**	**9-12**	**3**

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
Event Videography	**###**	**CP**	**9-12**	**6**

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. Wordstream states that by 2019, internet video traffic will account for 80% of all consumer Internet traffic. 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
Video Production 2	**###**	**Honors**	**10-12**	**6**

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
Video Production 2 – Advanced Storytelling Techniques	###	**Honors**	**10-12**	**3**

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
Video Production 2 – Digital Branding	###	**Honors**	**10-12**	**3**

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
Independent Study-Video Production	**###**	**Honors**	**11-12**	**6**
	###	**Honors**	**11-12**	**3**

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.

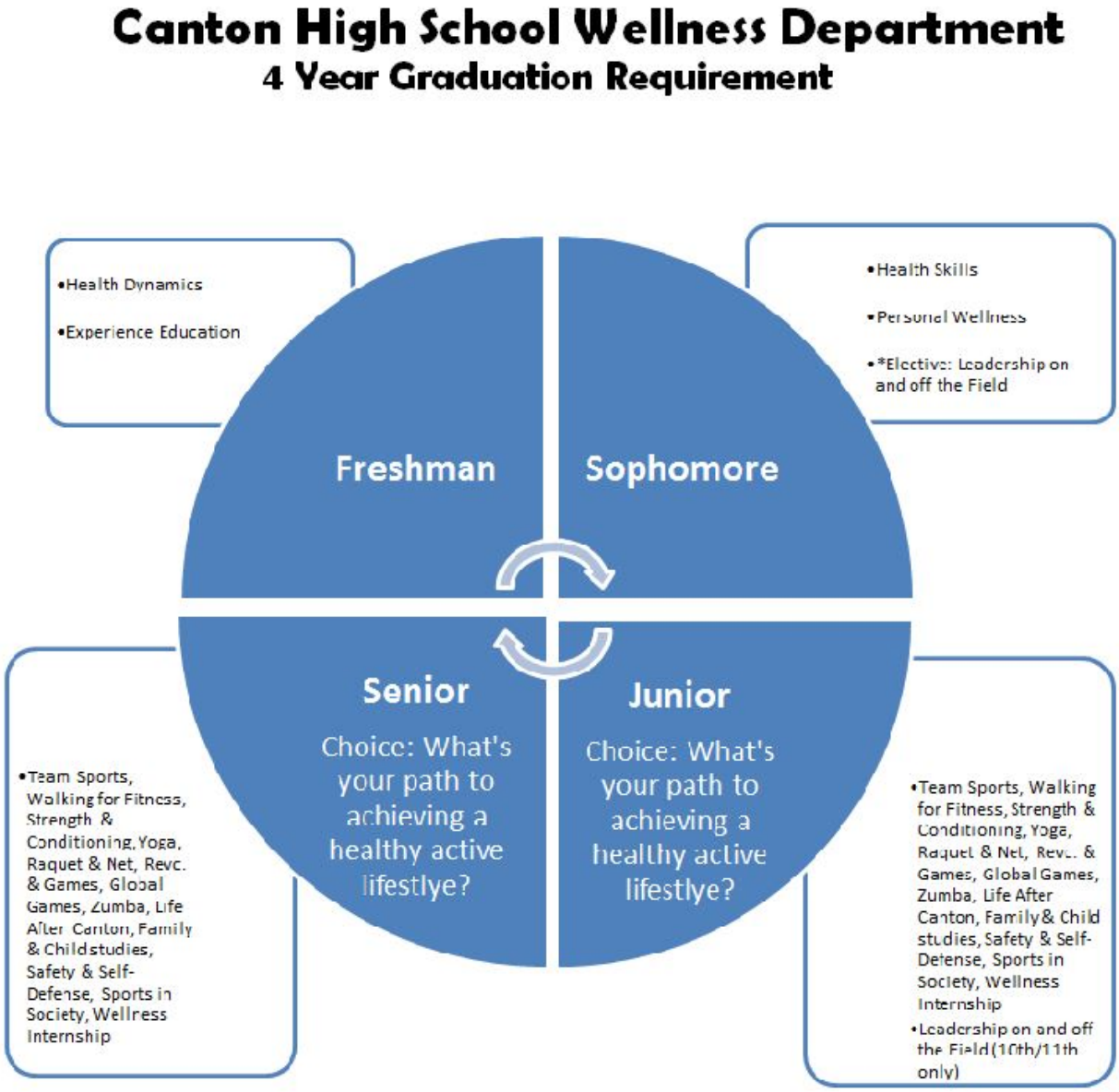
c) Sport/Event Videographer - Covering a major event each week outside of class

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



CHS 21ST CENTURY STUDENT EXPECTATIONS

Canton High School Wellness Department
4 Year Graduation Requirement

The Wellness Department courses comprehensively target, develop, and assess the following CHS 21st 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
Experience in Wellness	**###**	**CP**	**9**	**1.5**

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
Health Dynamics	**###**	**CP**	**9**	**1.5**

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
Personal Wellness	**###**	**CP**	**10**	**1.5**

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
Health Skills	**###**	**CP**	**10**	**1.5**

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
Leadership On and Off the Field	**###**	**Honors**	**10-11-12**	**3.0**

This elective leadership course is offered to sophomores, juniors and seniors in conjunction with Canton Athletics. Student athletes will be recommended to take this course by the Athletic Director and it will be taken into consideration while naming program captains. Aside from student athletes, this will be the first leadership development course offered by the Wellness Department. 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 different factions of the Athletic Department. These small group projects will require students to collaborate, research, and present publicly to stakeholders within the Athletic Department.

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 11th and 12th 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
Team Sports	**###**	**CP**	**11-12**	**1**

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
Walking for Fitness (Terms 1 & 4 only)	**###**	**CP**	**11-12**	**1**

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
Yoga	**###**	**CP**	**11-12**	**1**

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
Recreation & Games	**###**	**CP**	**11-12**	**1**

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
Racquet & Net Sports	**###**	**CP**	**11-12**	**1**

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
Life After Canton	**###**	**CP**	**11-12**	**1**

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 readiness 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
Global Games	**716**	**CP**	**11-12**	**1**

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
Fitness & Conditioning	**###**	**CP**	**11-12**	**1**

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
Safety & Self-Defense	**###**	**CP**	**11-12**	**1**

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
Sports in Society	**###**	**CP**	**11-12**	**1**

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
Zumba	**###**	**CP**	**11-12**	**1**

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
Family and Child Studies 1	**736**	**Honors**	**11-12**	**3**

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
Wellness Internship	**733**	**CP**	**11-12**	**1.5**

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 wellness coordinator.

Course Name	Course #	Level	Grade Level	Credits
Project Teammate	**###**	**CP**	**9-12**	**1.5**

Project Teammate is 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
Adapted Health	**###**	**CP**	**9-12**	**3**

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, 3
- 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 21st 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.

