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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 7, 2019

Jennifer Fischer-Mueller, Ed.D.<br>Superintendent of Schools

## Superintendent Activities Highlights

Kindness Week: Last week, the Hansen School held its
 annual Kindness Week. Fourth grade students presented skits, sang songs, and celebrated acts of kindness. Next week, JFK will hold its annual Kindness Week celebrations. Thank you

to the CHS Character Crew
for taking part in of each of these school's activities.

Keeping Up With The Kennedy: Mr. Houle's class and Ms. Binks' class collaborated to have students read, paint, dance, and play with moon sand. Grade 5 students requested this opportunity as their reward for earning a certain number of compliment points. This collaborative act was inspired by the students after reading the book, Because of Mr. Terupt. This may become a monthly event.


## Updates

Luce Principal Search: On Monday, February 4, we welcomed our first of two finalists, Christopher Basta. Mr. Basta spent the day meeting with various stakeholders and visiting the Dean S. Luce Elementary School. With each stakeholder meeting, including parents, staff and students, participants completed the feedback form which the Search Committee reviewed at the end of the day. Mr. Basta's visit went very well and we thank everyone who was able to participate in the day. Such extensive involvement is greatly appreciated.

We will welcome our second finalist, Ms. Yeshi Gaskin Lamour on Tuesday, February 12, 2019.

Substitutes: I am pleased to report that since the December campaign to increase the substitute pool and the recent pay increase for substitutes, CPS has hired 10 new substitutes and reactivated 4 substitutes. Additionally, there are 4 applicants in process and 15 brand new applicants in SchoolSpring awaiting processing. I would also like to note a correction; the last substitute pay raise was in March 2015, not 2008 as was mentioned at the last School Committee meeting and subsequently in the Canton Citizen.


Rodman Preschool Lottery: The preschool lottery is complete. Letters were mailed out earlier this week to all families who participated. The Rodman accepted thirty one new community peers and has twenty nine returning community peers for the 2019-2020 school year. Families who were not awarded a spot in our preschool are encouraged to put their name on the waitlist.

## Indicators of Excellence

GMS Math Counts: Saturday, February 2, students from the Galvin Middle School competed in Math Counts Metro South Chapter Competition. The following students were the winners in the school round Math Counts competition held on November 27 at GMS.

| 1. Akshay Kumar | 6. Pranav Addanki |
| :---: | :---: |
| 2. Anika Valluri | 7. Caden Mirliani |
| 3. Liam Benson | 8. Harrison Feldman |
| 4. Caroline Ye | 9. Julia Cummings |
| 5. Derek Marr | 10. Anthony Wang |

The first four students competed as a team in the Chapter competition, while the rest competed as the individuals.

## CHS Community Problem Solving Project

CHS Sophomore, Mary Kelley completed an Individual Community Problem Solving Project this year called "Mission Connect." The project focused on improving social and recreational interactions between the patients at Pappas Rehabilitation Hospital for Children and their peers outside of the hospital setting. Ms. Kelley invited PRHC students to attend the CHS Boys Varsity home basketball game on January 29. She arranged for CHS student volunteers to be on hand to assist the PRHC patients as needed and to sit with them during the game. Thank you, Mary, for arranging this memorable evening. Another notable program in place between PRHC and CHS, is called "Friends on Fridays." This program encourages CHS students to visit PHRC on Friday's from 3:30-5:00 to do various social and recreational activities.

Cantonstock: Congratulations to Ms. Catherine Eckersley and Cantonstock for receiving the Honorable Mention Award, in Fundraising \& Scholarship, as part of the Advocacy in Action Awards sponsored by the national organization Music For All. Achievement in this category demonstrates the understanding that creative and active fundraising benefits both individual students and entire programs. The Cantonstock project is featured on the Music for All website: advocay.musicforall.org


Robotics: The Canton High School Robotics teams, the Canton Robodogs and the GearHounds recently kicked off their competitive season competing at two Massachusetts State Qualifiers. Both Canton teams excelled at the judged portion of the events walking away with two of the five judges' awards at each competition. Both teams will be competing at the Vermont State Championship on February 23 and the Mass State Championship on March 2.

Engineering: A design team made up of Honors Engineering students recently won the Real World Design Challenge (RWDC) for the State of Massachusetts. The team designed an Unmanned Aerial System otherwise known as a drone using CAD (Computer Aided Design) and created a business plan to implement the design. They will present their design and business plan at the national competition on April 13, 2019 in Chevy Chase, Maryland. Students on the team include seniors, Austin Cox (team leader), Christian Pushard, Devin Chen, and Ryan Carney; sophomore, Guy Blochstein; and freshman, Andres Castro and Dhanush Narayana.

Early Release Day - Professional Development: Students were dismissed early yesterday, February 6, so that staff could participate in professional development. Collectively, the afternoon provided educators with meaningful experiences and strategies that they are able to incorporate into their work with students. Early Childhood, GMS and CHS staff started their
afternoon with a student panel of both middle school and high school students sharing their experiences in school regarding issues of equity. After the student panel, each faculty group broke up to advance their understandings of educational equity and how their current classroom practices promote the creation of equitable experiences for students. Thanks to Rebecca Ashley and Lisa Kiminski for working with the students to prepare them for the student panel. We are grateful for the students' involvement; they exceeded our expectations!

The educators from the elementary schools were again given choice on what workshop best suited their professional needs. Choices included creating math stations, social emotional learning, trauma and learning, website development, science content and science practices and teaching young children with manipulatives.

Special thanks to all the educators who served as facilitators yesterday, especially Debbie Rooney who organized all the offerings and sign-ups for the elementary school staff.

## Important Dates and Events

| Feb. 8-9 | Luce School Play, CHS Auditorium, 7:00 pm -9:00 pm, Public Welcome |
| :--- | :--- |
| Feb. 8 | TEC Legislative Breakfast |
| Feb. 9 | South Africa Trip departs |
| Feb. 12 | Dean S. Luce Principal Finalist \#2 Community Forum: 9:00 am - 9:45 am @ Rodman, <br> $6: 00$ pm - 7:00 pm @ Luce School |
| Feb. 18-22 | Winter Recess |
| Feb. 26 | All Hands Drumming, Rodman Early Childhood Center |
| Feb. 27 | CFED Monthly Meeting, Black History Month, CHS Library, 7:00 pm - 8:00 pm |
| Feb. 28 | School Committee Meeting, CHS DLL, 7:00 pm |
| March 5-7 | *Kindergarten Registration |

* All three elementary schools will hold registration sessions on the three dates below. Families must register their child on one of these dates at the school their child will be attending.

$$
\begin{array}{cc}
\text { Tuesday, March } 5 & \text { 9:00-10:30 a.m. } \\
\text { Wednesday, March } 6 & \text { 1:00-2:30 p.m. } \\
\text { Thursday, March } 7 & 6: 30-8: 00 \text { p.m. }
\end{array}
$$

# Canton High School 2019-2020 Program of Studies 



CANTON HIGH SCHOOL CORE VALUES
Academic Excellence and Rigor
Inclusive Community
Respectful and Responsible Relationships
Continuous Improvement

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## ACADEMIC PROGRAM INFORMATION

## GRADUATION REQUIREMENTS

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

Four (4) years of English<br>Three (3) years of Social Studies (including U.S. History)<br>Three (3) years of Math<br>Three (3) years of Science<br>Two (2) years of World Language<br>Four (4) years of Wellness<br>Six (6) credits from courses in the Visual, Performing, and or Industrial Arts<br>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 ( 240 or higher) 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, depending upon their performance. 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 throughout the summer. Students who do not complete the summer assignments will be reassigned to another class prior to 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:

Most courses in the areas of fine, performing, visual and applied arts, educational technology and wellness have no level designation. This is done purposefully to encourage all students to take those courses based on their interests, talents and career goals. 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, but the student will be required to remain in the requested course level until Term 1 Progress Reports. If the student changes a level, 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 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 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. Schedules will not be rearranged to accommodate elective changes.

All course additions must be made within the first two full cycles (fourteen school days) of school.

MARKING SYSTEM

| $\mathrm{A}+$ | $=$ | $97-100$ |
| :---: | :---: | :---: |
| A | $=$ | $93-96$ |
| $\mathrm{~A}-$ | $=$ | $90-92$ |
| $\mathrm{~B}+$ | $=$ | $87-89$ |
| B | $=$ | $83-86$ |
| $\mathrm{~B}-$ | $=$ | $80-82$ |
| $\mathrm{C}+$ | $=$ | $77-79$ |
| C | $=$ | $73-76$ |
| $\mathrm{C}-$ | $=$ | $70-72$ |
| $\mathrm{D}+$ | $=$ | $67-69$ |
| D | $=$ | $63-66$ |
| D- | $=$ | $60-62$ (Minimum |
| 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

|  | $\mathbf{A P}$ | Hon./Acc. | $\mathbf{C P}$ |
| :--- | :---: | :---: | :---: |
| $\mathbf{A}+$ | 5.33 | 4.83 | 4.33 |
| $\mathbf{A}$ | 5.00 | 4.50 | 4.00 |
| $\mathbf{A}-$ | 4.67 | 4.17 | 3.67 |
| $\mathbf{B}+$ | 4.33 | 3.83 | 3.33 |
| $\mathbf{B}$ | 4.00 | 3.50 | 3.00 |
| $\mathbf{B}-$ | 3.67 | 3.17 | 2.67 |
| $\mathbf{C}+$ | 3.33 | 2.83 | 2.33 |


| $\mathbf{C}$ | 3.00 | 2.50 | 2.00 |
| :--- | :--- | :--- | :--- |
| $\mathbf{C}-$ | 2.67 | 2.17 | 1.67 |
| $\mathbf{D}+$ | 2.33 | 1.83 | 1.33 |
| $\mathbf{D}$ | 2.00 | 1.50 | 1.00 |
| $\mathbf{D}-$ | 1.67 | 1.17 | 0.67 |
| $\mathbf{E}$ | 0.00 | 0.00 | 0.00 |

GPA Calculation Example

| Course | Level | Credits | Grade | Weight | Weighted |
| :--- | :--- | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Points |
| English | AP | 6 | C+ | 3.33 | $3.33 \times 6=19.98$ |
| History | Honors | 6 | B | 3.50 | $3.5 \times 6=21$ |
| Algebra 2 | Honors | 6 | D- | 1.17 | $1.17 \times 6=7.02$ |
| Science | CP | 6 | B | 3.00 | $3.00 \times 6=18.00$ |
| Spanish | CP | 6 | A- | 3.67 | $3.67 \times 6=22.02$ |
| 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 $\mathbf{2 4 0}$ or higher is necessary to earn a CD for the ELA and Math exam. Any student scoring below 220 will be given an additional opportunity to take the exam each year. Students scoring in the Needs Improvement range (220-238) 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 36 hours of classroom instruction, 6 hours behind the wheel training and 6 hours observation in a dual-controlled car. New classes begin in September, December, January, May, and July. Students are urged to obtain their learner's permit as soon as possible so the driving lessons may be started promptly. For additional information please contact Ms. Kathy Osbourne, Supervisor of Driver Education at (781) 821-5050 x2121. No school credit is awarded for this course.