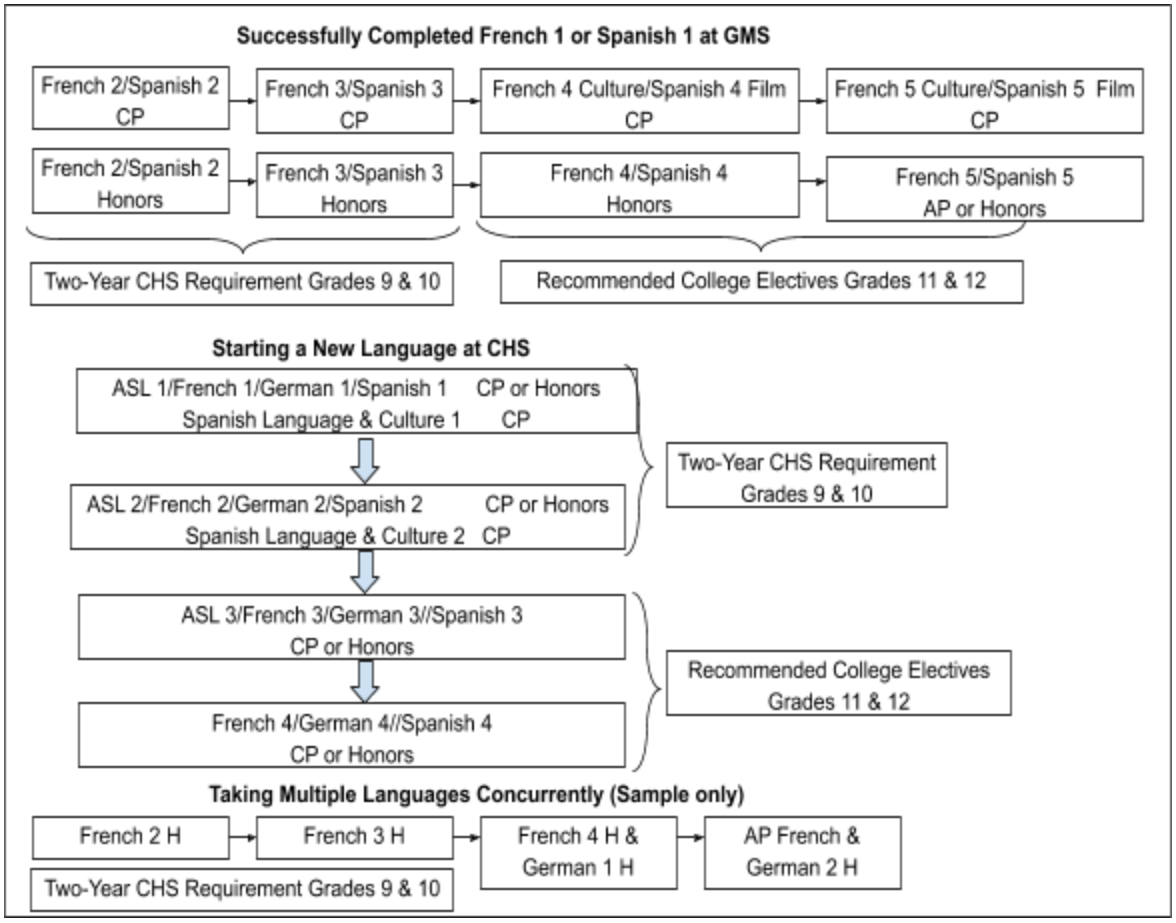
- Read widely and critically for a variety of purposes
- Write clearly, concisely and persuasively
- Communicate ideas and information effectively in an oral presentation

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
American Sign Language 1 440	**###**	**CP**	**9-12**	**6**
	441	**H***	**11-12**	**6**

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
American Sign Language 2	**442**	**CP**	**9-12**	**6**
	443	**H**	**11-12**	**6**

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 in the Francophone world 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.

Course Name	Course #	Level	Grade Level	Credits
American Sign Language 3	**444**	**CP**	**9-12**	**6**
	445	**H**	**11-12**	**6**

American Sign Language 3 is designed as a continuation of language skills introduced and developed in ASL 2. Focus is on developing grammatical and communicative proficiency. 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. **Recommended Coursework**: Successful completion of ASL 2 or teacher recommendation.

FRENCH LANGUAGE AND FRANCOPHONE CULTURES

Course Name	Course #	Level	Grade Level	Credits
French 1	**###**	**CP**	**9-11**	**6**
	409*	**H**	**11-12**	**6**

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
French 2	**402**	**H**	**9-12**	**6**
	403	**CP**	**9-12**	**6**

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
French 3	**404**	**H**	**10-12**	**6**
	405	**CP**	**10-12**	**6**

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
French 4	**406**	**H**	**11-12**	**6**

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
French 4 Culture	**407**	**CP**	**11-12**	**6**
French 5 Culture	**450**	**CP**	**12**	**6**

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
French 5	**408**	**H**	**12**	**6**
AP French Language & Culture	**400**	**AP**	**12**	**6**

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
German 1	**###**	**CP**	**9-12**	**6**
	410	**H***	**11-12**	**6**

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
German 2	**413**	**CP**	**10-12**	**6**
	412	**H**	**10-12**	**6**

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.
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Course Name	Course #	Level	Grade Level	Credits
German 3	**415**	**CP**	**10-12**	**6**
	414	**H**	**10-12**	**6**

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
German 4	**416**	**H**	**12**	**6**
	417	**CP**	**12**	**6**

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
Spanish 1	**###**	**CP**	**9-11**	**6**
	419	**H***	**11-12**	**6**

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
Spanish Language & Culture 1	**###**	**CP**	**9-11**	**6**
Spanish Language & Culture 2	**###**	**CP**	**10-12**	**6**

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
Spanish 2	**422**	**H**	**9-12**	**6**
	423	**CP**	**9-12**	**6**

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
Spanish 3	**424**	**H**	**10-12**	**6**
	425	**CP**	**10-12**	**6**

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
Spanish 4	**426**	**H**	**11-12**	**6**

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
Spanish 4 Film	**427**	**CP**	**11-12**	**6**
Spanish 5 Film	**429**	**CP**	**12**	**6**

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
Spanish 5	**428**	**H**	**11-12**	**6**

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 V 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 will 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
AP Spanish Language & Culture	**420**	**AP**	**11-12**	**6**

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
World Language Teacher Assistant	**###**	**H**	**12**	**3**

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
Global Studies	**458**	**H**	**9-12**	**3**
	457	**CP**	**9-12**	**3**

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
International Business Economics	**455**	**H**	**11-12**	**3**
	456	**CP**	**11-12**	**3**

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.

CANTON PUBLIC SCHOOLS
Overnight and Travel Out of State Field Trips
Superintendent/School Committee Request Form

CHS ☑ GMS ☐ HANSEN ☐ JFK ☐ LUCE ☐

GRADE: 10, 11 **TEACHER(S) IN CHARGE:** Dr Chamberland

1. Submit to Nursing and Administration at least ONE MONTH prior to trip departure date.

2. Complete all of the following information.

Program Information:

Destination of Field Trip, Activity: Quinnipiac University, Hamden, CT
(Venue, City, State)

Dates of Travel: 4/16/2020

Location of nearest medical facility for emergency care: Spring Glen Medical Center

Relevancy to Teaching Unit:

What is your current lesson plan? College Exploration

Educational Value of Trip: Exposure to college campus w/ informational setting

What do you have for follow-up plans? Discussions in Seminar

Program Specifics:

Time of Departure: 7:45 Time Scheduled to Return: 2:30

Number of Students Attending: 45 Cost per Student: $ 17

Number of CPS Chaperones: 2 Number of Additional Chaperones: _____

Total Number Substitute Staff needed: 0

Transportation: Connolly Bus or Local Motion

☑ Initial Principal Approval: [signature] Date: 12/12/19

Superintendent and School Committee approval are required.
Allow a minimum of one month for planning

☐ Approved by Superintendent _____ Date: _____

☐ Approved by School Committee _____ Date: _____

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

CANTON PUBLIC SCHOOLS

Overnight and Travel Out of State Field Trips
Superintendent/School Committee Request Form

CHS ☒ **GMS** ☐ **HANSEN** ☐ **JFK** ☐ **LUCE** ☐

GRADE: 9-12 **TEACHER(S) IN CHARGE:** Kevin Holm & Heidi Olson

1. **Submit to Nursing and Administration at least ONE MONTH prior to trip departure date.**
2. **Complete all of the following information.**

Program Information:

Destination of Field Trip, Activity: United Nations, 9/11 Memorial New York, NY
(Venue, City, State)

Date(s): March 23, 2020

Location of nearest medical facility for emergency care: Bellevue Hospital Center, 462 1st Avenue, New York, NY 10016

Relevancy to Teaching Unit:

What is your current lesson plan: Global Studies and International Business Economics students will tour the United Nations and the 911 Memorial Museum.

Educational Value of Trip: Club students who have expressed interest in studying International Relations, Peace Studies, and Global Business may attend.

What do you have for follow-up plans?

Program Specifics:

Time of Departure: 5 AM

Time Scheduled to Return: 11 PM

Number of Students Attending: maximum of 40

Cost per Student: $ $150 (includes private charter, museum, tours, & lunch money)

Number of CPS Chaperones: 4

Number of Additional Chaperones:

Total Number Substitute Staff needed: 4

Transportation: Private charter bus

Initial Principal Approval: [signature]

Date 1/23/2020

Superintendent and School Committee approval are required.

Allow a minimum of one month for planning

☐ **Approved by Superintendent** _____ **Date** _____

☐ **Approved by School Committee** _____ **Date** _____

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

UNITED NATIONS
VISITOR CENTRE

(/)

ASK A QUESTION (/CONTENT/ASK-QUESTION-0)

REQUEST A SPEAKER (/CONTENT/BRIEFINGS-0)

BUY TICKETS (HTTPS://FAREHARBOR.COM/EMBEDS/BOOK/VISIT-UN/?FULL-ITEMS=YES&FLOW=212697)

DUE TO THE ONGOING CASH CRISIS, THE UNITED NATIONS HEADQUARTERS BUILDINGS WILL BE CLOSED TO VISITORS ON WEEKENDS (SATURDAY-SUNDAY) UNTIL FURTHER NOTICE (/content/due-ongoing-cash-crisis-united-nations-headquarters-buildings-will-be-closed-visitors)

Briefings

Details about Briefings
In-house Briefings
Outside Speaking Engagements
Briefings via Video-Conference/Skype

Details about Briefings

^Top

Groups of 20 or more participants taking a guided tour can also request a briefing from a UN expert on a range of topics, from peacekeeping and human rights to the Sustainable Development Goals, as well as a general overview of the work of the Organization and its history. The UN Speakers' Bureau can also facilitate outside speaking engagements and videoconferences.

In-house Briefings

^Top

- To request a briefing via VTC or Skype click **HERE** (https://visit.un.org/content/request-form-briefings-video-conference#overlay-context=content/request-form-invite-un-speakerschedule-briefing-your-location).
- If you are unable to visit UN Headquarters or to host a speaker, we can connect you to a speaker via VTC or Skype.
- Requests must be made a minimum of 8 weeks in advance.
- Costs apply for the use of VTC equipment.

VISITOR CENTRE

> **Tour (/content/tour-1)**

> **Arrival (/content/arrival-0)**

> **Briefings (/content/briefings-0)**

> **Resources (/content/resources-0)**

UNITED NATIONS (HTTPS://WWW.UN.ORG/EN/INDEX.HTML)

About Us (/content/more-about-un-0) | Contact Us (/content/contact-us-1) |
FAQ (/content/frequently-asked-questions-0) | Jobs (/content/recruitment-0) |
Copyright (https://www.un.org/en/sections/about-website/copyright/) |
Fraud Alert (https://www.un.org/en/sections/about-website/fraud-alert/) |
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Terms of Use (https://www.un.org/en/sections/about-website/terms-use/)

UNITED NATIONS VISITOR CENTRE

United Nations Visitors Centre
visit.un.org
(212) 963-4440
unitg@un.org

← Choose Your Tour

Choose Your Tour › Private Group Tour Request

Private Group Tour Request

New York, NY

For large groups (21 persons or more)

For a private tour experience for small groups (20 persons or less), without other visitors joining, please select the option "Private Tour" on the Public Guided Tours page. Please note that this option is only available for tours with 20 tickets left.

For a private tour experience for large groups (21 persons or more), please submit a group tour request.

To make a Group Tour request

Since group tours are booked in increments of 20 persons (blocks), you are required to **purchase a minimum of 2 private group tour blocks** (1 private group tour block = 20 people maximum).

For example, if your group total is from 21 to 40 people, you must purchase two (2) private group tour blocks; for 61 to 80 people, four (4) private group tour blocks must be purchased.

For security reasons, we can send a **maximum of 20 guests per tour**

Rates: 2019

On your guided tour, you will have the opportunity to interact with one of our 24 multilingual Tour Guides from 15 countries, speaking over 10 languages, with up-to-date information about the work of the United Nations.

Please note that tours are offered in the United Nations' six official languages (Arabic, Chinese, English, French, Russian, and Spanish). Based on availability, tours in other languages, such as German, Hebrew, Italian, Japanese, Korean and Portuguese, are also offered upon request.

Security

You need to arrive at the UN entrance **60 minutes prior** to the scheduled tour time for the security procedures. Click **HERE** for the details

Closed Dates

December 25th 2019 »»» Christmas Day
January 1st 2020 »»» New Year's Day
February 17th 2020 »»» Presidents' Day
April 10th 2020 »»» Good Friday

Contact us

Please contact the **Group Reservation Unit** at **unitg@un.org** with any Private Group Tour related inquires.

You can also call: 212 963 TOUR (8687), Option 3.

All prices are in US dollars
Direct online booking powered by FareHarbor.com

UNITED NATIONS VISITOR CENTRE

United Nations Visitors Centre
visit.un.org
(212) 963-4440
unitg@un.org

Thanks for booking with us! We've emailed you this confirmation.

If you need to make a change, please call (212) 963-4440. We look forward to seeing you!

Heidi Olson
olsonh@cantonma.org
7818215050

Booking #50916299

Private Group Tour Request

~~Wednesday~~ Monday, March ~~25~~ 23th 2020
1 Group Tour Request

We have received your Private Group Tour booking request!

Group Reservations will email you shortly with availability based on your desired dates and time slots. We will make every effort to accommodate your group but cannot guarantee it. Thank you for your understanding.

Cancellations

All sales are final.
We do not offer any refunds or exchanges once the tour has been paid.

Details

Group Tour Request

How many Adults are in your tour group?: 4
How many Students are in your tour group?: 36
Group Name: Canton High School
Company Name: Canton Public Schools
Please select your preferred language: English
Please select your preferred payment method: Check via FedEx/USPS Express (with a tracking #)
1st Preferred Tour Date (Weekdays only): 3/25/2020
1st Preferred Tour Time (You need to arrive 60 min before your tour time for security): 10:45am
I acknowledge and understand the following: Yes
Comments: Hello, We are a high school global studies, international business economics, and world languages group and this is the first time that we will be coming to the United Nations. Our German Exchange program has visited the UN, but I am not sure if this group has had a private tour before and we do not know how it compares to a "regular group tour." Our students are studying the UN Sustainable Development Goals and would be interested in seeing if our UN speaker can tailor the tour to our needs and areas of study. Could you kindly advise? Thank you very much for your help. Sincerely, Heidi Olson

HOME / VISIT

Museum Admission and Tours

	Adult	
Museum Admission	$26	TICKETS
Museum Admission + Museum Tour	$46	TICKETS
Museum Admission + Memorial Tour	$41	TICKETS

Featured and Seasonal Tours

Early Access Museum Tour	TICKETS
Museum + Memorial Tours	TICKETS
Youth and Family Tour	TICKETS
Official 9/11 Memorial Guided Tour	TICKETS

Partners

Workers	FREE	RESERVATIONS
FDNY/NYPD/PAPD	$12	TICKETS
Active/Retired U.S. Military	FREE	TICKETS
Free Admission Tuesdays	FREE	TICKETS

* Free Admission Tuesday tickets are distributed on a first-come, first-served basis at the Museum starting at 4 p.m. The distribution time is subject to change.

- The 9/11 Memorial is free and open to the public daily from 7:30 a.m. to 9 p.m.
- Museum tickets can be purchased up to six months in advance and include entry to all exhibitions.
- Last admission is two hours prior to closing.
- Children under the age of 7 receive free admission, but a ticket is required for entry.

LOCATION

180 Greenwich Street
New York, NY 10007
View on map

reservations@911memorial.org

(212) 312-8800

Contact Us

About

Media Center

HOURS

Museum, Open Daily
Sunday to Thursday, 9 a.m. to 8 p.m.
(6 p.m. last entry)

Friday and Saturday, 9 a.m. to 9 p.m.
(7 p.m. last entry)

Memorial, Open Daily
7:30 a.m. to 9 p.m.

Get Tickets

Museum Store

LEARN MORE

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Calendar

STAY INFORMED

Join our mailing list to receive the latest updates on news, events, and programming.

PHOTO BY JIN S. LEE

School Programs

The Museum offers a diverse set of inquiry-based programs that challenge students to think critically about a wide range of topics related to 9/11, as well as the option to self-guide. This page features information about available school programs, self-guided school visits, pricing, and getting here.

PHOTO BY JIN S. LEE

School Programs

All programs include an introduction to the Museum in the Museum's Education Center followed by an educator-led tour of select artifacts.

EXPLORING 9/11 (Grades 6–12)

Explore what happened on 9/11 by investigating artifacts in the Museum to reveal the stories they tell. Students are introduced to the events of the attacks and challenged to consider their ongoing impact.

Common Core Standards met: RI 7; W 7; W 8; SL 1; SL 2; SL 4

MEMORIALIZING 9/11 (Grades 6–12)

Discover the many ways we remember 9/11 and how people from around the world responded in the aftermath by investigating exhibitions throughout the Museum.

Common Core Standards met: RI 7; W 7; W 8; SL 1; SL 2; SL 4

REPERCUSSIONS OF 9/11 (Grades 9–12)

Consider the ways in which the country has changed in a post-9/11 world. Students examine artifacts and other primary sources that encourage them to think critically about how 9/11 connects to the present day.