## COMPUTER TECHNOLOGY/BUSINESS

## CHS 21 ${ }^{\text {st }}$ 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 |
| :--- | :---: | :--- | :--- | :--- |
| $\square$ 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 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Q Entrepreneurship | 508 |  | H |  | $\mathbf{1 0 - 1 2}$ |  | $\mathbf{3}$ |  |
|  |  | 507 |  | CP |  | $\mathbf{1 0 - 1 2}$ |  | $\mathbf{3}$ |

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 |
| :--- | :--- | :--- | :---: | :--- |
| $\square$ Computer Programming | $\mathbf{3 8 0}$ | Unleveled | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |

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.


The Library Help Desk class, open to students in grades 10, 11 and 12, is a semester-long class for students with strong technology skills. Students will assist faculty and students with their technology needs by overseeing a technology help desk or "Genius Bar" located in the library. Students will assist both faculty and students with their devices and answer basic questions about the library computers. Students will not be responsible for fixing school or personal computers/devices. Other projects, such as creating and writing "how-to" guides, will also be required. Familiarity with Microsoft Windows OS (operating system), Apple OS (including iPads) and Google Chromebook required. In addition to skills and knowledge related to educational technology, Help Desk students should possess strong research, writing, and critical thinking skills. One teacher recommendation and an interview by the librarian is required.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Library Boot Camp | $\mathbf{5 1 0}$ | Unleveled | $\mathbf{9}$ | $\mathbf{0 . 5}$ |

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.

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

## ENGLISH LANGUAGE ARTS

## CHS $21{ }^{\text {st }}$ 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 912 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 Contemporary World Literature
ELECTIVES All students are invited to enrich their study of English Language Arts by selecting from a variety of elective courses. These are listed after the description of the core courses needed for graduation. The electives do not fulfill the four-year graduation requirement. Not all electives run every year.
Writer's Workshop
American Identities
Journalism
and
Publishing

## ELA GRADUATION REQUIREMENTS

In order to graduate, all students must earn a passing grade (59.5 or higher) in English each of the four years of high school. All levels of these core courses, including Advanced Placement English courses, fulfill the graduation requirement; however, courses listed under the English electives program do not fulfill graduation requirements. Please note: if a student should fail a core course for the year with a $50 \%$ average or higher, he or she is eligible to take the course again during summer school to earn a passing grade. If a student is not eligible for summer school, he or she must take two core English courses the next 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. Students also will engage in short and sustained research to learn new research skills. 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 | $\mathbf{0 2 1}$ | H | $\mathbf{1 0}$ | $\mathbf{6}$ |
|  | $\mathbf{0 2 2}$ | CP | $\mathbf{1 0}$ | $\mathbf{6}$ |

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 iconic novels such as The Great Gatsby and The Things They Carried and will enhance synthesis skills. Vocabulary acquisition and the 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. On-demand, 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 to 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

Voices of British and World Literature

## Course Name <br> AP English Language \& <br> Composition

Course \#
030
Level
AP
Grade Level
11
Credits 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 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:

$\square$ Increased emphasis on the complexity and length of reading and writing assignments
$\square$ 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
$\square$ 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.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| English 3 | $\mathbf{0 3 1}$ | H | $\mathbf{1 1}$ | $\mathbf{6}$ |
|  | $\mathbf{0 3 2}$ | CP | $\mathbf{1 1}$ | $\mathbf{6}$ |

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: A Literary Journey

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:

$\square$ Increased emphasis on the complexity and length of reading and writing assignments
$\square$ 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 $\mathbf{4}$ | $\mathbf{0 4 1}$ | H | $\mathbf{1 2}$ | $\mathbf{6}$ |
|  | $\mathbf{0 4 2}$ | CP | $\mathbf{1 2}$ | $\mathbf{6}$ |

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 | $\mathbf{8 0 1}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

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 Humanities | $\mathbf{8 0 2}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

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 |
| :--- | :--- | :--- | :---: | :--- |
| English/Language Arts | $\mathbf{8 0 3}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

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 | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |
|  | 052 | CP | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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
Journalism and Publishing

| Course \# | Level |
| :--- | :--- |
| $\mathbf{0 5 9}$ | H |
| $\mathbf{0 5 7}$ | CP |


| Grade Level | Credits |
| ---: | :--- | :--- |
| $9-12$ | $\mathbf{3}$ |
| $9-12$ | 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 | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |
| and Media Literacy | 050 | H | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 |
| :--- | :---: | :--- | :---: | :---: |
| Independent Study: | $\mathbf{0 5 4}$ | Unleveled | $\mathbf{1 2}$ | $\mathbf{3}$ |
| American Identities and Media Literacy |  |  |  |  |

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

## GUIDANCE

| $>$ 9th Grade Seminar | 10th Grade <br> Seminar | 11th Grade Seminar or Career Planning |  |
| :---: | :---: | :---: | :---: |

## CHS 21 ${ }^{\text {st }}$ 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 on the Canton High School Guidance website.

## 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 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, 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 | $\mathbf{7 4 1 - 7 4 4}$ | Unleveled | $\mathbf{9}$ | $\mathbf{. 5}$ |

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, and the general high school program, services and opportunities. In addition, students learn about student and teacher expectations, study skills and other topics of importance to ninth graders.

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 | $761-764$ | 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 | $771-774$ | 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 |
| :--- | :--- | :--- | ---: | :--- |
| $\square$ Career Planning | 518 | Unleveled | $11-12$ | $\mathbf{3}$ |

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

## CHS $21{ }^{\text {st }}$ 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 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 | $\mathbf{2 2 0}$ | $\mathbf{C P}$ | $\mathbf{9}$ | $\mathbf{6}$ |

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
Geometry

Course \#
212
221

Level
H
CP

Grade Level
9-10
9-10

Credits
6
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 | $\mathbf{9 - 1 2}$ | 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 | $\mathbf{2 3 5}$ | CP | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 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 | $\mathbf{8 1 1}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

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 assignments to gain understanding of number sense, addition and subtraction, number lines (greater than/less than), fractions, currency identification and value, and monetary change making. Students may participate in school and community opportunities to practice these skills outside of this course, if deemed appropriate through the special education team process.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Math Foundations | $\mathbf{8 1 2}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

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 | $\mathbf{8 1 3}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

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 | $\mathbf{2 0 0}$ | $\mathbf{H}$ | $\mathbf{9}$ | $\mathbf{6}$ |

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 | $\mathbf{2 0 1}$ | $\mathbf{H}$ | $\mathbf{9}$ | $\mathbf{3}$ |

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 \& | $\mathbf{2 0 2}$ | H | $\mathbf{1 0}$ | $\mathbf{6}$ |

## Trigonometry Acc

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 | $\mathbf{2 0 3}$ | $\mathbf{H}$ | $\mathbf{1 1}$ | $\mathbf{6}$ |

Advanced Mathematics 203 H

Grade Level
$\mathbf{1 1}$
6 for Juniors
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 | $\mathbf{6}$ |

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 | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 | $\mathbf{2 4 6}$ | AP | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 | $\mathbf{2 4 0}$ | AP | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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. This course may be taken as an AP course or an honors course.

| Course Name | Course $\#$ | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| Introduction to Probability | 227 | CP | $\mathbf{1 1 - 1 2}$ | 6 |
| and Statistics | 228 | H | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 | $\mathbf{1 2}$ | $\mathbf{6}$ |

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

## PERFORMING ARTS

## CHS $21{ }^{\text {st }}$ 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 (Unleveled) Grades 9-12
Symphonic Band (Honors) Grades 9-12
Chorus (Unleveled) Grades 9-12
Select Chorus (Honors) Grades 9-12
Orchestra (Unleveled, Honors) Grades 9-12
Jazz Ensemble (Honors) - Grades 9-12

## Classroom Courses

Acting I (Unleveled) - Grades 9-12
Acting II (Unleveled)- Grades 9-12

American Pop Music (Unleveled) - Grades 9-12
Guitar (Unleveled) - Grades 9-12
Just Dance (Unleveled)- Grades 9-12
Music Technology I (Unleveled) - Grades 9-12 $\square$
Music Technology II (Unleveled) - Grades 10-12 $\square$
Musical Theatre (Unleveled) - Grades 9-12
Music Theory (Unleveled)- Grades 9-12
Piano (Unleveled) - Grades 9-12
Theater Design and Production (Unleveled) -Grades 9-12
Independent Music Study (Unleveled) - Grades 9-12

## PERFORMING GROUPS

## Instrumental Ensembles

| Course Name | Course $\#$ | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Band | 653 | Unleveled | $9-12$ | 3 |
| Symphonic Band | 657 | Honors | $9-12$ | 6 |
| Orchestra | 681 | Unleveled | $9-12$ | 6 |
| Orchestra | 682 | Honors | $9-12$ | 6 |
| Jazz Ensemble | 656 | Honors | $9-12$ | 6 |


| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Band | 653 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

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 | 681 | Unleveled | $9-12$ | 6 |
| Orchestra | 682 | Honors | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

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 unleveled or honors credit. Honors students must do two recital performances and write one paper per term. In addition to the performance requirements,

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| Jazz Ensemble | 654 | Honors | $\mathbf{9 - 1 2}$ | 6 |

Jazz Ensemble is a performance based course the 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 place in this class. Audition material will be distributed one month prior to the audition date.

## Vocal Ensembles

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| Select Chorus | 663 | Honors | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |
| Chorus | 662 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |
|  |  |  |  |  |
| Course Name | Course \# | Level | Grade Level | Credits |
| Select Chorus | 663 | Honors | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

Select Chorus is a performance-based course that meets six out of seven days, and is designed for students who have previous choral singing experience, and a basic knowledge of music theory. Students will learn a wide variety of traditional classical choral music in multiple languages. In addition, students will develop individual vocal technique and ensemble (large group) rehearsal and performing skills through the study of choral repertoire of a wide range of styles, origins and time periods. Performances in and outside of the school day are mandatory and part of the curriculum. These include Winter, Spring and Pops concerts, field trips, and school/community events. In addition to the performance requirements, written reflection papers on recorded performances and self-evaluations are a regular expectation of this course. 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.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Chorus | 662 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

Chorus is a performance-based course that meets three out of seven days, and is designed for students who have an interest in learning about and performing choral music in a large ensemble. 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 Select Chorus auditions. Performances in 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.