Common Core Standards met: W 1; W 9; R 1; R 7; SL 1; SL 3; SL 4

Note: This workshop requires students to have a basic knowledge of the events of 9/11 and includes a visit to the historical exhibition.

EXPLORING 9/11 FOR YOUNG LEARNERS (Grades 3–5)

Assume the role of a detective, looking closely at age-appropriate artifacts and images to understand what happened on 9/11 and how people responded after the attacks.

Common Core Standards met: RI 7; W 7; W 8; SL 1; SL 2; SL 4

the Arthur M. Blank Family Foundation, grant funding is available for qualifying schools from the tri-state area. Visit the **FAQ** page for more information.

New York City Schools K–12
Museum visit and guided school program - FREE
Museum visit only - $8.00

Tri-State, Arlington, Virginia, and Shanksville, Pennsylvania, Schools K–12
Museum visit guided school program - $13.00*
Museum visit only - $12.00
*Guided school programs are free for a limited number of schools from New York State, New Jersey, and Connecticut.

All Other Schools K–12
Museum visit and guided school program - $16.00
Museum visit only - $15.00

Tickets are nonrefundable. For questions or changes to your reservation, please contact the Group Sales Department at (212) 266-5200 Monday through Friday, 9 a.m. to 4:30 p.m. EST. For questions related to workshop content, please contact **schoolprograms@911memorial.org**.

Conduct

We require that students and chaperones conduct themselves appropriately in the Museum. Failure to do so may result in dismissal from the building.

Conduct

Frequently Asked Questions

Find answers to your questions about class visits to the 9/11 Memorial & Museum.

Learn more

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Gray, Gray & Gray Scholarship information:

Since 1945, Gray, Gray & Gray has gone beyond the numbers to provide our clients with the advisory and accounting services needed to help them succeed. Our depth of experience and scope of services give us the resources necessary to provide the information and insights our clients need to make more informed decisions for their business as well as their personal financial life. Top that off with deep, long-lasting relationships, and you can see why partnering with Gray, Gray & Gray is the clear choice for our clients!

This $2,000.00 scholarship will be awarded to a Canton High School Senior, graduating in 2020, who will be attending a 4-year accredited college and majoring in Accounting. Special consideration will be given to any candidate who plans to attend Assumption College, Bentley University, Curry College, or Merrimack College. The award is based on merit community involvement, and financial need. Gray, Gray & Gray would like to participate in the selection process of the scholarship recipient. It shall be paid directly to the college or University on the recipient's behalf after satisfactory completion of the first semester of college (payment contingent on 3.0 minimum GPA to be confirmed on semester one transcripts). The recipient of this scholarship will also be given special consideration with regards to participating in a paid internship at Gray, Gray & Gray, LLP during their Junior year (Winter 2023 or Summer 2023) of college.

GRAY GRAY & GRAY®
CERTIFIED PUBLIC ACCOUNTANTS | ADVISORS
BEYOND THE NUMBERS

Gray, Gray & Gray, LLP

Scholarship Award Application

Application date: _____

This $2,000.00 scholarship will be awarded to a Canton High School Senior, graduating in 2020, who will be attending a 4-year accredited college and majoring in Accounting. Special consideration will be given to any candidate who plans to attend Assumption College, Bentley University, Curry College, or Merrimack College. The award is based on merit, community involvement, and financial need.

Name: _____

Address: _____

This application and your official transcript must be returned to the Guidance Office by:

Due Date: April 9, 2020

Because we are not requiring family financial information, **an EFC number is required**. It is your responsibility to record this number on the application as soon as you receive it. The EFC number is found in the upper right-hand corner of your Student Aid Report which you receive after you file your FASFA. **EFC #** _____

An essay outlining your immediate and future goals should be attached to this application.

College You Plan on Attending:

_____

Major Field of Study:

_____

Tuition per Year:

_____

Room and Board:

_____

Friends of Doc Levrault Scholarship Foundation

The Friends Of Doc Levrault Scholarship Foundation was established by members of the Levrault family. Through fundraising and the generosity of friends and the Canton community, we are able to award scholarships to deserving Canton High School seniors. Dr.Richard Levrault started his career as a high school Math teacher. He went on to become a General Practitioner and cared for patients in the town of Canton for several years. In addition, he loved the Canton community and served on both the School Committee and the Board of Health. He passed away in May 2017.

Scholarship amount:
$1,200.00

Payment:
The scholarship will be paid in 3 increments. One third ($400.00) will be awarded after graduation. Another third ($400.00) will be paid upon the successful completion of one semester of college, and the last third ($400) will be paid upon completion of the second semester.

Application Requirements:

1. Proof of attendance from grades 6-12 in the Canton Public Schools.
2. Canton High School graduate in 2020.
3. Accepted and enrolled in college and majoring in the area of education or a related subject.
4. A letter of recommendation from an adult (non-relative) who can comment on character and work ethic.
5. Proof of community involvement
6. High School Transcript
7. Essay (about 250 words) on your most meaningful experience with your community and what lessons you have learned through your community involvement.

Selection Process:
The recipient of this scholarship will be selected by the members of the Friends of Doc Levrault Board Members.

Friends of Doc Levrault
Scholarship Application

APPLICANT
NAME:_____

_____

ADDRESS:_____

_____

TELEPHONE:_____

MOTHER'S
NAME:_____

FATHER'S
NAME:_____

GUARDIAN NAME (if applicable):_____

YEARS ATTENDED CANTON PUBLIC SCHOOLS:_____

EXTRA CURRICULAR ACTIVITIES (Scholastic/Sports/Arts, etc)

_____

_____

_____

_____

AWARDS (scholastic or other)

_____

_____

_____

COMMUNITY SERVICE:

_____

_____

_____

_____

COLLEGE YOU PLAN TO ATTEND:

_____

MAJOR FIELD of STUDY:

_____

PART TIME EMPLOYMENT:

_____

_____

OPTIONAL DATA YOU WISH TO PROVIDE:

_____

I CONFIRM THE ABOVE INFORMATION TO BE TRUE, ACCURATE, AND WRITTEN INDEPENDENTLY BY THE APPLICANT.

SIGNATURE OF APPLICANT:

_____

SIGNATURE OF PARENT/GUARDIAN

_____

Current CPS Policy

File: JKAA

PHYSICAL RESTRAINT POLICY

Physical restraint is defined as the use of bodily force to limit a student's freedom of movement. Physical restraint shall only be used as a behavior management tool when other less intrusive alternatives have failed or been deemed inappropriate. In the event that physical restraint is required to protect the safety of school community members, the Canton Public Schools has enacted the following policy and procedures to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the Use of restraint. These procedures shall be annually reviewed, provided to school staff, and made available to parents of enrolled students.

N.B. Nothing in the foregoing paragraph or in the policy/procedures which follow precludes any teacher, employee or agent of the Canton Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious harm.

1. Staff Training (according to the Procedures Manual)

   A. All staff/faculty will receive training regarding the school's restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.

   B. Required training for specified staff will include review of the following:

      (1) The District's restraint policy;

      (2) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors;

      (3) Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;

      (4) Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and

Physical escort is defined as touching or holding a student without the use of force for the purpose of directing the student. Physical escort is **not** physical restraint and is not covered by this policy/procedures.

      (5) Identification of program staff who have received in-depth training (as set forth below in section C) in the use of physical restraint.

   C. Designated staff members shall participate in at least sixteen hours of in-depth training in the use of physical restraint.

      (1) At the beginning of the school year, the principal will identify those staff who will participate in in-depth training and who will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.

      (2) In-depth training will include:

         a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint;

b. A description and identification of dangerous behaviors on the part of a student that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and

e. Demonstration by participants of proficiency in administering physical restraint.

(3) Staff/faculty will review any behavior plans pertaining to special techniques for identified students.

2. Administration of Physical Restraint

A. Physical restraint may only be used in the following circumstances:

(1) When non-physical interventions would be or have been ineffective; and

(2) The student's behavior poses a threat of imminent, serious, harm to self and/or others.

B. Physical restraint is prohibited in the following circumstances:

(1) As a means of punishment; or

(2) As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.

However, if the property destruction or the refusal to comply with a school rule or staff directive could escalate into, or could itself lead to serious, imminent harm to the student or to others, physical restraint is appropriate.