## Acting/Theatre Courses

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| Acting I | 692 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |


| Acting II | 693 | Unleveled | 9-12 | 3 |
| :---: | :---: | :---: | :---: | :---: |
| Theatre for Social Justice | 694 | Unleveled | 9-12 | 3 |
| Musical Theatre | 697 | Unleveled | 9-12 | 3 |
| Theatre Design \& Production | 695 | Unleveled | 9-12 | 3 |
| Course Name <br> Acting I (required to take any addition | Course \# 692 <br> heatre cou | Level Unleveled <br> ) | Grade Level $9-12$ | Credits $3$ |

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.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| Acting II | 693 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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). 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 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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.

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 handson 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?

## Dance Courses

| Course Name | Course \# | Level | Grade Level | Credit |
| :--- | :--- | :--- | :---: | :--- |
| Just Dance | 698 | Unleveled | $9-12$ | 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?

| CLASSROOM COURSES |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Guitar | 670 | Unleveled | 9-12 | 3 |
| Music Technology 1 | 672 | Unleveled | 9-12 |  |
| Music Technology 2 | 673 | Unleveled | 10-12 |  |
| Piano | 664 | Unleveled | 9-12 |  |
| American Popular Music | 668 | Unleveled | 9-12 |  |
| Music Theory | 665 | Unleveled | 9-12 |  |
| Course Name Guitar |  | Level UnI | Level |  |

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. Students must provide their own acoustic guitar.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| $\square_{\text {Music Technology } 1}$ | 672 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 |
| :--- | :--- | :--- | :---: | :--- |
| $\square_{\text {Music Technology } 2}$ | $\mathbf{6 7 3}$ | Unleveled | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |

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 | $\mathbf{6 6 4}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| American Popular Music | $\mathbf{6 6 8}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 |
| :--- | :---: | :---: | :---: |
| Music Theory | 665 | Credits |  |
| Students will | develop | 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 | nnowledge including reading |  |  |
| fluency and a strong grounding in music fundamentals and terminology on their instrument or voice. |  |  |  |

## SCIENCE \& ENGINEERING/TECHNOLOGY

## CHS $21{ }^{\text {st }}$ 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 | $\rightarrow$ | Chemistry | $\rightarrow$ | Physics | $\rightarrow$ | Elective |
| Alternate Sequences | Biology | $\rightarrow$ | - Physical Science <br> - Eng. Design <br> - Earth Science <br> - Electives | $\rightarrow$ | - Chemistry <br> - Earth Science <br> - Eng. Design <br> - AP <br> - Electives | $\rightarrow$ | - Physics <br> - Chemistry <br> - Earth Science <br> - Eng. Design <br> - AP <br> - Electives |
| Elective Options | - Anatomy \& Physiology <br> - Introduction to Oceanography <br> - Environmental Studies <br> - Forensic Science <br> - Astronomy <br> - BioTechnology <br> - Science Research |  |  |  |  |  |  |

## 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 10, 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 $\square$
Engineering and the Design Process (Honors, CP, Foundations, Emerging) - Grades 9, 10, 11, 12
Robotics 1 \& 2(Honors, CP) - Grades 9, 10, 11, $12 \square$

## 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 | $\mathbf{1 0}$ | $\mathbf{6}$ |
|  | 322 | CP | $\mathbf{1 0}$ | $\mathbf{6}$ |

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 | Credits |
| :--- | :--- | :--- | :---: | :--- |
| 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 \& | $\mathbf{3 1 0}$ | AP | $\mathbf{1 1 - 1 2}$ | $\mathbf{7 . 5}$ |
| AP Bio Lab | $\mathbf{3 1 4}$ |  |  |  |

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, Cellular Processes, Genetics and Information Transfer, and 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 \& | $\mathbf{3 2 0}$ | AP | $\mathbf{1 1 - 1 2}$ | $\mathbf{7 . 5}$ |
| AP Chem Lab | $\mathbf{3 2 4}$ |  |  |  | AP Chem Lab 324

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 | $\mathbf{3 5 0}$ | AP | $\mathbf{1 2}$ | $\mathbf{6}$ |

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 | \#\#\# | AP | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |
| AP Physics 2 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 | $10-11$ | $\mathbf{6}$ |
| Foundations in Phys Science | $\mathbf{8 2 3}$ | Unleveled | $\mathbf{1 0 - 1 1}$ | $\mathbf{6}$ |

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 | $10-12$ | $\mathbf{6}$ |
|  | 352 | CP | $10-12$ | $\mathbf{6}$ |

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 | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |
|  | 367 | H | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |

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 | $\mathbf{3 4 5}$ | CP | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |
|  | $\mathbf{3 4 4}$ | H | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |

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 | $\mathbf{3 6 0}$ | CP | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |
|  | $\mathbf{3 6 2}$ | H | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |

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 | $\mathbf{3 9 1}$ | CP | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |
|  | $\mathbf{3 9 2}$ | H | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |

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 projectbased 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 | $\mathbf{3 1 7}$ | CP | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |
|  | $\mathbf{3 0 7}$ | H | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |

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, 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, and more in-depth projects.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Science Research | 316 | CP | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |
|  | 319 | H | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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, | $\mathbf{3 6 1}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ | Construction, and Design

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 |
| :--- | :--- | :--- | :--- | :--- |
| $\square$ 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.
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 |
| :--- | :--- | :--- | ---: | :--- |
| $\square$ Robotics 2 | 372 | CP | $9-12$ | 3 |
|  | 375 | H | $\mathbf{9 - 1 2}$ | 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.
Honors: The honors course will be combined with the CP level course and will require additional outside readings, research, and more in-depth projects.

## SOCIAL STUDIES DEPARTMENT

## CHS $21{ }^{\text {st }}$ 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.

## Social Studies Core Courses



## GRADE 9 PROGRAM

| Course Name | Course \# | Level | Grade Level |  | Credits |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| World History |  | 111 |  | H |  | 9 |

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 and writing of a research paper. Students also will apply their world history content knowledge and skills to analyzing cause and effect relationships, comparing and contrasting decisions, and making 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 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. Students will continue to develop skills in research, including a research paper, persuasive writing, and grade level literacy and writing standards. Major assignments may also include projects such as debates and visual analysis. Historical skills addressed include those from the World History course, as well as 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 in 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 | $\mathbf{1 3 0}$ | AP | $\mathbf{1 1}$ | $\mathbf{6}$ |

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 $9^{\text {th }}$ and $10^{\text {th }}$ 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 | $\mathbf{1 4 0}$ | AP | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

This AP European History course is designed as the equivalent of college introductory classes 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 | $\mathbf{1 4 5}$ | AP | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |
|  | 144 | CP | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |

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 criticalthinking 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 | $\mathbf{1 4 6}$ | H | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |
|  | $\mathbf{1 4 7}$ | CP | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |

The Sociology course will introduce students to the social science of sociology, the study of human societies, their interactions, and the processes that preserve and change them. Topics of study include culture, socialization, deviance, stratification, and race and ethnicity. Students will learn and develop research methods, including experiments, observations, surveys, case studies and literature reviews.
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 |
| :--- | :--- | :--- | ---: | :--- |
| Political Science | 166 | H | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |
|  | $\mathbf{1 6 7}$ | CP | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 | $\mathbf{4 5 5}$ | H | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |
|  | $\mathbf{4 5 6}$ | CP | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |

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 | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |
|  | 168 | CP | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |

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 had to say about them, to help you articulate philosophical concerns of your own and, most importantly, to learn how to address them. Among the areas of philosophy 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 | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |

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 | $\mathbf{1 1 - 1 2}$ | 3 |
|  | 149 | H | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |

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 | $\mathbf{6 0 5}$ | AP | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 $21{ }^{\text {st }}$ 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 |
| :--- | :--- | :--- | :---: | :--- |
| Independent Living/ Pre- | $\mathbf{8 7 8}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ | Vocational Skills

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, copy center, school store, Student Ambassador Program, as well as opportunities outside the school at 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 |
| :--- | :--- | :--- | :---: | :--- |
| Vocational Education | $\mathbf{8 7 7}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

This course is designed to help students with Individualized Education Programs (IEPs) learn and develop skills to assist them in transitioning to postsecondary vocational opportunities. Taught by a special education teacher, students build off of the skills learned in the Pre-Vocational Skills course. Students participate in vocational/training opportunities in a variety of areas in and out of the classroom and school environment. Students are assessed on their progress in these skill areas through hands-on activities. Students may participate in the school's recycling program, copy center, school store, as well as opportunities outside the school at the town library, Audubon Society, and other locations. Students enrolled in this course may also participate in weekly community outings to further develop these skills. Curricula are adapted for individual student goals outlined in the IEP.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Academic Strategies | 891 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{1 - 6}$ |
| Academic Strategies | 892 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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.

## VISUAL ARTS DEPARTMENT

## CHS 21 ${ }^{\text {ST }}$ 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

Our suggested path of study recommends taking a first-time foundation art class for freshman and/or all first-time artists at CHS. (Foundation classes in bold)
Many of our courses satisfy the technology requirement; however, they cannot count as both.
All Art courses may be taken for unleveled or as an HONORS CREDIT OPTION - Honors students must complete one independent project and class presentation per term. A packet containing specific information will be given to students the first week of classes and they can select their credit option at that time.

| Grade 9 | Grade 10 | Grades 11 \& 12 |
| :--- | :--- | :--- |
|  |  |  |
| Art 1 Minor 1 (sem) | Art 1 Minor 1 (sem) | Art 1 Minor 1 (sem) |
| Computer Art and Design Minor 1 <br> (sem) | Computer Art and Design Minor <br> 1 or 2 (sem) | Computer Art and Design <br> Minor 1 or 2 (sem) |
| Design Build 3D 1 (sem) | Design Build 3D 1 (sem) | Design Build 3D 1 (sem) |
| Photography 1 (sem) | Photography 1 or 2 (sem) | Photography 1 or 2 or 3 (sem) |
| Ceramics 1 (sem) | Ceramics 1 or 2 (sem) | Ceramics 1 or 2 (sem) |
| Creative Thinking Maker Space (sem) | Creative Thinking Maker Space <br> (sem) | Creative Thinking Maker <br> Space (sem) |
| Art 1 Major (hybrid) (year) | Art 1 Major (hybrid) (year) | Art 1 Major (hybrid) (year) |


| Computer Art and Design Major 1 (hybrid) (year) | Computer Art and Design Major 1 (hybrid) (year) | Computer Art and Design Major 1 (hybrid) (year) |
| :---: | :---: | :---: |
| Game Design (sem) | Game Design (sem) | Game Design (sem) |
| Event Videography (sem) | Event Videography (sem) | Event Videography (sem) |
| Video Production 1- Studio Interviews (sem) | Video Production 1- Studio Interviews (sem) | Video Production 1- Studio Interviews (sem) |
| Video Production 1- Editing (sem) | Video Production 1- Editing (sem) | Video Production 1- Editing (sem) |
| Video Production 1 (year) | Video Production 1 or 2 (year) | Video Production 1 or 2 (year) |
|  | Video Production 2 - Advanced Storytelling Techniques (sem) | Video Production 2 - Advanced Storytelling Techniques (sem) |
|  | Video Production 2 - Digital Branding (sem) | Video Production 2 - Digital Branding (sem) |
|  | Independent Study - Video <br> Production (sem or year) | Independent Study - Video <br> Production (sem or year) |
|  | Drawing and Painting 1 (year) | Drawing and Painting 1 or 2 (year) |
|  | Sculpture 1 (sem) | Sculpture 1 or 2 (sem) |
|  | Jewelry \& Fiber Arts 1 (sem) | Jewelry \& Fiber Arts 1 or 2 (sem) |
|  | Independent Study - Art Studio | Independent Study - Art Studio |
|  |  | Art Studio (year) |
|  |  | AP Studio Art 2D (year) |
|  |  | AP Art History (year) |

## Course Offerings (Foundation classes are in bold)

Art 1 Major (607)
Art 1 Minor (612)
AP Art History (605)
AP Art Studio 2D (604)
Art Studio - Independent Study (601)
Art Studio Major (638)
Ceramics 1 (629)
Ceramics 2 (628)
Computer Art and Design 1 Major (606)
Computer Art and Design 1 Minor (615)
Computer Art and Design 2 Minor (608)

## Creative Thinking MakerSpace (609)

Design Build 3D (621)
Drawing and Painting 1 (635)
Drawing and Painting 2 (636)
Drawing and Painting 3 (637)
Event Videography (648) $\square$
Game Design (610)
Jewelry and Fiber Arts (630)
Photography 1 (597)
Photography 2 (598)
Photography 3 (599)
Sculpture (626)
Video Production 1 (639)
Video Production 2 (649)
Video Production 1 - Editing (647)
Video Production 1 - Studio Interviews (646)
Video Production 2 - Advanced Storytelling Techniques (602) $\square$
Video Production 2 - Digital Branding (605)
Video Production - Independent Study (650)

## 2D STUDIO COURSES

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Art I Minor | $\mathbf{6 1 2}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 | $\mathbf{6 0 7}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

In this foundation course, Art 1 provides students with art making experiences in drawing, painting, printmaking, sculpture, and crafts. Two and three-dimensional artworks will be created, evolving from the study of the elements and principles of design, as well as from art historical sources. Through the assignments, students will increase their aesthetic awareness, visual literacy, and understanding of what makes a strong artistic composition. Students will engage in discussions about their artwork as well as the work of a number of other artists. The objectives of this course are to stimulate creative imagination, develop visual literacy, increase environmental awareness, and to acquaint students with the social and cultural significance of art. This is a hybrid course: sometimes these two courses (Art 1 Major and Computer Art and 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 | 635 | Unleveled | $10-12$ | 6 |
| Drawing \& Painting 2 | 636 | Unleveled | $11-12$ | 6 |
| Drawing \& Painting 3 | 637 | Unleveled | 12 | 6 |

In these courses, 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. Through the use of methods, materials, and techniques, students will apply the elements and principles of art to develop strong compositions and their personal style. Students will learn to analyze their own work as well as the work of masters to reinforce studio instruction. The biggest difference between these courses is the amount of skill, time and depth that students will have to engage in their work. Some independent work will be required. No matter what grade you are in, please follow these in numerical order.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| AP Art History | $\mathbf{6 0 5}$ | AP | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 Studio Art Drawing/2D Design | 604 | AP | $11-12$ | 6 |
| Art Studio | 638 | Unleveled | $11-12$ | 6 |

This course is especially designed for those students who plan a career in art. The emphasis will be placed upon developing a portfolio for submission to a professional art school as part of the admissions requirement. This course may be repeated for credit with the permission of the instructor. The AP Studio Art course will be offered in the current Studio Art portfolio course. AP Studio Art for drawing or 2D design is designed for serious art students committed to a rigorous program of study and high quality artwork to submit to the AP Drawing or AP Two Dimensional Design Portfolio Exam. The student portfolio will meet the requirements as stated in the College Board Curriculum for evaluation for possible college credit and/or advanced placement. This course is designed for students who have the time and drive to invest themselves in an in-depth college-level course. 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 | $\mathbf{6 0 1}$ | Unleveled | $\mathbf{1 0 - 1 2}$ | TBD |

This course is for art students enrolled in any upper level art class who would like to 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.

## 3D STUDIO COURSES

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Ceramics 1 | 629 | Unleveled | $9-12$ | 3 |
| Ceramics 2 | 628 | Unleveled | $10-12$ | 3 |

In this foundation course, Ceramics $\mathbf{1}$ students will develop basic to intermediate skills in pottery and hand building clay forms. In this 3-D 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.
In Ceramics 2 students will further develop their handbuilding skills with more complex clay pieces, and learn 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.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :---: | :--- | :---: | :--- |
| Creative Thinking MakerSpace | 609 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 |
| :--- | :--- | :--- | :---: | :--- |
| Design Build 3D | $\mathbf{6 2 1}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

In this foundation 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 | 630 | Unleveled | $\mathbf{1 0 - 1 2}$ | 3 |
| Jewelry and Fiber Arts 2 | $\mathbf{6 3 1}$ | Unleveled | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |

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.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Sculpture 1 | 626 | Unleveled | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |
| Sculpture 2 | 627 | Unleveled | $10-12$ | $\mathbf{3}$ |

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

## DIGITAL STUDIO COURSES

In this foundation course, students will learn and apply the basic elements of art and principles of design through the use of illustration and design software to draw, paint, manipulate original photographs, design graphics, and create animations. Some preparatory sketching on paper will be required for planning out ideas. Students will learn to use the following software programs in depth: Adobe Illustrator, 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 big difference between these two courses is the amount of time and depth that students will have to engage in their work. Some independent work will be required. This course may be repeated for credit with the permission of the instructor. This is a hybrid course: sometimes these two courses (Art 1 Major and Computer Art and 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 |
| :--- | :--- | :--- | :--- | :--- |
| पGame Design | $\mathbf{6 1 0}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

Game Design students will actively engage learning a 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 |
| :--- | :--- | :--- | :---: | :--- |
| $\square$ Photography 1 | 597 | Unleveled | $9-12$ | 3 |
| $\square$ Photography 2 | 598 | Unleveled | $10-12$ | 3 |
| $\square$ Photography 3 | 599 | Unleveled | $11-12$ | 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: understanding how digital camera settings correspond to those of a 35 mm manual cameras, using black and white film, developing film, printing photographs in the darkroom, using Photoshop as a "digital darkroom", altering photographs, and matting prints. Through the assignments students will increase their aesthetic awareness, visual literacy, and understanding of what makes a strong photographic composition.

Art and photography examples 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 more closely 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 - Art Studio).

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :---: |
| $\square$ Event Videography | $\mathbf{6 4 1}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

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 main 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 |
| :--- | :--- | :--- | :---: | :--- |
| $\square$ Video Production 1 | 639 | Unleveled | $9-12$ | 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, 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 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 |
| :--- | :---: | :---: | :---: | :--- |
| QVideo Production 1:Studio Interviews | $\mathbf{6 4 6}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 |
| :--- | :--- | :--- | :---: | :--- |
| $\square$ Video Production 1: Editing | 647 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 |
| :--- | :--- | :--- | :---: | :--- |
| $\square$ Video Production 2 | 649 | Unleveled | $\mathbf{1 0 - 1 2}$ | $\mathbf{6}$ |

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 |
| :--- | :--- | :--- | :--- | :--- |
| $\square$ Video Production 2 - | $\mathbf{6 0 2}$ | Unleveled | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |

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.

\section*{Course Name <br> Video Production 2 - <br> | Course \# | Level |
| :--- | :--- |
| 605 | Unleveled | <br> Grade Level <br> 10-12 <br> Credits 3}

## Digital Branding

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 |
| :--- | :---: | :--- | :--- | :--- |
| QIndependent Study-Video Production 650 | Unleveled | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |  |
|  | Unleveled | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |  |

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.

## WELLNESS DEPARTMENT

## Canton High School Wellness Department 4 Year Graduation Requirement



## CHS $21{ }^{\text {ST }}$ CENTURY STUDENT EXPECTATIONS

Canton High School Wellness Department

The Wellness Department courses comprehensively target, develop, and assess the following CHS $21^{\text {st }}$ 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) 10 and 11
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 | $\mathbf{7 0 1}$ | Unleveled | $\mathbf{9}$ | $\mathbf{1 . 5}$ |

This is an introductory course exploring components of fitness, the benefits of leading an active lifestyle, and the various activities that can improve wellness. This class provides an opportunity for students to be active in many different disciplines and categories of movement activities. 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. Various life skills that are transferable will be introduced and students will be put into dynamic settings to complete tasks, solve problems, and collaborate effectively with peers.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Health Dynamics | $\mathbf{7 0 2}$ | Unleveled | $\mathbf{9}$ | $\mathbf{1 . 5}$ |

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, accessing valid health information, interpersonal communication, decision-making, goal setting, health-enhancing behaviors, and advocating for personal, family and community health. Students will engage in a variety of educational initiatives to help develop these skills in order to maintain and improve wellness.

This is an intermediate course designed to emphasize personal wellness, active lifestyles, and healthy decisions for a lifetime. A major portion of this class will focus on learning how to design and implement a personal fitness plan. 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, nautilus machines, 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 | $\mathbf{7 0 2}$ | Unleveled | $\mathbf{1 0}$ | $\mathbf{1 . 5}$ |

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 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 and global definition of happiness.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :---: |
| Leadership On and Off the field | $\mathbf{7 0 0}$ | Unleveled | $\mathbf{1 0 - 1 1}$ | $\mathbf{3 . 0}$ |

This Elective Leadership course is offered to sophomores and juniors 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 ultimately identifying the emerging leader within.