3. Chemical/Mechanical/Seclusion Restraints Prohibited

A. Chemical restraint — the administration of medication for the purpose of restraint —is prohibited unless explicitly authorized by a physician and approved in writing by the parent(s)/guardian(s).

B. Mechanical restraint — the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his/her body is prohibited unless explicitly authorized by a physician and approved in writing by the parent(s)/guardian(s). A protective or stabilizing device, such as a harness, lap or other belts for securing a child in a chair, ordered by a physician or a therapist shall not be considered mechanical restraint

C. Seclusion restraint — physically confining a student alone in a room or limited space without access to school staff— is prohibited. However, the use of "time out" procedures during which a staff member remains accessible to the student, although not necessarily present, shall not be considered "seclusion restraint."

4. Reporting Requirements

   A. Program staff shall report any use of physical restraint.

   B. The staff member who administered such a restraint shall verbally inform the Principal of the restraint as soon as possible, and by written report no later than the next school working day.

      (1) The written report shall be provided to the principal or his/her designee, except the Principal shall prepare the report if the principal administered the restraint;

      (2) The Principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department of Education, upon request.

5. The Principal or his/her designee shall verbally inform the student's parent(s)/ guardian(s) of such restraint as soon as possible, and by written report postmarked no later than three school working days following the use of such restraint.

   A. If the school customarily provides school related information to the parent(s)/guardian(s) in a language other than English, the written restraint report shall be provided in that language.

6. The written report required by both sections B and C shall include those documents in the procedures manual.

7. Parent(s)/guardian(s) may voluntarily waive the reporting requirements as stated above for restraints that do not result in serious injury to the student or a program staff member and do not constitute extended restraint.

   (1) The Canton Public Schools may seek such individual waiver for students who present a high risk of frequent, dangerous behavior that may require the frequent use of restraint.

   (2) The Canton Public Schools shall not require parental consent to such a waiver as a condition of admission or provision of services.

   (3) Parent(s)/guardian(s) may withdraw consent to such waiver at any time without penalty.

   (4) Extended restraints and restraints that result in serious injury to a student or program staff member must be reported as described above regardless of any individual waiver.

   (5) The following documentation regarding individual waiver of reporting requirements will be maintained on-site in the student's file and will be made available for inspection to the Department of Education upon request:

      A. Informed written consent of parent(s)/guardian(s) to the waiver, which shall specify those reporting requirements listed above that the parent(s)/guardian(s) agrees to waive; and

      B. Specific information regarding when and how the parent(s)/guardian(s) will be informed regarding the administration of all restraints to the individual student.

8. Complaint Procedures

A student or representative who has a complaint regarding the District's restraint practices may report the matter to the building principal. In the event the principal is alleged to have engaged in improper restraint practices, the report should be made to:

Debra Bromfield, Director of Student Services
781-821-5060 Ext. 1244
Canton Public Schools
960 Washington Street
Canton, MA 02021

Complaints must be filed in writing within 30 school days of the event giving rise to the complaint and must include (1) a description, in as much detail as possible, of the alleged events; (2) the date and location of occurrence; and (3) all persons who have knowledge of the events (witnesses), as can be reasonably determined.

District personnel will investigate the reported events, including interviewing witnesses deemed necessary and appropriate to determine the facts relevant to the complaint. Such investigation will generally be completed and a written disposition made within twenty school days of receiving the complaint. If this time line is not met, the reason(s) for not meeting will be documented.

Employees should note that violation of this policy (i.e., the Regulations) may result in disciplinary action, subject to applicable procedural and contractual requirements. It is understood that in the event a resolution contemplated by the Canton Public Schools involves disciplinary action against an employee, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to cease specific conduct with respect to the complainant).

If the complaint is not satisfied with an initial disposition, the grievant may appeal to the Superintendent, who can be contacted as follows:

Superintendent of Schools
781-821-5060 x 1125
Canton Public Schools
960 Washington Street
Canton, MA 02021

9. Students with Disabilities

A. Restraints may be administered to a student with a disability pursuant to the student's Individualized Education Plan or other written and agreed upon plan developed in accordance with state and federal law, subject to the following exceptions:

(1) The limitations on chemical, mechanical, and seclusion restraint as stated above shall apply; and

(2) The training and reporting requirements described in this policy shall apply.

Approved:
Reviewed:
Revised:

PHYSICAL RESTRAINT OF STUDENTS

All schools and programs within the Canton Public Schools are committed to maintaining an orderly, safe environment conducive to learning for all students and staff. It is the policy of the Canton Public Schools that physical restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate in accordance with 603 CMR 46.00 et seq.

The use of mechanical restraint, medical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b); the use of restraint inconsistent with 603 CMR 46.03, and seclusion is prohibited. The use of "timeout" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

Notwithstanding the above, in the event of an emergency in which physical restraint is deemed the only appropriate option to prevent injury to students and/or staff, nothing shall preclude a teacher or District employee from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The Superintendent or designee will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to notify a parent of the use of restraint orally within 24 hours of its imposition and in writing within 72 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Procedures for conducting periodic review of data and documentation on the use of physical restraints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A process for obtaining Principal approval for a time out exceeding 30 minutes.
- A process for obtaining Principal approval for a restraint exceeding 20 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in a training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's restraint prevention and behavior support policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of discipline or punishment, or as a response to the destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of assault or imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.

No written individual behavior plan or individual education program (IEP) may include the use of physical restraint as a standard response to any behavior.

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

LEGAL REFERENCE: M.G.L>, 71:73G
CROSS REFERENCE: C-10 Restraint of Students in the Canton Public Schools

Approved:
Reviewed:
Revised:

CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller
Superintendent of Schools

Patricia Kinsella
Assistant Superintendent

Debra L. Bromfield
Director of Student Services

Barry S. Nectow
School Business Administrator

960 Washington Street, Canton, MA 02021
Telephone: 781-821-5060
Fax: 781-575-6500
www.cantonma.org

To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.

The following recommendations outline the Superintendent's Budget Message for Fiscal Year 2021 (FY21). Annually, the School Committee charges the Superintendent to create the recommended financial plan for the upcoming school year. This year's Budget Message is being presented early, November 18, 2019. In the past, the Superintendent has presented the next fiscal year's recommendations to the School Committee in early January. Even with the accelerated timeline, I am pleased to present a well thought out plan that is the result of coordination and collaboration across the schools and throughout the district.

In accordance with the School Committee's budget guidelines, the Superintendent's Budget Message is based on the Canton Public Schools Strategic Framework. The Strategic Framework is a document that outlines our aspirations and ambitions for Canton's students and staff of the public schools. It is an expression of our collective areas of focus that define the student experience we believe is both essential for and the right of every child to prepare them for future success in our ever-changing world. Our fiscal plan outlines the resources that are either *required by contracts* and/or state and federal regulations (R/C), needed *to maintain the high quality* of education in CPS (MQ), or are a *quality enhancement* (QE) in support of the purpose and vision of the schools.

The Strategic Plan's four Long-term Strategic Objectives:

1. Achieving Educational Excellence & Ensuring Equity;
2. Cultivating School Climate & Culture;
3. Transforming Teaching & Learning; and,
4. Achieving District Excellence.

Each of the four sections provides a description of the FY21 needs related to the Strategic Framework's Long-Term Objectives.