## GRADES 11 AND 12 REQUIRED COURSES

All juniors and seniors who have earned a passing grade in all of the required 9th and 10th grade Wellness courses are eligible to select from the following one-term courses. Juniors and seniors are to complete and pass two(2), one-term courses each year, at least one of which must include physical activity. The Wellness courses listed below are classes designed to specifically address the needs and interests of our upper-class students as they meet the state and district requirements for Physical Education. All $11^{\text {th }}$ and $12^{\text {th }}$ 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 | $\mathbf{7 1 0}$ | Unleveled | $\mathbf{1 1 - 1 2}$ | $\mathbf{1}$ |

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 | $\mathbf{7 1 1}$ | Unleveled | $\mathbf{1 1 - 1 2}$ | $\mathbf{1}$ |

(Terms 1 \& 4 only)
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 | $\mathbf{7 1 2}$ | Unleveled | $\mathbf{1 1 - 1 2}$ | $\mathbf{1}$ |

While the age-old study of Yoga involves diversity in cultures and methods, this course will focus on basic Hatha Yoga movements and relaxation. Studying Yoga will allow students to understand and explain health benefits of stretching and relaxation for young adults. This is a secular course, chanting and praying are not included. Although mats are available, students are strongly encouraged to bring in their own yoga mat.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Recreation \& Games | $\mathbf{7 1 3}$ | Unleveled | $\mathbf{1 1 - 1 2}$ | $\mathbf{1}$ |

This course will focus on lifelong wellness pursuits. Activities that promote physical, social, and emotional well-being will be emphasized throughout the semester. Quality of life and enjoyment will be the focal point of the multiple recreational activities that will be experienced. Various activities may include: golf, tennis, badminton, table tennis, pickleball, Frisbee, Wiffleball, horseshoes, fitness walking, bocce, self-defense, and many more throughout the semester.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Racquet \& Net Sports | $\mathbf{7 1 4}$ | Unleveled | $\mathbf{1 1 - 1 2}$ | $\mathbf{1}$ |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Life After Canton | $\mathbf{7 1 5}$ | Unleveled | $\mathbf{1 1 - 1 2}$ | $\mathbf{1}$ |

Students will discuss various lifetime skills needed after high school. Topics will include making good food choices, freshman $15 / 20$, relationships, handling money, investments, time management, and substance abuse. The topics covered in this class will help prepare you to be an independent and responsible adult.

Course Name Course \# Level Grade Level Credits

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?

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Fitness \& Conditioning | $\mathbf{7 1 7}$ | Unleveled | $\mathbf{1 1 - 1 2}$ | $\mathbf{1}$ |

Students choosing this course will receive advanced instruction regarding fitness and conditioning principles. Students will spend a majority of time in the Fitness Center developing and implementing a comprehensive personal fitness plan. Fitness technology and cutting edge fitness activities will be a focal point of each class.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Safety \& Self-Defense | $\mathbf{7 1 8}$ | Unleveled | $\mathbf{1 1 - 1 2}$ | $\mathbf{1}$ |

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 | $\mathbf{7 1 9}$ | Unleveled | $\mathbf{1 1 - 1 2}$ | $\mathbf{1}$ |

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?

## WELLNESS ELECTIVE PROGRAM

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Family and Child Studies 1 | 736 | H | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |
|  | 737 | CP | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |

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 the infant simulator for at-home projects. Students taking the course for Honors credit will do additional research projects.
Note: Choosing Family and Child Studies meets the Wellness requirement.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :---: | :---: | :---: | :--- |
| Wellness Internship | 733 | Unleveled | $11-12$ | 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 | 731 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 | 732 | Unleveled | $9-12$ | 3 |

This course will provide a curriculum that is designed to adapt and modify the wellness classroom atmosphere and address the needs of each individualized 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
- Mandarin $1^{*}, 2,3,4$
- Spanish 1*, 2, 3, 4, 5, AP Language \& Culture
- Global Studies
- International Business Economics

Course Leveling: All first year language courses are Unleveled.* At year two, 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.
*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. Grade 11 and 12 students may take the first year course as Unleveled or they may designate the class as Honors. 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 Unleveled and Honors.

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

## CHS $21{ }^{\text {st }}$ 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

\section*{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. Starting with the class of 2022, ASL will be a two-year program. Please consider that ASL 3 will only be offered until the end of school year 2019-2020. <br> | Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| American Sign Language 1440 | Unleveled | CP | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |
|  | 441 | $\mathbf{H}^{*}$ | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |}

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 unleveled and the honors course may be combined. Previous Coursework: None for Unleveled 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 | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 | $\mathbf{4 4 4}$ | CP | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |
|  | 445 | H | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 | 401 | Unleveled | $9-11$ | 6 |
|  | $409^{*}$ | H | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 twoyear World Language requirement. The unleveled and the honors course may be combined. Previous Coursework: None for Unleveled 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 $\boldsymbol{C P}$ 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 | $\mathbf{1 0 - 1 2}$ | $\mathbf{6}$ |
|  | 405 | CP | $\mathbf{1 0 - 1 2}$ | $\mathbf{6}$ |

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 $\mathbf{4}$ | $\mathbf{4 0 6}$ | H | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 $\mathbf{4}$ 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 is a combined class.

| 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 | 411 | Unleveled | $9-12$ | 6 |
|  | 410 | $\mathbf{H}^{*}$ | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 unleveled and the honors course may be combined. Previous Coursework: None for Unleveled 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 | $\mathbf{4 1 3}$ | CP | $\mathbf{1 0 - 1 2}$ | $\mathbf{6}$ |
|  | 412 | H | $\mathbf{1 0 - 1 2}$ | $\mathbf{6}$ |

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.

| Course Name | Course $\#$ | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| German 3 | 415 | CP | $\mathbf{1 0 - 1 2}$ | 6 |
|  | 414 | H | $\mathbf{1 0 - 1 2}$ | $\mathbf{6}$ |

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 | $\mathbf{6}$ |

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.

## MANDARIN CHINESE LANGUAGE AND CULTURE

| Course Name | Course $\#$ | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| Mandarin 3 | $\mathbf{4 3 5}$ | CP | $\mathbf{1 0 - 1 2}$ | $\mathbf{6}$ |
|  | $\mathbf{4 3 4}$ | H | $\mathbf{1 0 - 1 2}$ | $\mathbf{6}$ |

Mandarin 3 is a course designed for students who have successfully completed Mandarin 2, learned either through taking Mandarin 2, or through some other relevant experience. The emphasis of this course is on listening, speaking, reading, and character writing. Students will further develop speaking and writing skills and will build and expand vocabulary through reading and listening. Chinese culture is an integral part of the course. The Honors and CP courses may be combined. Previous coursework: Successful completion of Mandarin 2 or teacher recommendation.

| Course Name | Course $\#$ | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| Mandarin 4 | 437 | CP | $10-12$ | 6 |
|  | 436 | H | $\mathbf{1 0 - 1 2}$ | $\mathbf{6}$ |

Mandarin 4 is a course designed for students who have successfully completed Mandarin 3, learned either through taking Mandarin 3, or through some other relevant experience. The emphasis of this course is on listening, speaking, reading, and character writing. Students will further develop speaking and writing skills and will build and expand vocabulary through reading and listening. Chinese culture is an integral part of the course. The Honors and CP courses may be combined. Previous coursework: Successful completion of Mandarin 3 or teacher recommendation.

## SPANISH LANGUAGE AND HISPANIC CULTURES



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 twoyear World Language requirement. The unleveled and the honors course may be combined. Previous Coursework: None for Unleveled 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 | TBA | Unleveled | $9-11$ | 6 |
| Spanish Language \& Culture 2 | TBA | Unleveled | $10-12$ | 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 | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |
|  | 423 | CP | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

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 Spanishspeaking 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 | $\mathbf{1 0 - 1 2}$ | 6 |
|  | 425 | CP | $\mathbf{1 0 - 1 2}$ | $\mathbf{6}$ |

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 $\mathbf{4}$ | $\mathbf{4 2 6}$ | $\mathbf{H}$ | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 | $\mathbf{1 1 - 1 2}$ | 6 |
| Spanish 5 Film | 429 | CP | $\mathbf{1 2}$ | 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 | $\mathbf{4 2 8}$ | H | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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 <br> AP Spanish Language \& Culture

| Course \# | Level |
| :--- | :--- |
| $\mathbf{4 2 0}$ | AP |


| Grade Level | Credits |
| :--- | :--- |
| $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

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.

## GLOBAL STUDIES

| Course Name | Course $\#$ | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| Global Studies | 453 | H | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |
|  | 454 | CP | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 | 153 | H | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |
|  | 154 | CP | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |

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 P
GRADE:
EMS $\square$

HANSENTEACHER(S) IN CHARGE: Claw bert and LUCE
$\qquad$

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: University of New Hampshire cavity
Dates): April 4,2019
Location of nearest medical facility for emergency care: Wentworth -Douglass Hospital

## Relevancy to Teaching Unit:

What is your current lesson plan: to tour and information session Educational Value of Trip: popular school our students apply to for college What do you have for follow-up plans? discuss option of applying

Program Specifics:
Time of Departure: © aw
Number of Students Attending: $\quad 40$
Number of CPS Chaperones:


Total Number Substitute Staff needed:


Transportation: Sorlool BUS
Initial Principal Approval:


Time Scheduled to Return: 2:30 pm Cost per Student: $\$ 15.00$ Number of Additional Chaperones: $\qquad$

Date


Superintendent and School Committee approval are required. Allow a minimum of one month for planningApproved by Superintendent $\qquad$ Date $\qquad$
$\square$ Approved by School Committee $\qquad$ Date $\qquad$

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

 Administrative Field Trip Request Form
## CHS

 $\square$ GMSHANSEN
GRADE: 1 TEACHER(S) IN CHARGE: Berkavitz, Gasfa, McManus, Olsen

1. Submit to Nursing and Administration a minimum of TWO WEEKS prior to trip departure date.
2. Complete all of the following information.

## Program Information:


Location of nearest medical facility for emergency care: $\qquad$ RI Hospital o

## Relevancy to Teaching Unit:

What is the relevance of the lesson plan: To mode/ visualizing
Educational Value of Trip: To see literature parks come


## Program Specifics:

Time of Departure: $\qquad$


Number of Students Attending: $\qquad$
Number of CPS Chaperones: $\qquad$
Total Number Substitute Staff needed: 8 Transportation: School Bus $\qquad$ Time Scheduled to Return: $12: 30 \mathrm{pm}$ Cost per Student: \$Approximate $\$ 10$ Number of Additional Chaperones: $\qquad$ Student Attire: school attire


Student needs to bring:
$X$ A labeled, paper bag lunch with drink to be discarded after lunch
Lunch will be provided
Xi An additional snack/drink
Other: $\qquad$

## Program Approvals: (provide dates below)

Principal Initial Notification/Approval
Nursing notification 2 weeks in advance
Nursing services required on trip confirmed Cafeteria manager received notification of trip


Signed permission forms from parents or guardians are/will be on file: Yes $\qquad$ No $\qquad$
Final Principal Approval:

Date: $1 / 10 / 19$

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

## GRADE: $\quad 1$ <br> TEACHER(S) IN CHARGE: Berkowitz, Gasp, MoManus, Olsen <br> Please complete all of the following information.

## Program Information:

Destination of Field Trip, Activity: VOA Arts : Cultural Center,


Location of nearest medical facility for emergency care: RI Hospital

## Parental Permission:

Please return this completed permission slip and your student's money together in a sealed envelope by Tuesday, March $12{ }^{\text {th }}$. Checks should be made out to $\qquad$ . I give permission for my child, $\qquad$ , to accompany his/her classmates on this field trip.

I understand that every effort will be made to contact me if a medical emergency should occur. However, if I cannot be reached, or where time is of the essence, I hereby give permission to provide such medical treatment to my child as is deemed necessary.

## Parent/Guardian Signature

Date
Parent/guardian Phone: $\qquad$
Cell Phone: $\qquad$
Emergency Contact: $\qquad$
Phone: $\qquad$
Medical conditions/allergies: $\qquad$
Any medication needs on the Field Trip:
Yes $\qquad$ No $\qquad$

## Chaperones:

Preference will be given to parents of students with seizures, diabetes, Epi-pens and inhalers. Additional chaperones will be selected by the teacher in order to offer all an otherwise equal opportunity.
I am interested in being a chaperone.
Yes $\qquad$ No $\qquad$
Chaperone has a CORI Check on file.
Yes $\qquad$ Date Verified $\qquad$

- I, the undersigned parent/guardian, give permission for my child to self-administer or for delegated staff to administer the above listed medications. I agree to release, indemnify and hold harmiess the Town of Canton, the Canton School Committee and their employees and agents from and against any claim either I or my child may have as a result of any act or omission which may arise out of this authorization.
- I further consent to urgent medical treatment by a healthcare provider in the event of ilmess or injury of my child during their participation in the trip/activity/program.
- I accept full responsibility for all costs for any medical information to be shared to and from medical providers, the faculty of the Canton Public Schools and the school trip/activity/program chaperones, as needed to maintain my child's health and safety.

Parent/Guardian signature $\qquad$ Date $\qquad$

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## SUPPORT SERVICES GOALS

The School Committee looks upon business operations of the school system as essential to the central function of the public schools which is education.

The Committee recognizes that it serves as trustee of school facilities and overseer of school business operations for the purpose of providing the facilities and services that will support a good educational program.

The School Committee expects the operation and maintenance of the school plant, equipment and services to set high standards of safety, to promote health of students and staff and to reflect the aspirations of the community.

The Committee will establish an effective and economical maintenance program in hopes of assuring long and fruitful use of school sites, plants and equipment.

LEGAL REFS.: $\quad$ M.G.L. 44:33; 71:37

Approved:
Reviewed: February 7, 2019
Revised:

File: EB

## SAFETY PROGRAM

Accidents are undesirable, unplanned occurrences that can result in tragic consequences, bodily harm, and loss of school time, property damage, legal action, and even fatality. The School Committee will guard against such occurrences by acting in accordance with the safe school policy and thereby to protect the safety of all students, employees, visitors and others present on school property or at school sponsored events.

The Committee will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as they pertain, for example, to the school plant, special areas of instruction, student transportation, school sports and occupational safety.

The practice of safety will also be considered a facet of the instructional program. Instruction will be given in accident prevention as well as fire prevention; emergency procedures; traffic, bicycle, and pedestrian safety.

The Superintendent or designee will have overall responsibility for the safety program of this school system. It will be the responsibility of the Superintendent or designee to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

LEGAL REFS: M.G.L. 69:1A; 71:1; 71:55C

Approved:
Reviewed: February 7, 2019
Revised:

## File: EBAB NO CHANGE

## PEST MANAGEMENT POLICY

The Canton Public Schools are committed to providing a safe and properly maintained environment for all staff, students and visitors. To achieve this end, the School District will implement integrated pest management procedures for its buildings and grounds.

The integrated pest management procedures shall include implementation of appropriate prevention and control strategies, notification of certain pesticide and herbicide uses, record keeping, education and evaluation.

Integrated pest management procedures will determine when to control pests and what method of control to choose. Strategies for managing pest populations will be influenced by the pest species, location and whether and at what population level its presence poses a threat to people, property or the environment. The full range of action alternatives, including no action, will always be considered.

## I. OVERVIEW AND GOALS

A. The Canton Public Schools shall develop and implement an integrated pest management program.
B. An integrated pest management program is a pest control approach that emphasizes using a balanced combination of tactics (cultural, mechanical, biological, chemical) to reduce pests to a tolerable level while using pesticides and herbicides as a last resort to minimize health, environmental and economic risks.
C. Pesticides and herbicides will be used only as a last resort, based on a review of all other available options.
D. The integrated pest management program shall strive to:

1. Reduce any potential human health hazard.
2. Reduce loss or damage to school structures or property.
3. Minimize the risk of pests from spreading in the community.
4. Enhance the quality of facility use for school and community.
5. Minimize health, environmental and economic risks.

## II. RESTRICTIONS ON USE OF PESTICIDES AND HERBICIDES

A. When pesticides or herbicides are used, they must be classified as an EPA Category III or IV. Application of any pesticide or herbicide may be performed only by certified applicators.
B. Application of pesticides and herbicides may only be accomplished during a school break or when the building will be clear of students for at least 48 hours.

## III. NOTIFICATION OF PESTICIDE AND HERBICIDE USE

A. When pesticides or herbicides are used outdoors, notice of their use will be provided to parent/guardians, staff and students and will also be posted in a common area.
B. When pesticides and herbicides are used in a building, the site will provide a 48 - hour pre-notification in the form of posting the product name, purpose, application date, time and method and the Material Safety Data Sheet on all entrance doors. A contact person will also be listed.
C. In the event of an EPA registered pesticide or herbicide application in or around a building site during the school year or summer session, a notice (including the product name, purpose, contact person, and application date, time and method), will be sent home in writing with students in the affected building at least 5 days prior to application.

## IV. RECORD-KEEPING

A. The District will keep a record of pesticides and herbicides used, amounts and locations of treatments and will keep any Material Safety Data Sheets, product labels and manufacturer information on ingredients related to the application of the pesticides or herbicides.
B. All records of pesticides and herbicides used and correspondence will be available for public review upon notice and during normal school hours.

## V. STAFF RESPONSIBILITIES AND EDUCATION

A. Designated staff (School Nutrition, Buildings and Grounds, etc.) will participate in sanitation and pest exclusion procedure appropriate to their roles. For example: keeping doors closed, repairing cracks, removing food waste within 12 hours, keeping lids on garbage receptacles and keeping vegetation properly out.
B. Ongoing education of all appropriate District staff will be a priority to ensure a safe and clean environment.

LEGAL REF.: Chapter 85 of the Acts of 2000, "An Act to Protect Children and Families from Harmful Pesticides."

[^0]
## File: EBC

## EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff, it also strengthens the morale of all concerned to know that preparedness plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

Building principals will meet all requirements for conducting fire drills as well as emergency preparedness drills (i.e. Shelter in Place, (ADDED) Lockdowns) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and staff practice in carrying out their assigned responsibilities for building evacuation.

Fire drills and Evacuation drills (ADDED) are held periodically in each building during the year with four (4) times per school year constituting the absolute minimum. The first fire drill of the school year shall be held within three (3) days after the start of school. The purpose of the drills is to practice proper procedure so that all personnel, adults and students, may become familiar with the routine. These drills shall be conducted without advance warning to school personnel other that the person in charge of the school at the time of the scheduled drill. An alternate means of egress for all persons shall be formulated and practiced. Copies of the fire evacuation plan along with the alternate means of egress shall be forwarded to the Fire Chief for his/her approval prior to the first day of the school year.

Due to the importance of the drills, it is imperative that all students obey the instructions posted in classrooms.

## CROSS REF.: EBCE, Emergency Closings

[^1]
## EMERGENCY CLOSINGS

The Superintendent may close the schools, call for a delayed opening (ADDED) or early dismissal in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors, in collaboration with other school personnel (ADDED), and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

LEGAL REFS.: M.G.L. 71:4; 71:4A
CROSS REF.: EBC, Emergency Plans

Approved:
Reviewed: February 7, 2019
Revised:

## BUILDINGS AND GROUNDS MANAGEMENT

The School Committee's most important function is to provide for the education of children, and it recognizes that the education of children is dependent upon many factors, including a proper physical environment that is safe, clean, sanitay, and as comfortable and convenient as the facilities will permit or the use requires.

The supervision over the care and safekeeping of property used by the school department will be the general responsibility of the Superintendent.He/she or designee will work with other town departments, as necessary The Director of Facilities, or his designee, (ADDED) will develop a comprehensive and well-defined plan for the proper maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that each school is equally well maintained, equipped, and staffed.

The Superintendent and/or designee will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness of any property that may be lost, stolen or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

Within the separate schools, the building administrator will be responsible for proper care, maintenance, and cleanliness of buildings, equipment and grounds.

LEGAL REF.: M.G.L. 71:68

Approved:
Reviewed: February 7, 2019
Revised:

## VANDALISM

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at redueing the amount of vandalism.

Every citizen of the town, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the School Department. and the name(s) of the person or persons believed to be responsible. Each employee will report to the Prineipal of the sehool every ineident of vandalism known to him/her and, if known, the names of those responsible.

The Superintendent, or designee,(ADDED) is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property. and is further authorized, to delegate, as he/she see fit, authority to sign steh complaints and to press eharges.

Reimbursement will be sought for all or part of any damages.

LEGAL REFS.: M.G.L. 231:85G
Rules and Regulations of the School Committee

Approved:
Reviewed: February 7, 2019
Revised:

## AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

The School Committee wishes to be of assistance, whenever possible, to other town departments and community organizations. Therefore, permission to use school equipment may be granted by the Superintendent, or designee,(ADDED) upon request by responsible parties or organizations. However, no seats, chairs, audio-visual aid equipment, or other furniture and equipment shall be removed from any building for other than school purposes, except by permission of the Superintendent of Schools or his/her designee.

School equipment may be used by staff members when the use is related to their school employment, and by students when the equipment is to be used in connection with their studies or extracurricular activities.

Proper controls will be established by the Superintendent and/or designee to assure the user's responsibility for, and return of, all school equipment.

Approved:
Reviewed: February 7, 2019
Revised:

## STUDENT TRANSPORTATION SERVICES

State law requires the district to provide free transportation to students in grades kindergarten to six living two miles or more from the school they attend. Students in grades kindergarten through grade six living less than two miles or more from the school they are attending and students in grades seven through twelve will be provided transportation for a fee on a space available basis.

The school system may contract for transportation services. The School Committee will award any contracts on a competitive bid basis. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent and/or designee, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

$$
\begin{array}{ll}
\text { LEGAL REFS.: } & \text { M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; } \\
& \text { 71B:4; 71B:5; 71B:8; 74:8A; 76:1; 76:12Bi; 76:14 }
\end{array}
$$

Approved:
Reviewed: February 7, 2019
Revised:

## File: EEAE

## SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions include, and are not limited to, (ADDED)the following:

1. Children will be instructed as to the proper procedure for boarding and exiting a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classform-Instruction on school bus safety will be provided.
5. Parents will be apprised of bus procedures and code of conduct and asked to reinforce school instruction.

LEGAL REFS.: M.G.L. 90:7B as amended by CL 246 Acts of 1986
M.G.L. 90:1 et seq.; 713:2; 713:7L

Highway Safety Program Standard No. 17
Student Handbooks

Approved:
Reviewed: February 7, 2019
Revised:

## BUS DRIVER EXAMINATION AND TRAINING

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required The district will only employ bus drivers who are courteous and careful drivers over the age of 18.(ADDED)
2. Each driver will file with school officials a medical certificate.and proof of freedom from tubereulosis.