1. ACHIEVING EDUCATIONAL EXCELLENCE & ENSURING EQUITY $437,487

To attain educational excellence across all schools, in every classroom, every day, in support of consistently high growth and outcomes for every student

District English Language Teacher (0.4 FTE) **$29,424**

Due to the number of students entering the district with no prior experience with the English language, there is a need for a full time teacher to provide required services to English learners at CHS and GMS. Currently, there is only a .6 FTE shared across these schools. **R/C**

Hansen School Nurse, RN (1.0 FTE) **$73,561**

As a public school system, we are required to provide what every student needs in order to access the school experience and, in this case, a full time Registered Nurse (RN) is needed for students with medical needs at the Lt. Peter M. Hansen Elementary School. **R/C**

GMS World Language Teacher (0.2 FTE) **$14,712**

Currently, in school year 2019-2020, there are 478 students in the 7th and 8th grades taking a World Language. Given the advancement of grade levels at GMS, next year there will be an increase of 66 students (544 total) taking either French or Spanish. An additional .2 FTE is needed in order to maintain reasonable class sizes and support ongoing educational excellence in our World Language department at GMS. **MQ**

GMS Science/Math Teacher (1.0 FTE) **$73,561**

GMS English/Social Studies Teacher (1.0 FTE) **$73,561**

One of the priorities at the Galvin Middle School is to develop a true middle school model at each grade level. Grade level teams are the foundation of a true middle school model and are at the heart of the culture and climate that we are working to create. Teams are also the key to being able to provide interdisciplinary projects that transform teaching and learning and that allows us to provide high quality instruction to all students across the school. In order to maintain recommended team sizes and teacher ratios, two teachers dually certified - one Science/Math and one English/Social Studies - will allow for the creation of a smaller team in grade 6, while maintaining three full teams at each of the grades 7 and 8. **MQ**

GMS Visual Arts Teacher (0.2 FTE) **$14,712**

An additional .2 FTE in Visual Arts at GMS is needed to maintain effective class sizes, to reduce the number of students assigned to studies, and further support the integration of Visual Arts in Science, Technology, Engineering and Math (STEM). **MQ**

GMS & CHS Visual Art Supplies **$1,600**

The cost of art supplies continues to increase, so the funding for these supplies needs to be adjusted in order to maintain the quality of the student experience in Visual Arts at CHS and GMS. **MQ**

GMS World Language Instructional Materials - French **$13,743**

Following the upgrade in Spanish, new, up-to-date, proficiency-based instructional materials are needed for grade 8 students who study French. Currently, teachers are creating their own materials and are in need of these new materials in order to maintain the high-quality program. **MQ**

CHS World Language Instructional Materials **$33,672**

All Spanish, French, and German students in levels 1, 2 and 3 are in need of up-to-date, proficiency-based instructional digital materials. These instructional materials would provide every student across the languages new, engaging and student-centered curriculum support. **MQ**

Advanced Placement (AP) Psychology eBooks and Licenses **$7,543**

The CHS AP Psychology course is using an online subscription-based software with ebooks which expires this school year; the licenses need to be renewed. This AP approved online text was first purchased 5 years ago, and there is a desire to stay with this high-level text to support students in AP Psychology. **MQ**

AP Biology eBooks and Licenses **$6,049**

The CHS AP Biology course is currently using an online, subscription-based software which expires this year; the licenses need to be renewed in order to maintain an AP approved online text. **MQ**

Elementary Classroom Supplies & Materials **$30,000**

Currently, the elementary schools' CAPTs (Canton Association of Parents and Teachers) reimburse classroom teachers for some of the expenses to outfit their rooms. We are establishing a common standard for provisioning elementary classrooms. Supporting this expense within the school district's operating budget allows the CAPTs to focus their funds on enhancement programs and special events. Also, many elementary educators are making changes to their classrooms to create the necessary environment to support the various needs of children, including rugs, a variety of comfortable chairs and attractive storage bins. **MQ**

GMS Math Team **$2,500**

The new GMS Math Team provides students passionate about math the opportunity to expose them to competitive and challenging mathematics that extends their learning. In its inaugural year, 40 students signed up for the new GMS Math Team. In addition to leading the team with a larger than expected turnout, the Math Team coach oversees the MathCounts program and the AMC8 competition. Given its popularity and desire to provide students with a meaningful experience, another coach is necessary. With two coaches, the expected student to coach ratio would be closer to 20:1. Beyond another stipend, the additional funds would support registration fees and transportation. **QE**

District Nurse for Community Outings RN (0.8 FTE) **$58,849**

This position would provide the services for students to participate fully in activities outside the school building. Specifically, these activities are an integral part of the Transitional Program for our students ages 18-22. **QE**

CHS English Books for Classroom Libraries **$3,000**

In order to maximize student engagement and ensure equity of learning, the CHS English Department seeks to diversify its core texts and offer a variety of independent reading options in each classroom. The goal of the department is to balance canonical literature, important for cross-cultural and cross-generational connections, with literature that is new to classrooms and/or newly published. This funding would create an ongoing line item with the focus of providing a relevant learning experience with contemporary texts. In order to promote authentic student choice, we need to offer texts that represent a wide array of voices and experiences. **QE**

CHS Wellness Supplies for Life After Canton **$1,000**

Life After Canton is the most popular Wellness elective at CHS. This course would be enhanced with ongoing supplies, for example groceries, in order to provide an authentic experience for students. Students enjoy using the high school kitchens and a variety of recipes that they can use well beyond their time at CHS. **QE**

2. CULTIVATING SCHOOL CULTURE & CLIMATE $214,486

To create and sustain a school climate and culture that support a rich educational environment for all students and staff

District Nurse, RN (1.0 FTE) **$73,561**

This position would bring back the resource previously available within the district that was cut due to budget constraints. With the support of an additional District Nurse, existing school-based nurses could be available to collaborate with Health teachers and classroom teachers to advance the study of health related topics, such as vaping cessation, nutrition, and mental/emotional wellness. In addition, the District Nurse would help combat the challenges of seeking outside per-diem nurses for general nurse absences, field trip assignments and support with required screening across the district. **QE**

GMS Health Teacher (1.0 FTE) **$73,561**

Wellness education is an important part of school culture. Currently, at GMS, Health is a special that meets for half of the school year, not a full-year like other specials. This enhancement allows for the re-design of the middle school Health (with attention to bully prevention, physical health, and mental/emotional health) and further support the development of a caring and collaborative culture at GMS. **QE**

GMS Lunch Aides (0.6 FTE) **$10,800**

This request would provide two adults as Lunch Aides at GMS and, therefore, create equitable professional time available among GMS teachers. This resource will allow teachers of specials (e.g., Visual Arts) to engage in conversations to create interdisciplinary units and share best practices in teaching and learning, both of which will lead to high quality instruction for students across the board. **QE**

GMS Athletics Program **$16,000**

Previously at GMS, there was a self-funded football team and cheerleading squad. The programs were discontinued as participation dropped. These funds would support the start of a middle school athletics program, beginning with a fall cross-country team. A cross-country team could draw large numbers of students without great expense and provides an athletic opportunity at GMS that is widely accessible. The cross-country team would practice at GMS and compete with other local schools. **QE**

Bus Monitors (2.0 FTE) **$40,564**

Approximately 62% of CPS students access bus transportation, which is offered to students beyond the required grade and distance from school. This resource would allow two adults to travel on school buses, assigned both randomly and on an as-needed basis. It is our intention that beyond the bus drivers, the bus monitors would help to create a safe and secure experience for every student. **QE**

3. TRANSFORMING TEACHING & LEARNING $221,561

To create rigorous, relevant, and contemporary learning experiences so that the PreK-12 journey supports student development and prepares students for their futures

Preschool Performing Arts Instructional Materials **$500**

This request would support the ongoing integration of Performing Arts in preschool. With instruments, puppets, and props the music will be able to come alive. The funds will maintain a meaningful connection and engagement for nonverbal students and develop a more hands-on approach to music for everyone. **MQ**

PreK-5 STEAM Material **$2,000**

Funds for materials are vital to the ongoing growth of the PreK-5 STEAM program in CPS. The district successfully hired a PreK-5 STEM Coordinator who is supporting teachers with the implementation of the new science standards, while promoting and revitalizing STEAM education. **MQ**

PreK-5 Humanities Coordinator (1.0 FTE) **$102,000**

This is the second of two content leaders needed in the elementary schools. A PreK-5 STEM coordinator was added this year, showing the much needed support for teachers. This position will provide a similar level of support that our GMS and CHS educators have through their building-based Department Chairs (please see the accompanying organizational charts). The PreK-5 Humanities Coordinator would oversee professional development, curriculum and instruction, and assessment in literacy and social studies. The PreK-5 Humanities Coordinator would work with educators to ensure that our units of study and instruction are aligned with the standards, monitor student progress on district assessments, and ensure that professional development for PreK-5 educators supports their needs. We are in a position with the new social studies standards and changes in literacy that this leadership is vital to maintain high quality experiences in the humanities for all students. **MQ**

GMS Design, Engineering and Technology Teacher (1.0 FTE) **$73,561**

This additional teacher is required to continue to engage students in design thinking to solve real-world problems, maintain safe class sizes and extend the elective from half the year to a full year, thus reducing studies. **MQ**

GMS Project Based Learning (PBL) Professional Development **$13,500**

Educators at GMS are focusing on transforming teaching and learning, as evidenced in this year's STEAM Week. Providing an introductory PBL workshop facilitated by a PBLWorks national faculty trainer is essential to building the capacity of staff to create high quality project based learning experiences for students. In addition, by providing high quality professional development, we continue to build our professional learning communities and nurture educators' creativity and innovative approaches to teaching and learning. **QE**

Summer Curriculum Work **$30,000**

Last year, many CPS teachers engaged in productive curriculum work over the summer. Working beyond the school year allows for extended and uninterrupted professional collaboration. The requested funds would allow the continuation and expansion of teacher teams to gather over the summer to revise current curricula and development even better experiences for students. **QE**

4. ACHIEVING DISTRICT EXCELLENCE $1,925,239

To develop state-of-the-art operational systems that assure access to high-quality resources, including facilities, aligned to our educational vision, equitably distributed, and utilized efficiently

Contractual Obligations **$1,761,488**

Our FY21 fiscal plan includes necessary funding for staff contractual obligations. Within the Canton Public Schools, there are five unions, including Unit A (e.g., teachers) and Unit B (e.g., Education Assistants), and three AFSCME Unions - Food Service, Administrative Assistants and Custodians. All forms of financial compensation are negotiated with the School Committee and the Unions, and outlined in each contract. **R/C**

CHS Technology Teacher (0.2 FTE) **$14,712**

As negotiated in the new Unit A collective bargaining agreement, PreK-12 Coordinators teach one class (.2 FTE), with the remainder of their FTE focusing on leadership of their program throughout the district. Leadership responsibilities include, for example, PreK-12 curriculum scope and sequence, evaluation of all teachers in that department and meaningful connections and activities with the community. These funds will complete this transition so that all PreK-12 Coordinators teach only one class. **R/C**

Bus Contractual Increase **$25,000**

Additional funds are required to meet the contractual obligations of our student transportation agreement. **R/C**

District Data Specialist (1.0 FTE) **$75,000**

As presented in past budget proposals, the District Data Specialist will provide vital support for the Canton Public Schools. The ever-growing and changing state data requirements serve a variety of roles, including providing the public with important information. The multitude of data is also used to determine accountability standings for individual schools and the district, and drive funding formulas for the school district. The District Data Specialist will be responsible for ensuring that our data are collected, reported and analyzed for accuracy, validity, and completeness. Also, this role is an essential component of our Strategic Framework and the Indicators of Excellence which are needed to determine levels of growth and achievement across the district. **MQ**

Elementary Technology Specialist (1.0 FTE) **$60,000**

As the school district develops more effective and efficient business practices with the use of technology and supports student learning and growth with the tools of technology, it is essential that technical support is provided across the schools for students and staff. This position will allow for the re-engineering of current technology specialists to create equitable services in each school. **MQ**

Technology Supplies to Repair Chromebooks **$7,000**

Also related to our advancements in technology, these funds will support the purchasing of supplies as needed to repair the hardware (primarily Chromebooks) available to students and teachers. **MQ**

Staff Reductions **($73,561)**

In order to maintain class sizes as outlined in the School Committee Class Size Guidelines, there have been five classes of Kindergarten, Grade 1 and Grade 2 through the years at the John F. Kennedy Elementary School. The five section 2nd grade cohort of students is moving into the 3rd grade next year. Class sizes will still be maintained in alignment to the School Committee Class Size Guidelines with only four classes at 3rd grade. Therefore, quality will be maintained with the reduction of 1.0 FTE classroom teacher at 2nd grade at the John F. Kennedy Elementary School. **MQ**

Administrative Assistant to Teaching & Learning (1.0 FTE) **$55,600**

The Office of Teaching & Learning is currently supported with only a .5 FTE Administrative Assistant. Adding a full-time Administrative Assistant will not only address the needs of the department, this will allow the current Administrative Assistant to shift support to the Director of Facilities, who currently does not have any support of an Administrative Assistant. **QE**

SUMMARY OF LONG-TERM STRATEGIC OBJECTIVES

1. ACHIEVING EDUCATIONAL EXCELLENCE & ENSURING EQUITY	**$437,487**
2. CULTIVATING SCHOOL CULTURE & CLIMATE	**$214,486**
3. TRANSFORMING TEACHING & LEARNING	**$221,561**
4. ACHIEVING DISTRICT EXCELLENCE	**$1,925,239**

CONCLUSION

Members of the Canton community continue to be proud of their public schools and understand the relationship between a great town and great schools. The recommendations outlined in the FY21 Superintendent's Budget Message are aligned to the aforementioned Long-Term Strategic Objectives of the Strategic Framework. They are also categorized across the scale of need: required by contract or regulation; maintenance of quality; and enhancements.

We are experiencing dramatic changes in our world that are driving the needs of our public schools as articulated within the Strategic Framework. We focus on the appropriate demand for excellence for every child in our diverse society. We understand the power of culture and climate in our schools to enhance every child's authentic sense of belonging and their needs for safety and security. We are changing the historical nature of public school teaching and learning in order to prepare students for their unpredictable futures. And finally, we are striving to maintain and enhance our mission-driven school district that is committed to creating the conditions to achieve the previously stated outcomes. It is with the continued commitment and leadership of the School Committee and support of the Town that the Canton Public Schools will continue its success and be worthy of such pride.

Canton Public Schools
FY21 Superintendent's Budget Request
Document Organization

Section I - Prior Year's Budget

Section II - Contract Obligations

Section III - Staff Reductions

Section IV - FTE'S

FTE's - Requests - Required/Contractual
FTE's - Requests - Maintenance of Quality
FTE's - Requests - Quality Enhancements

Section V - Supplies & Services

Supplies & Services - Requests - Required/Contractual
Supplies & Services - Requests - Maintenance of Quality
Supplies & Services - Requests - Quality Enhancements

	A	B	C	D	E	F	G	H
1	**Canton Public Schools**							
2	**FY21 Budget Request - Summary**							
3	(Grouped by FTE's and Supplies & Services)		**FY21**			**FY21**		
4			**(All Requests)**			**(Superintendent's Request) (SC Approved - 12/19/2019)**		
5	**Section I - Prior Year's Budget - Sub-Total**		**$44,114,362**			**$44,114,362**		
6								
7	**Section II Contract Obligations - Sub-Total**		**$1,761,488**	**3.99%**		**$1,761,488**	**3.99%**	
8								
9	**Section III Staff Reduction - Sub-Total**		**($73,561)**	**-0.17%**	**(1.00)**	**($73,561)**	**-0.17%**	**(1.00)**
10								
11	**Section IV - FTE's - Sub Total**		**$932,451**	**2.11%**	**14.60**	**$917,739**	**2.08%**	**14.40**
12								
13	**Section V - Supplies & Services - Sub-Total**		**$341,758**	**0.77%**	**0.00**	**$193,107**	**0.44%**	**0.00**
14								
15	Sub-Total - All Requests (Section IV + V)		$1,274,209	2.89%	13.60	$1,110,846	2.52%	13.40
16								
17	**Total Budget Requests (Section II + III + IV + V)**		$2,962,136	6.71%	13.60	$2,798,773	6.34%	13.40
18								
19	**FY21 Budget Request (Section I + II + III + IV + V)**		$47,076,498			$46,913,135		
24								
25								
26								
27								
28								
29								
30								
31	**Canton Public Schools**							
32	**FY21 Budget Request - Summary**							
33	(Grouped by Required/Contractual, Maintenance of Quality & Quality Enhancements))		**FY21**			**FY21**		
34			**(All Requests)**			**(Superintendent's Request) (SC Approved - 12/19/2019)**		
35	**Section I - Prior Year's Budget - Sub-Total**		**$44,114,362**			**$44,114,362**		
36								
37	**Section II Contract Obligations - Sub-Total**		**$1,761,488**	**3.99%**		**$1,761,488**	**3.99%**	
38								
39	**Section III Staff Reduction - Sub-Total**		**($73,561)**	**-0.17%**	**(1.00)**	**($73,561)**	**-0.17%**	**(1.00)**
40								
41	**Section IV & V (FTE's & Supplies & Services)**							
42	Requests Required/Contractual - Sub-Total		$142,697	0.32%	1.60	$142,697	0.32%	1.60
43								
44	Requests - Maintenance of Quality - Sub-Total		$722,865	1.64%	6.40	$589,214	1.34%	6.40
45								
46	Requests - Quality Enhancements - Sub-Total		$408,647	0.93%	6.60	$378,935	0.86%	6.40
47								
48	Sub-Total - All Requests (Section IV + V)		$1,274,209	2.89%	14.60	$1,110,846	2.52%	14.40
49								
50	**Total Budget Requests (Section II + III + IV + V)**		$2,962,136	6.71%	13.60	$2,798,773	6.34%	13.40
51								
52	**FY21 Budget Request (Section I + II + III + IV + V)**		$47,076,498			$46,913,135		

	A	B	C	D	E	F	G	H
1	**Canton Public Schools**							
2	**FY21 Budget Request**		**FY21**			**FY21**		
3			**(All Requests)**			**(Superintendent's Request) (SC Approved - 12/19/2019)**		
6	**Section I - Prior Years Budget**							
7								
8	Prior Year Operating Budget		**$44,114,362**			**$44,114,362**		
9								
13								
14	**Section I - Prior Years Budget - Sub-Total**		**$44,114,362**	**0.00%**		**$44,114,362**	**0.00%**	
15								
16	**Section II - Contract Obligations**							
17								
19	Contractual Obligations		$1,761,488			$1,761,488		
23								
24	**Section II - Contract Obligations - Sub-Total**		**$1,761,488**	**3.99%**		**$1,761,488**	**3.99%**	
25								
26	**Sub-Total - Contractual Obligations & Prior Years Budget**		**$45,875,850**			**$45,875,850**		
27								
28	**Section III - Staff Reductions**							
29								
30								
31	1.0 FTE JFK 2nd Grade Teacher		($73,561)		(1.00)	($73,561)		(1.00)
32								
36	**Section III - Staff Reduction - Sub-Total**		**($73,561)**	**-0.17%**	**(1.00)**	**($73,561)**	**-0.17%**	**(1.00)**
37								
39								
40	**Section IV - FTE's**							
41								
42	**FTE Requests - Required/Contractual**							
43								
44	0.2 FTE CHS Technology Teacher (Coordinator class reduction)		$14,712		0.20	$14,712		0.20
45	0.4 FTE District English Language Teacher		$29,424		0.40	$29,424		0.40
46	1.0 FTE Hansen Nurse Needed for Medically Complex Students		$73,561		1.00	$73,561		1.00
47								
48	***FTE Requests - Required/Contractual - Sub-Total***		*$117,697*	***0.27%***	***1.60***	*$117,697*	***0.27%***	*1.60*
49								
50	**Requests - Maintenance of Quality - FTE's**				**FTE**			**FTE**
51								
52	1.0 FTE District Data Specialist *(also requested in FY20)*		$75,000		1.00	$75,000		1.00
53	1.0 FTE Elementary Technology Specialist		$60,000		1.00	$60,000		1.00
54	1.0 FTE PK-5 Humanities Coordinator		$102,000		1.00	$102,000		1.00
55	0.2 FTE GMS World Language Teacher *(also requested in FY20)*		$14,712		0.20	$14,712		0.20
56	1.0 FTE GMS Design, Engineering & Technology Teacher		$73,561		1.00	$73,561		1.00
57	1.0 FTE GMS Science/Math Teacher		$73,561		1.00	$73,561		1.00
58	1.0 FTE GMS English/Social StudiesTeacher		$73,561		1.00	$73,561		1.00
59	0.2 FTE GMS Art Teacher *(also requested in FY20)*		$14,712		0.20	$14,712		0.20
60								
61	***Requests - Maintenance of Quality FTE's - Sub-Total***		***$487,107***	***1.10%***	***6.40***	***$487,107***	***1.10%***	***6.40***
62								
63	**Requests - Quality Enhancements FTE's**							
64								
65	1.0 FTE District Nurse Float		$73,561		1.00	$73,561		1.00
66	0.8 FTE District Nurse for Community Outings		$58,849		0.80	$58,849		0.80
67	2.0 FTE Floating Bus Monitors		$40,564		2.00	$40,564		2.00
68	1.0 FTE Teaching and Learning Administrative Assistant		$55,600		1.00	$55,600		1.00
69	0.2 FTE CHS Visual Art Teacher *(also requested in FY20)*		$14,712		0.20	$0		0.00
70	1.0 FTE GMS Health Teacher *(also requested in FY20)*		$73,561		1.00	$73,561		1.00
71	0.6 FTE GMS Lunch Aides		$10,800		0.60	$10,800		0.60
72								
73	***Requests - Quality Enhancements FTE's - Sub-Total***		***$327,647***	***0.74%***	***6.60***	***$312,935***	***0.71%***	***6.40***
74								
75	**Section IV - FTE's - Sub Total**		**$932,451**	**2.11%**	**14.60**	**$917,739**	**2.08%**	**14.40**

	A	B	C	D	E	F	G	H
1	**Canton Public Schools**							
2	**FY21 Budget Request**		**FY21**			**FY21**		
3			**(All Requests)**			**(Superintendent's Request) (SC Approved - 12/19/2019)**		
76								
77	**Section V - Supplies & Services**							
78								
79	**Supply & Services Requests - Required/Contractual**							
80								
81	Bus Contractual Increase		$25,000			$25,000		
82								
86	***Supply & Services Requests - Required/Contractual - Sub-Total***		***$25,000***	***0.06%***		***$25,000***	***0.06%***	
87								
88	**Requests - Maintenance of Quality - Supply & Services**							
89								
90	**Technology**							
91	AP Biology Ebooks and Licenses (CHS) *(also requested in FY20)*		$6,049			$6,049		
92	AP Psychology Ebooks and Licenses (CHS)		$7,543			$7,543		
93	Technology Supplies to Repair Chromebooks		$7,000			$7,000		
94	STEAM Supplies (Grades PreK-5)		$2,000			$2,000		
95								
96	**Elementary**							
97								
98	Classroom Supplies & Materials *(also requested in FY18)*		$30,000			$30,000		
99								
100	**World Language**							
101								
102	Instructional Materials (French)-GMS *(also requested in FY20)*		$29,432			$13,743		
103	Instructional Materials (Spanish/French/German)-CHS *(also requested in FY20)*		$151,634			$33,672		
104								
105	**Visual Arts**							
106								
107	Supplies at CHS and GMS *(also requested in FY20)*		$1,600			$1,600		
108								
109	**Performing Arts**							
110								
111	Performing Arts Instructional Materials (PreK)		$500			$500		
112								
113	***Requests - Maintenance of Quality - Supply & Services - Sub-Total***		***$235,758***	***0.53%***		***$102,107***	***0.23%***	
114								
115	**Requests - Quality Enhancements Supply & Services**							
116								
148	**Technology**							
149	NewsELA Pro Licenses (Grades 5-8)		$12,000			$0		
150								
151	**CHS**							
152	Novels and Books for Reading Library (English Dept.) *(also requested in FY20)*		$6,000			$3,000		
153	Supplies for Life After Canton Course (Wellness Dept.)		$1,000			$1,000		
154								
155	**GMS**							
156	Middle School Athletics Program		$16,000			$16,000		
157	GMS Math Team		$2,500			$2,500		
158								
159	**Professional Development**							
160								
161	Summer Curriculum Work (PreK-12) *(also requested in FY20)*		$30,000			$30,000		
162	GMS Project Based Learning 101 PD *(also requested in FY20)*		$13,500			$13,500		
163								
164								
165	***Requests - Quality Enhancements Supplies and Services - Sub-Total***		***$81,000***	***0.18%***		***$66,000***	***0.15%***	
166								
167	**Section V - Supplies & Services - Sub-Total**		**$341,758**	**0.77%**		**$193,107**	**0.44%**	

	A	B	C	D	E	F	G	H
1	**Canton Public Schools**							
2	**FY21 Budget Request**		**FY21**			**FY21**		
3			**(All Requests)**			**(Superintendent's Request) (SC Approved - 12/19/2019)**		
168								
169	Sub-Total - All Requests (Section IV + V)		$1,274,209	2.89%	14.60	$1,110,846	2.52%	14.40
170								
171	**Total Budget Requests (Section II + III + IV + V)**		**$2,962,136**	**6.71%**	**13.60**	**$2,798,773**	**6.34%**	**13.40**
172								
173	**FY21 Budget Request (Section I + II + III + IV + V)**		**$47,076,498**			**$46,913,135**		
178								
179	**Section Key**							
180	**Section I - Prior Year's Budget**							
181	**Section II Contract Obligations**							
182	**Section III Staff Reductions**							
183	**Section IV - FTE's**							
184	**Section V - Supplies & Services**							