No person under 18 years and only persons of high character will be allowed to operate sehool buses.
3. Only persons who are properly licensed by the state and have completed the driver-training program will be permitted to drive school buses.
4. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.
5. The contractor will notify school officials as soon as possible of any change of bus drivers.
6. All drivers will be CORI and fingerprinted.(ADDED)

LEGAL REFS.: Highway Safety Program Standard No. 17
M.G.L. 90:7B; 90:8A; 90:8A ½

Approved:
Reviewed: February 7, 2019
Revised:

## MOTOR VEHICLE IDLING ON SCHOOL GROUNDS

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations. The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Canton School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Canton School District shall erect and maintain in a conspicuous location on school grounds "NO IDLING" signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

## NO IDLING <br> PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500 FOR SECOND AND SUBSEQUENT OFFENSES M.G.L. C. 90, § 16B AND 540 CMR 27.00

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Canton School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in M.G.L. c. 90 , § 16B shall be enforced by state or local law enforcement agencies.

LEGAL REFS.: M.G.L. c. $71: 37 \mathrm{H}, \mathrm{c} .90: 16 \mathrm{~B}$ and 540 CMR 27.00

[^2]
## FOOD SERVICES

The sehool system will take part in the National Sehool Luneh Program and other food programs that may become available to assure that all children in the sehools receive proper nourishment.

In aceordanee with guidelines for partieipation in these programs, and in aceordanee with the wishes of the Committee, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply beeatse proper applieation has not been reeeived from his/her parents or guardians.

As required by state and federal regulations, the Sehool Committee will approve a poliey statement pertaining to eligibility for free milk, free meats, and redtreed priee meats.

## NEW

The Canton Public Schools will participate in the National School Lunch Program and other food programs that may become available to assure that all children in the schools have access to proper nourishment.

## Free and Reduced Price Meals

In accordance with guidelines for participation in these programs and in accordance wishes of the School Committee, the district will provide every child/household the opportunity to apply to qualify for free or reduced price meals using the Free and Reduced Meals Application. Additionally, the district will make repeated attempts during the school year to qualify students for free or reduced price cost meals through the Direct Certification Process. A child will not be denied a meal because an application has not been received or for any other reason.

## Charged Meal Policy

If A child forgets their breakfast or lunch money, or does not have money in their MySchoolBucks account, the district will provide the child with a breakfast or lunch. A maximum of four charged breakfasts and lunches will be provided. Charged meals will result in a negative balance. The parent/guardian is responsible for the payment of charged meals. Charging a-la-carte foods will not be allowed.

> LEGAL REFS: National School Lunch Act, as amended (42 USC 1751-1760)
> Child Nutrition Act of 1966
> P. L. 89-642, 80 Stat. 885, as amended
> HHFKA, Public Law 111-296; December 13, 2010
> M. G. L. 15:1G; 15:1L; 69:1C; 71:72

Approved:
Reviewed: February 7, 2019
Revised:

## CANTON PUBLIC SCHOOLS

|  | Dr. Jennifer Fischer-Mueller <br> Superintendent of Schools |  |
| :---: | :---: | :---: |
| Jennifer A. Henderson |  | Patricia Kinsella <br> Assistant Superintendent |
| for Curriculum and Instruction |  | for Special Projects |

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

TO: Jennifer Fischer-Mueller, Superintendent of Schools
FROM: Barry Nectow, Business Administrator
SUBJECT: FY19 $1^{\text {st }}$ Quarter Financial Report - as of December 31, 2018
DATE: January 31, 2019
CC: Canton School Committee

Attached please find the FY19 $2^{\text {nd }}$ Quarter Financial Report for the Canton Public Schools for the quarter ending December 31, 2018. The report includes the following schedules:

1. FY 19 All Funds Summary, Full Year Projection, as of 12-31-2018 (Page 4)
2. FY19 Budget Forecast and Reconciliation (Page 5 and 6)
3. FY19 - FY21 Operating Budget Forecast (Page 7)
4. FY19 - FY21 Special Education Expense Analysis (Page 8)
5. Summary of FY19 School Revolving Accounts, as of 12-31-2018 (Page 9)
6. Summary of FY19 Federal and State Grants, as of 12-31-2018 (Page 10)

## Operating Budget

The school operating budget for FY19, increased by FY18 encumbrances of $\$ 2,797,779$ carried over to FY19, totals $\$ 45,194,184$. The FY19 voted budget is $\$ 42,396,405$.

The budget is comprised of salaries totaling $\$ 36,721,818$ and expenses totaling $\$ 8,472,366$. The salary budget, totaling $\$ 36,721,818$, makes up $81.36 \%$ of the operating budget. The combined total of salaries, out-of-district tuitions, transportation and utilities, totaling $\$ 43,316,906$, makes up $95.5 \%$ of the operating budget.

## School Department Total Spending

The total annual sum of funds projected to operate the school district for FY19 is projected to be $\$ 46,518,373$, an increase of $\$ 2,814,801(6.44 \%)$ over FY18. The major components of the total school department spending are:

| Operating Budget - Adjusted | $\$ 42,396,405$ |
| :--- | ---: |
| Revolving Funds Expenditures $-\$ 2,948,762$ |  |
| Grants - | $\$ 1,173,206$ |
|  | $\$ 46,518,373$ |

The full year spending will likely change as we proceed further into the fiscal year.

## Special Education Update

The FY19 Budget Forecast and Full Year Summary (Page 5) includes projected operating expenditures for the full year. This includes all special education expenses projected as of 01-312019. The Special Education Expense Comparison (Page 8) of this report includes a more detailed summary of the major line items in the special education budget and compares full year projections for FY19, FY20 and FY21.

During FY19, a change was made to managing special education expenses. Prior to FY19, the Special Education Grant (\#94-142) was used for salaries, primarily for educational assistants and ABA tutors. During the FY18 audit, the Town independent auditor recommended using the grant for tuition instead of staffing. There is no effect on the operating budget but it makes grants management and reporting much easier. The change took effect in November, 2018.

Since the beginning of the current fiscal year, special education expenses remain in line with projections made during FY18, when special education expenses began to rise. The FY19 deficit, projected in June 2018, was $\$ 2,323,093$. The current full year projection for FY19 is an operating budget deficit of $\$ 2,946,769$ (Page 7, Column B, Line 66. The deficit is covered by Circuit Breaker funds ( $\$ 1,692,616$ ), Special Education Stabilization Account Funds $(\$ 811,146)$ and Revolving Funds ( $\$ 445,000$.) Funding the FY19 deficit in this method projects Circuit Breaker carry over to FY20 in the amount of $\$ 721,691$, which will help offset the FY20 projected deficit.

## FY20 \& FY21

The Special Education Expense Comparison (Page 8) also projects special education spending for FY20 and FY21.

There is a projected deficit of $\$ 3,684,398$ in FY20. The deficit will be covered by Circuit Breaker funds $(\$ 1,952,398)$, the special education grant $(\$ 832,000)$, Special education stabilization funds ( $\$ 700,000$, see below) and Revolving Funds $(\$ 200,000$.) This projection includes several assumptions, all of which will change as we work our way through the FY20 budget process.

The FY21 special education deficit is currently projected at $\$ 3,760,594$ although it is far too early to know the accuracy and certainty of the projection. This projected deficit would be partially covered with Circuit Breaker funds ( $\$ 2,111,657$ ), the special education grant ( $\$ 832,000$ ), and Revolving Funds $(\$ 200,000)$, leaving a remaining deficit of $\$ 616,937$. The projection for FY21 will be closely watched and adjusted during FY19.

## Special Education Stabilization Funds

During FY18, when special education expenses began to rise, the school department worked with the Town to solve the multi-year problem. Solutions were shared between the Town and school department and included budget reductions and the use of the special education stabilization fund.

Funds, in the amount of $\$ 1,300,000$, were appropriated at town meeting in May 2018. $\$ 600,000$ of the funds were used to balance the FY18 budget, leaving $\$ 811,146$ to offset the FY19 deficit. The current projection would use the entire balance, leaving no balance rolling forward to FY20.

The school committee submitted an article for consideration at the May 2019 town meeting in the amount of $\$ 700,000$, to fund the special education stabilization fund, which would be used to partially offset the FY20 projected deficit.

## Revolving Funds

The summary for use of revolving funds is on page 9. The revolving fund balances remain in good condition with healthy and/or required balances in most accounts such as Food Service, Athletics, Pre-School and Building Rental. The current projection for revolving fund use in FY19 to offset the operating budget deficit is $\$ 445,000$, although it is very early in the fiscal year for the projection.

## Grants

The School Department is also the beneficiary of approximately $\$ 1,173,206$ of state and federal grant funds. The summary of grant funds is on page 10. Grants are used to support a wide range of programming including special education tuition, professional development, salaries, health and nursing. The are no material changes expected with grants in FY19 other than the change in expense types described above for the special education grant.

## Summary

Overall, school department expenditures for FY19 are as projected, although it is very early in the fiscal year. We will continue to closely monitor the special education line items and provide updates as needed.


|  | A | B | C |
| :---: | :---: | :---: | :---: |
| 1 | Canton Public Schools |  |  |
| 2 | FY19 Operating Budget Forecast and Reconciliation |  |  |
| 3 |  |  | $\begin{array}{\|c} \text { Full Year } \\ \text { Projection as } \\ \text { of } \\ \hline \end{array}$ |
| 4 |  |  | 12/31/2018 |
| 5 |  |  |  |
| 6 | FY19 Voted Budget |  | \$42,396,405 |
| 7 | FY18 Encumbrances Rolled Forward |  | \$2,797,779 |
| 8 | FY19 Adjusted Budget |  | \$45,194,184 |
| 9 | FY19 Expended |  | \$20,166,986 |
| 10 | FY19 Encumbered |  | \$25,346,168 |
| 11 | FY19 Expended \& Encumbered |  | \$45,513,154 |
| 12 | FY19 Operating Budget Balance |  | -\$318,970 |
| 13 | FY19 Additional Spending Forecast |  | \$2,627,799 |
| 14 | FY19 Projected Full Year Spending |  | \$48,140,953 |
| 15 | FY19 Current Operating Budget |  | \$45,194,184 |
| 16 | FY19 Op. Bal. - Prior to Scheduled Offsets |  | -\$2,946,769 |
| 17 | Offsets |  |  |
| 18 | Circuit Breaker |  | \$1,692,616 |
| 19 | Spec Ed Stabilization Fund |  | \$811,146 |
| 20 | Preschool Revolving (Prev. Scheduled) |  | \$100,000 |
| 21 | Athletic Revolving (Prev. Scheduled) |  | \$190,000 |
| 22 | Building Rental (Prev. Scheduled) |  | \$125,000 |
| 23 | Parking Revolving (Prev. Scheduled) |  | \$30,000 |
| 25 | Sub-Total - Offsets |  | \$2,948,762 |
| 32 |  |  |  |
| 35 | Remaining Balance/Deficit |  |  |
| 36 |  |  | \$1,993 |
| 53 |  |  |  |
| 54 |  |  |  |
| 55 |  |  |  |
| 56 |  |  |  |


|  | A | B | C |
| :---: | :---: | :---: | :---: |
| 57 | Tuition Reconciliation |  |  |
| 58 |  |  |  |
| 59 |  |  |  |
| 60 | Private Tuitions (9300) |  | \$3,971,355 |
| 61 | Non-Private Tuition (9400) |  | \$1,702,592 |
| 62 | Total Tuitions |  | \$5,673,947 |
| 63 | Spec Ed Grant (94-142) |  |  |
| 64 | Special Education Stabilization Fund |  | -\$811,146 |
| 65 | Circuit Breaker Expense |  | -\$1,692,616 |
| 66 | Operating Budget Expense |  | \$3,170,185 |
| 67 |  |  |  |
| 68 |  |  |  |
| 69 | Circuit Breaker Reconciliation |  |  |
| 70 |  |  |  |
| 71 | Balance from FY18 |  | \$725,692 |
| 72 | FY19 CB Funds |  | \$1,530,980 |
| 73 | Circuit Breaker Available For Tuition |  | \$2,256,672 |
| 74 | Tuition Expense in CB - FY19 |  | -\$1,692,616 |
| 75 | Balance to FY20 |  | \$564,056 |
| 76 |  |  |  |
| 77 |  |  |  |
| 78 | Special Education Stabilization Fund Reconciliation |  |  |
| 79 |  |  |  |
| 80 | Balance from FY18 |  | \$111,146 |
| 81 | Funds Appropriated - FY19 |  | \$700,000 |
| 82 | Funds Available For Tuition |  | \$811,146 |
| 83 | Tuition Expense in Fund - FY |  | -\$811,146 |
| 84 | Balance to FY20 |  | \$0 |


|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1 | Operating Budget Forecast |  |  |  |
| 2 | FY19-FY21 |  |  |  |
| 3 |  |  |  |  |
| 48 | Fiscal Year | FY19 | FY20 | FY21 |
| 49 |  |  | 4.00\% | 4.00\% |
| 50 |  |  |  |  |
| 51 | Operating Budget | \$42,396,405 | \$42,396,405 | \$44,092,261 |
| 52 | Increase Tax Levy/Other Recurring Revenue |  |  | \$0 |
| 53 | Operating Budget Increase |  | \$1,695,856 | \$1,763,690 |
| 54 | TM Approriated Budget | \$42,396,405 | \$44,092,261 | \$45,855,952 |
| 55 |  |  |  |  |
| 56 |  |  |  |  |
| 57 |  |  |  |  |
| 58 | Adjusted Operating Budget | \$42,396,405 | \$44,092,261 | \$45,855,952 |
| 59 |  |  |  |  |
| 60 | Projected Spending | \$45,343,174 | \$47,776,659 | \$49,616,546 |
| 61 |  |  |  |  |
| 62 | Sources of Funds |  |  |  |
| 63 |  |  |  |  |
| 64 | Operating Budget | \$42,396,405 | \$44,092,261 | \$45,855,952 |
| 65 |  |  |  |  |
| 66 | Deficit | (\$2,946,769) | (\$3,684,398) | (\$3,760,594) |
| 67 |  |  |  |  |
| 68 | Budget Balancing Options |  |  |  |
| 69 | Circuit Breaker | \$1,692,616 | \$1,952,398 | \$2,111,657 |
| 70 | Special Education Stabilization Fund - New | \$811,146 | \$700,000 |  |
| 71 | Spec. Ed. Grant (94-142) | \$0 | \$832,000 | \$832,000 |
| 72 <br> 73 | Revolving | \$445,000 | \$200,000 | \$200,000 |
| 73 |  |  |  |  |
| 74 |  |  |  |  |
| 75 |  |  |  |  |
| 79 |  |  |  |  |
| 80 | Projected Deficit | \$1,993 | \$0 | $(\$ 616,937)$ |
| 81 |  |  |  |  |
| 82 | Offsets Options |  |  |  |
| 85 |  |  |  |  |
| 87 |  |  |  |  |
| 88 |  |  |  |  |
| 89 | Adjusted Deficit | \$1,993 | \$0 | $(\$ 616,937)$ |
| 90 |  |  |  |  |
| 103 | Projected Spending |  |  |  |
| 104 | Operating Budget Funds Spent (Line 54) |  | \$44,092,261 | \$45,855,952 |
| 105 | Tuition and Transportation Deficit |  | \$3,684,398 | \$3,760,594 |
| 106 |  |  |  |  |
| 107 |  |  | \$47,776,659 | \$49,616,546 |


|  | A | F | G | I | J |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Special Education Expense Analysis |  |  |  |  |
| 2 | FY19-FY21 |  |  |  |  |
| 3 | 1/31/2019 |  |  |  |  |
| 4 |  | FY18 | FY19 | FY20 | FY21 |
| 5 |  | Final | (Projected - as of 01/31/2019) | (Projected - as of 01/31/2019) | (Projected - as of 01/31/2019) |
| 6 |  |  |  |  |  |
| 7 | Privt. School Tuition (9300)* | \$3,024,731 | \$3,971,355 | \$4,779,748 | \$4,807,613 |
| 8 |  |  |  |  |  |
| 9 | Collab. School Tuition (9400)* | \$1,479,154 | \$1,702,592 | \$1,931,739 | \$1,936,810 |
| 10 |  |  |  |  |  |
| 11 | Spec. Ed. Transportation (3372) | \$1,259,167 | \$1,400,000 | \$1,442,000 | \$1,485,260 |
| 12 |  |  |  |  |  |
| 13 | Sub Total | \$5,763,052 | \$7,073,947 | \$8,153,487 | \$8,229,683 |
| 14 |  |  |  |  |  |
| 15 | Budget | \$3,169,089 | \$4,469,089 | \$4,469,089 | \$4,469,089 |
| 16 |  |  |  |  |  |
| 17 | Projected Surplus/(Deficit) | (\$2,593,963) | (\$2,604,858) | (\$3,684,398) | (\$3,760,594) |
| 18 |  |  |  |  |  |
| 19 | Other Offsets (Used For Transportation) | \$552,711 | \$101,096 | \$200,000 | \$200,000 |
| 20 |  |  |  |  |  |
| 21 | Spec. Ed Grant (94-142) |  | \$0 | \$832,000 | \$832,000 |
| 22 | Sub total | (\$2,041,252) | (\$2,503,762) | $(\$ 2,652,398)$ | (\$2,728,594) |
| 23 |  |  |  |  |  |
| 24 | Spec. Ed. Stabilization Fund Withdraw | \$600,000 | \$811,146 | \$700,000 |  |
| 25 |  |  |  |  |  |
| 26 | Circuit Breaker Extraordinary Relief |  | \$0 |  |  |
| 27 | Circuit Breaker Funding Expended | \$1,441,252 | \$1,692,616 | \$1,952,398 | \$2,111,657 |
| 28 |  |  |  |  |  |
| 29 | Projected Surplus/(Deficit) | \$0 | \$0 | \$0 | $(\$ 616,937)$ |
| 30 |  |  |  |  |  |
| 31 | Budget Reallocation to Special Education |  |  | \$0 | \$0 |
| 32 |  |  |  |  |  |
| 33 | Adjusted Projected Surplus/(Deficit) |  | \$0 | \$0 | $(\$ 616,937)$ |
| 34 |  |  |  |  |  |
| 35 |  |  |  |  |  |
| 36 | \# of Students Out-of-District | 59 | 55 | 53 | 53 |
| 37 |  |  |  |  |  |
| 38 |  |  |  |  |  |
| 39 | Circuit Breaker (CB) Reconciliation | FY18 | FY19 | FY20 | FY21 |
| 40 |  |  |  |  |  |
| 41 | Beginning of FY | \$682,095 | \$725,691 | \$564,055 | \$261,657 |
| 42 |  |  |  |  |  |
| 43 | CB Receipts | \$1,484,848 | \$1,530,980 | \$1,650,000 | \$1,850,000 |
| 44 |  |  |  |  |  |
| 45 | Total CB Available | \$2,166,943 | \$2,256,671 | \$2,214,055 | \$2,111,657 |
| 46 |  |  |  |  |  |
| 47 | CB Used | \$1,441,252 | \$1,692,616 | \$1,952,398 | \$2,111,657 |
| 48 |  |  |  |  |  |
| 49 | CB Balance - 06-30-2018 | \$725,691 | \$564,055 | \$261,657 | \$0 |




## CANTON PUBLIC SCHOOLS

## Dr. Jennifer Fischer-Mueller

Superintendent of Schools
Debra L. Bromfield
Director of Student Services


960 Washington Street, Canton, MA 02021
Telephone: 781-821-5060
Patricia Kinsella
Assistant Superintendent
Barry S. Nectow
School Business Administrator Fax: 781-575-6500 www.cantonma.org

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

TO: Dr. Jennifer Fischer-Mueller, Superintendent of Schools
FROM: Barry Nectow/Brian Lynch
SUBJECT: Disposition of Surplus Property
DATE: January 14, 2019

I hereby declare the following item(s) as surplus and request disposition as per School Committee Policy DN:

| Quantity | Item Description | Age | Condition | Reason for Surplus | Check <br> Here if <br> Valued for |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | $\underline{\text { SEE ATTACHED }}$ |  |  |  | Value <br> $\$ 500$ <br> More |
|  |  |  |  |  |  |

## Administrator

(Please attach extra sheets if needed)

Do Not Write Below
Disposition Action:
$\qquad$ Transfer to other school or town department
$\qquad$ Sold Price: $\qquad$ Purchaser:
Disposal
Other $\qquad$

## Superintendent of Schools

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

# CANTON PUBLIC SCHOOLS 

## REQUEST FOR DISPOSAL

## AUDIOLOGY EQUIPMENT

- Campus S x 5, spare clips, spare mic. Covers, boom microphone

1. 039 C 00154
2. 059 C 12404
3. 063 C 21817
4. 0742 C 10 JA
5. 0805 C 1028

- Bag of expired batteries
- Old Cochlear implant case (empty) and plug adapters
- 2 - I sense
- 3 - Inpsiro
\#09419Y01C (2009)
\#10329Y3HF (2010)
\#1013NY47P (2010)
- 1 - Phonak MyLink 1024NY3UF
- 2 - Easylink - 07CC10939

0838N112C

- 5 - Portable Light Speed 391


[^0]:    Approved:
    Reviewed: February 7, 2019
    Revised:

[^1]:    Approved:
    Reviewed: February 7, 2019
    Revised:

[^2]:    Approved:
    Reviewed: February 7, 2019
    Revised:

