# Canton High School 2018-2019 <br> <br> Program of Studies 

 <br> <br> Program of Studies}


## CANTON HIGH SCHOOL CORE VALUES

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

## Table of Contents

## Academic Program Information:

Graduation Requirements
Promotional Requirements
Graduation Ceremony
Leveling Information
Selecting an Academic Program
Course Changes

Marking System

## Grade Point Average

Permission to Continue in a Sequence
Summer School
Information Literacy Skills
MCAS
Community Service Learning
Selective Service Registration
Driver and Traffic Safety Education
Departments:
Computer Technology/Business
English
Guidance
Mathematics
Performing Arts
Science \& Engineering/Technology
Social Studies
Student Services
Visual Arts
Wellness
World Language

## ACADEMIC PROGRAM INFORMATION

## GRADUATION REQUIREMENTS

The 120 credits necessary for graduation must include passing the following:
Four (4) years of English
Three (3) years of Social Studies (including U.S. History)
Three (3) years of Math
Three (3) years of Science
Two (2) years of World Language
Four (4) years of Wellness
Six (6) credits from courses in the Visual, Performing, and or Industrial Arts
Three (3) credits in courses using computers/technology
Students must also meet state law related to MCAS exams. Students completing the graduation requirements listed above, but not obtaining a competency determination ( 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. 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 two weeks of school, except when there are errors in the student's schedule.

## ADD/DROP Period

The Course Add/Drop period begins the third week of school and ends a week after Term 1 Progress Reports are issued. Course change requests will 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 | $=$ | $63-66$ |
| $\mathrm{D}-$ | $=$ | $60-62$ (Minimum |
| E Passing) |  |  |

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.

## 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 | A) | A | N/I | N/I |

Weighted GPA $=88.02 / 30=\mathbf{2 . 9 3}$

## 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 240 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.

## SELECTIVE SERVICE REGISTRATION

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

## 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 | $\#$ | H | $9-12$ | 3 |
|  | $\#$ | 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 |
| :--- | :--- | :--- | :--- | :--- |
| $\square$ Entrepreneurship | $\#$ | H | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |
|  | $\#$ | 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 |
| :--- | :--- | :--- | ---: | :--- |
| $\square$ Accounting | 508 | Unleveled | $11-12$ | 6 |

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

Course Name
$\square$ Library Help Desk

Course \# Level
509

Unleveled

Grade Level
10-12

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 | 510 | 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.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| TEC Online Academy |  | Varies | $10-12$ | $\mathbf{3}$ or $\mathbf{6}$ |

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

## ENGLISH LANGUAGE ARTS

## CHS 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.

## LITERACY STANDARDS

Grade level literacy standards will be addressed in all courses
SCOPE AND SEQUENCE FOR GRADES 9-12

The English Department offers five levels of comprehensive instruction: Substantially Separate (grades 9-12 based on team determination), College Preparatory (grades 9-12), Honors (grades 9-12) and Advanced Placement (Grades 11 and 12). These courses are all designed to develop and reinforce students' competencies 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: A Literary Journey
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.

## 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 in connection to 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 understanding of texts such as Of Mice and Men and Romeo and Juliet. 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 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 readings
- More complexity and nuance in verbal communication through class discussion and presentations


## GRADE 10

Voices of the American Dream

## Course Name <br> English 2

| Course \# | Level |
| :--- | :--- |
| $\mathbf{0 2 1}$ | H |
| $\mathbf{0 2 2}$ | CP |


| Grade Level | Credits |
| :---: | :--- |
| 10 | $\mathbf{6}$ |
| 10 | $\mathbf{6}$ |

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 in connection to 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. 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 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
- 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 <br> Voices of British and World Literature

## Course Name AP English Language \& Composition

| Course \# | Level | Grade Level |
| :--- | :--- | :---: |
| $\mathbf{0 3 0}$ | AP | $\mathbf{1 1}$ |

## 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 mini-research projects on various topics, students must also complete a thesis-based literary research paper. Students will participate in seminar-style discussions and writing workshops designed to improve their skills and provide opportunities for critical thinking and analysis. The high level coursework will prepare students for the AP test in May. Summer Reading: All students are expected to complete the summer reading requirements. Information is updated in mid-May and available off of a link on the District and the ELA website: www.cantonma.org.

## AP Expectations:

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

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| English 3 | 031 | H | 11 | 6 |
|  | 032 | CP | 11 | 6 |

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

## Honors Expectations:

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


## GRADE 12

## Voices of Contemporary World Literature: A Literary Journey

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| AP English Literature \& | $\mathbf{0 4 0}$ | AP | 12 | $\mathbf{6}$ |

## Composition

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

## AP Expectations:

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

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| English $\mathbf{4}$ | 041 | H | 12 | 6 |
|  | 042 | CP | 12 | $\mathbf{6}$ |

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 | 801 | 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 | $\#$ | H | $9-12$ | 3 |
|  | $\#$ | CP | $9-12$ | 3 |

Writer's Workshop is a semester course intended for students with a genuine interest in narrative and creative writing. Students will develop their skills through a variety of genres that will range from memoir and personal essays, to short fiction, poetry, and children's books. The focus will be on the writing process that traditionally includes brainstorming, drafting, peer editing and revising strategies to include writing groups, self-assessment, and collaborative projects. Students are expected to share their writing with other students and to give and respond to feedback during the writing process.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| Journalism and Publishing | $\#$ | H | $9-12$ | 3 |
|  | $\#$ | CP | $9-12$ | 3 |

Journalism and Publishing is a semester course designed to provide authentic experiences in writing, interviewing, layout, design, and project development. Editors and members of the yearbook and school newspaper, as well as students with new interest in publishing, will receive direct instruction in publishing and writing skills while producing content for the school publications. Students in this course will learn journalistic writing skills, online and print publishing skills and skills in time management, meeting
deadlines and producing authentic work for public viewing in the form of the Spectrum newspaper and the Echo, the school yearbook.

| Course Name | Course $\#$ | Level | Grade Level | Credits |
| :--- | :---: | :--- | :---: | :---: |
| Co-taught American Identities | 055 | CP | $9-12$ | 6 |
| and Media Literacy | 056 | H | $9-12$ | 6 |

Students constantly receive messages from the media and society about who they are and what they are supposed to be. This full-year course, designed like a college seminar, will teach students to deconstruct these messages in order to understand what really comprises their identity. During the first semester, students will engage in discussions that raise awareness of stereotypes, challenge students to question their own biases, and discuss ways to promote respect. The second semester will be dedicated to a service learning project where students apply what they have learned in semester 1 to a real-world application. 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 | $\mathbf{1 2}$ | $\mathbf{3}$ |

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

## GUIDANCE

| 9th Grade Seminar | 10th Grade Seminar | 11th Grade Seminar or Career Planing | 12th Grade Seminar |
| :---: | :---: | :---: | :---: |

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. Additionally, an extensive library of college catalogues is available in the guidance office in addition to each school's online reference materials. Generally speaking, both rigor of academic program and quality of achievement are critical factors in admission to schools of higher learning.

The wide array of four-year colleges, two-year colleges, technical colleges and other formal academic programs differ greatly in their requirements for admission. While most institutions do not adhere specifically to rigid course requirements, many expect a candidate to have successfully completed at least 16 college preparatory courses chosen from among English, Mathematics, Science, Social Studies and 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 | $741-744$ | Unleveled | 9 | .5 |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Guidance Seminar 10 | $751-754$ | Unleveled | 10 | .5 |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Guidance Seminar 11 | $761-764$ | 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 | $11-12$ | 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 in the 9th, 10th, and 11th grade years 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 "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 are expected to take the advanced placement exam that accompanies each course in May of the school year.

## SCOPE AND SEQUENCE



## MATHEMATICS COURSE OFFERINGS



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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Geometry | 212 | H | $9-10$ | 6 |
|  | 221 | CP | $9-10$ | 6 |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| Algebra 2 | 211 | H | $9-12$ | 6 |
|  | 222 | CP | $9-12$ | 6 |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Algebra Topics | 235 | CP | $11-12$ | 6 |

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

| Course Name | Course $\#$ | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| Pre-Calculus | 213 | H | $11-12$ | 6 |
|  | 223 | CP | $11-12$ | 6 |

This course builds upon the skills and concepts gained over previous courses in Algebra and Geometry. Among topics to be covered are polynomial functions, conic sections, exponential and logarithmic functions, trigonometry, analytic geometry, systems of equations, matrices, complex numbers, inequalities and absolute value, and graphing algebraic functions. Time permitting, additional topics such as vectors, sequences and series, polar coordinates, and probability will be studied. It is expected that students will provide a graphing calculator.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| Math Emerging | 811 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

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 | 201 | $\mathbf{H}$ | $\mathbf{9}$ | $\mathbf{3}$ |

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 \& | 202 | H | 10 | $\mathbf{6}$ | 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

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 | $11-12$ | 6 |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| AP Economics $\boldsymbol{-}$ Macro | 246 | AP | $11-12$ | $\mathbf{3}$ |

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 |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Introduction to Probability |  | 227 |  | CP |  | Credits |  |
| and Statistics | \# |  | H |  | $11-12$ | 6 |  |

This course introduces students to the basic concepts and logic of statistical reasoning and gives the students introductory-level practical ability to choose, generate, and properly interpret appropriate descriptive and inferential methods. In addition, the course helps students gain an appreciation for the diverse applications of statistics and its relevance to their lives and fields of study. The course does not assume any prior knowledge in statistics. The course focuses on the probability through the lens of games and statistics through the lens of sports.
Honors: The honors course will be included in the CP level course and will require more detailed term projects.
Course Name Course \# Level Grade Level
Business Math
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 모
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

| 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 | $9-12$ | 3 |

Band
9-12
3
Band is a performance based course that meets three out of seven days a cycle. Students who play traditional band instruments (woodwind, brass, percussion, double bass) will develop instrumental technique, rehearsal etiquette and performance skills through the study of traditional concert band literature, pep band music and ceremony music. Students will be assessed on performances in and outside of the school day including evening concerts, festivals, athletic events and school/community events.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Symphonic Band | 655 | Honors | $\mathbf{9 - 1 2}$ | 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 | $9-12$ | 6 |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| Jazz Ensemble | $\mathbf{6 5 4}$ | Honors | $\mathbf{9 - 1 2}$ | $\mathbf{6}$ |

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
Select Chorus
Chorus

| Course \# | Level |
| :--- | :--- |
| 663 | Honors |
| 662 | Unleveled |

Grade Level
$9-12$
$9-12$

Grade Level
9-12

Credits
6
3

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| Select Chorus | 663 | Honors | $9-12$ | 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 | $\mathbf{9 - 1 2}$ | 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 | 9-12 | 3 |
| Acting II | 693 | Unleveled | 9-12 | 3 |
| Theatre for Social Justice |  | Unleveled | 9-12 | 3 |
| Musical Theatre |  | Unleveled | 9-12 | 3 |
| Theatre Design \& Production | 695 | Unleveled | 9-12 | 3 |
| Course Name | Course \# | Level | Grade Level | Credits |
| Acting I | 692 | Unleveled | 9-12 | 3 |
| Acting I (required to take any | itional The | courses) |  |  |

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 |  | 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.

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 |  | 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.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| $\square$ Theatre Design \& Production | 695 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

This course explores the duties of stage designers and technicians and their contribution to the total effect of a dramatic production. Topics covered will include design research and principles; scene shop organization; painting and construction techniques; equipment use and maintenance; practical application of technology; elements of set, lighting, sound, props, costume, and makeup design and production; stage management; and theatre safety. Projects in this course will incorporate both academic study and hands-on applications of knowledge and skills. Essential Question: How does a Director approach putting a play into production? What are some things a costume designer must consider when creating a design?
What is "blocking" and how do we use it to tell the story we want to tell?

## Dance Courses

| Course Name | Course \# | Level | Grade Level | Credit |
| :--- | :--- | :--- | :---: | :--- |
| Just Dance | 698 | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
|  | 670 | Unleveled | $9-12$ | 3 |
| Guitar | 672 | Unleveled | $9-12$ | 3 |


| Music Technology 2 |  | 673 |  | Unleveled |  | $10-12$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Unleveled |  | 9 |  |  |  |  |
| Piano |  | 664 |  | $9-12$ | 3 |  |
| American Popular Music | 668 | Unleveled | $9-12$ |  | 3 |  |
| Music Theory | 665 |  | Unleveled | $9-12$ |  | 3 |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| $\square$ 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 |
| :--- | :--- | :--- | :---: | :--- |
| $\square$ 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 | 668 | Unleveled | $9-12$ | 3 |

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

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

## 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 |  | 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 30-45 minutes of home study each night. This course is intended for students who are independent learners with strong writing and analysis skills who are planning further study of science.
Foundations in Biology: This course is designed to parallel the curriculum and syllabus taught within CP Biology, while providing individualized pacing, accommodations, and modifications through specialized instructional methods. Enrollment in this course is determined through the Special Education IEP process. Biology Emerging: This course is designed as a small group, self-contained Biology option for students with Individualized Education Programs (IEP's). Students are enrolled through the special education team process. The curriculum focus is taught in alignment to the general education Biology curriculum. This
course examines living things, theories, models, and nature through experimentation, examination, and observations leading to the understanding of the diversity, complexity, and interconnectedness of life on earth. In addition to teacher lead discussion, students will have opportunities to be assessed through hands-on activities and projects. The small class size allows for individualized support and the ability to modify the material and to pace the instruction according to the progress of the class and individual student needs.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Chemistry | 321 | H | 10 | 6 |
|  | 322 | CP | 10 | $\mathbf{6}$ |

College Prep: This course in chemistry relies heavily on lab work to lead the students through their own observations towards recognition of unifying principles and their relation to diverse phenomena. Students will study the atomic theory, the nature and properties of gases, the kinetic theory of matter, the periodic table, chemical bonding, stoichiometry, solution and chemical equilibrium, and acid-base theories. The CP student should expect to see approximately 20 minutes of work per night.

Honors: The topics are 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 intended as a pre-AP class for students who are planning further study of science and/or taking AP Chemistry. Honors students should feel comfortable solving algebraic 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. Late and/or incomplete work will be more severely penalized. This course is intended for students who are planning further study of science.
Foundations in Physics: This course is inclusive in the CP level course- please see course description in the Student Services section of this Program of Studies
Physics Emerging: This course is designed as a small group, self-contained Physics option for students with Individualized Education Programs (IEP's). Students are enrolled through the special education team process. The curriculum focus is taught in alignment to the general education Physics curriculum. In addition to teacher lead discussion, students will have opportunities to be assessed through hands-on
activities and projects. The small class size allows for individualized support and the ability to modify the material and to pace the instruction according to the progress of the class and individual student needs.

## ADVANCED PLACEMENT SCIENCE COURSES

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| AP Biology \& | 310 | AP | $11-12$ | $\mathbf{7 . 5}$ |
| AP Bio Lab | 314 |  |  |  |

The AP Biology course is designed to have the equivalent rigor and content of a two-semester college introductory biology course usually taken by biology majors during their freshman year in college. 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. There is a significant emphasis on molecular biology, and the course assumes a thorough background in in both biology and chemistry. Prior coursework in Biology and Chemistry is strongly recommended. Students taking AP Biology 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, 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 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 \& | 320 | AP | $11-12$ | 7.5 |
| 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. 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, kinetics, thermodynamics, and equilibrium. This course stresses laboratory investigation and inquiry and is math intensive. Students taking AP Chemistry should be strongly motivated to do extensive work outside of class time along with individual work 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. During April vacation, a mock AP Chemistry Exam is administered for additional preparation.

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

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

| Course Name |  | Course \# | Level | Grade Level | Credits |  |
| :--- | :--- | :---: | :--- | :--- | :--- | :--- |
| AP Physics C | 350 | AP |  | 12 | 6 |  |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| AP Physics 1: Algebra Based | 340 | AP | $11-12$ | 6 |

AP Physics 1 is an algebra-based, introductory college-level physics course that focuses on the six "big ideas" as outlined by the College Board including topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. 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 may be taken as a first year physics course with approval by the teacher and department coordinator or as a second year physics course following CP Physics.
A summer assignment is required: A summer assignment typically consists of completing a packet covering prerequisite mathematical 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 | 823 | 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 | $10-12$ | 6 |
|  | 352 | CP | $10-12$ | 6 |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| Intro to Oceanography | 366 | CP | $10-12$ | $\mathbf{3}$ |
|  | $\# \# \#$ | 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 | 345 | CP | $10-12$ | $\mathbf{3}$ |
|  | $\# \# \#$ | 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 | 360 | CP | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |
|  | $\# \# \#$ | 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 | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |
|  | $\# \# \#$ | 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 project-based and will include reading, in-class assignments, quizzes, and research projects. Basic reading, writing, and algebraic skills are required. Students will be required to attend a class once per term outside of the school day during the evening in order to observe the night sky.
Honors: The honors course will be combined with the CP level course and will require additional outside readings, research, and more in-depth projects.

| Course Name | Course \# | Level | Grade Level |  | Credits |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Engineering and the 373 | Hon |  | 9-12 | 6 |  |
| Design Process | 370 | CP |  |  |  |
| Foundations of Engineering | Unleveled |  | 9-12 |  | 6 |
| Engineering and Design Emergi | 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) energy and wind power, (2) green projects- solving real-world problems, (3) redesigning a patented boat design, and (4) electricity and communication systems. 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.
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 | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |

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 | $\# \# \#$ | H | $10-12$ | $\mathbf{3}$ |
|  | 318 | CP | $10-12$ | 6 |
| Foundations of Earth Science | $\# \# \#$ | 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 | 319 | CP | 9 | $\mathbf{9 - 1 2}$ |
|  | $\# \# \#$ | H | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

This fall semester course will require students to conduct a research project of their choosing 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, | 521 | 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 | \#\#\# | CP | $9-12$ | 3 |
| CADD 1 | $\# \# \#$ | Hon | $9-12$ | 3 |
| CADD 2 | $\# \# \#$ | CP | $9-12$ | 3 |
| CADD 2 | $\# \# \#$ | 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 will 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.


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, trouble-shooting, 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

Grade Level
Credits

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 <br> 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


AP Psychology
(Grades 11, 12)


AP European History
(Grades 11, 12)

## GRADE 9 PROGRAM

$\left.\begin{array}{lcccccc}\text { Course Name } & \text { Course \# } & \text { Level } & & \text { Grade Level } & & \text { Credits } \\ \begin{array}{l}\text { World History }\end{array} & & 111 & & \text { H } & & 9\end{array}\right]$

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 |

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.

## GRADE 11 PROGRAM

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| AP US History | 130 | AP | 11 | $\mathbf{6}$ |

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 paper. 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 | 140 | AP | $11-12$ | 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 | 145 | AP | $11-12$ | 6 |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Psychology | 143 | H | $11-12$ | 3 |
|  | 144 | CP | $11-12$ | 3 |

The Psychology course is a half year elective with the purpose of introducing students to the field of psychology, with a focus on what is psychology and the origin of human behavior. This course is a project based class, applying concepts from psychology to hands on learning experiences. Topics will include what is psychology, research in psychology, personality, psychology and crime, human development, and abnormal psychology. Students will have hands-on experience and engage with
children in their developmental stages, connect films to content in class in the form of detailed analysis, deliver a letter to Congress advocating for PTSD treatment for veterans, and hear from a Canton psychologist about the many career paths connecting to psychology. Students will develop critical-thinking skills as they connect content to real-world situations such a planning as a professional psychologist would when assisting a patient.
Honors: The honors course will be included in the CP level course and be assigned a detailed final project.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| Sociology | 146 | H | $11-12$ | 3 |
|  | 147 | CP | $11-12$ | 3 |

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 | $11-12$ | 6 |
|  | 167 | CP | $11-12$ | 6 |

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

| Course Name | Course \# | Level |  | Grade Level | Credits |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| International Business Economics153 |  | H |  | $11-12$ | 6 |  |
|  | 154 |  | CP |  | $11-12$ | 6 |

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 | $\#$ | H | $11-12$ | $\mathbf{3}$ |
|  | 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 | 148 | CP | $\mathbf{1 1 - 1 2}$ | $\mathbf{3}$ |

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 | 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 | 605 | AP | $11-12$ | $\mathbf{6}$ |

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.

\section*{Course Name Vocational Education <br> | Course \# | Level |
| :--- | :--- |
| 877 | Unleveled | <br> Grade Level <br> 9-12 <br> Credits}

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 | $9-12$ | 6 |
| Academic Strategies | 892 | Unleveled | $9-12$ | 3 |

This course is designed to provide direct instruction in organization, time management, study skills, and other executive functioning skills so that students can make progress in their general education courses. Students have the opportunity to improve their study skills and work habits in a small, structured setting with the support, guidance, and instruction of a special education teacher. Academic support is provided for test preparation, reading and writing strategies, the use of graphic organizers and outlines, and specific subject areas as needed. Staff may assist in explaining new concepts or reviewing previously learned concepts; assist with homework or other projects; help students who were absent from school communicate with their teachers to get missed notes and assignments; provide extra time to finish tests
that were not able to be completed in the allotted time in a mainstream class; or aid in the organization of school materials. The small student to staff ratio allows for individualized support in each student's identified area/s of need. Students are assessed through in-class activities and assignments.

## 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 | Grade 11 | Grade 12 |
| :--- | :--- | :--- | :--- |
|  |  |  |  |
| Art 1 Minor 1 (sem) | Art 1 Minor 1 (sem) | Art 1 Minor 1 (sem) | Art 1 Minor 1 (sem) |
| Computer Art and Design <br> Minor 1 (sem) | Computer Art and Design <br> Minor 1 or 2 (sem) | Computer Art and Design <br> Minor 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) | Design Build 3D 1 (sem) |
| Photography 1 (sem) | Photography 1 or 2 (sem) | Photography 1 or 2 or 3 <br> (sem) | Photography 1 or 2 or 3 <br> (sem) |


| Ceramics 1 (sem) | Ceramics 1 or 2 (sem) | Ceramics 1 or 2 (sem) | Ceramics 1 or 2 (sem) |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { Creative Thinking Maker } \\ & \hline \text { Space (sem) } \end{aligned}$ | $\begin{aligned} & \text { Creative Thinking Maker } \\ & \hline \text { Space (sem) } \end{aligned}$ | Creative Thinking Maker <br> Space (sem) | Creative Thinking Maker <br> Space (sem) |
| $\begin{aligned} & \text { Art } 1 \text { Major (hybrid) } \\ & \text { (year) } \end{aligned}$ | $\begin{aligned} & \text { Art } 1 \text { Major (hybrid) } \\ & \text { (year) } \end{aligned}$ | $\begin{aligned} & \text { Art } 1 \text { Major (hybrid) } \\ & \text { (year) } \end{aligned}$ | $\begin{aligned} & \text { Art } 1 \text { Major (hybrid) } \\ & \text { (year) } \end{aligned}$ |
| Computer Art and Design <br> Major 1 (hybrid) (year) | $\begin{aligned} & \text { Computer Art and Design } \\ & \text { Major } 1 \text { (hybrid) (year) } \end{aligned}$ | Computer Art and Design <br> Major 1 (hybrid) (year) | Computer Art and Design <br> Major 1 (hybrid) (year) |
| Game Design (sem) | Game Design (sem) | Game Design (sem) | Game Design (sem) |
| Event Videography (sem) | Event Videography (sem) | Event Videography (sem) | Event Videography (sem) |
| Video Production 1- <br> Studio Interviews (sem) | Video Production 1- <br> Studio Interviews (sem) | Video Production 1- <br> Studio Interviews (sem) | Video Production 1- <br> Studio Interviews (sem) |
| Video Production 1- <br> Editing (sem) | Video Production 1- <br> Editing (sem) | Video Production 1- <br> Editing (sem) | Video Production 1- <br> Editing (sem) |
| Video Production 1 (year) | Video Production 1 or 2 (year) | $\begin{aligned} & \text { Video Production } 1 \text { or } 2 \\ & \text { (year) } \end{aligned}$ | $\begin{aligned} & \text { Video Production } 1 \text { or } 2 \\ & \text { (year) } \end{aligned}$ |
|  | Video Production 2- <br> Advanced Storytelling <br> Techniques (sem) | Video Production 2- <br> Advanced Storytelling <br> Techniques (sem) | Video Production 2- <br> Advanced Storytelling <br> Techniques (sem) |
|  | Video Production 2- <br> Digital Branding (sem) | $\begin{aligned} & \hline \text { Video Production } 2 \text { - } \\ & \hline \text { Digital Branding (sem) } \end{aligned}$ | $\begin{aligned} & \hline \text { Video Production } 2 \text { - } \\ & \hline \text { Digital Branding (sem) } \end{aligned}$ |
|  | $\begin{aligned} & \text { Independent Study - Video } \\ & \hline \text { Production (sem or year) } \end{aligned}$ | Independent Study - Video <br> Production (sem or year) | $\begin{aligned} & \text { Independent Study - Video } \\ & \hline \text { Production (sem or year) } \end{aligned}$ |
|  | Drawing and Painting 1 (year) | $\begin{aligned} & \text { Drawing and Painting } 1 \text { or } \\ & 2 \text { (year) } \end{aligned}$ | $\begin{aligned} & \text { Drawing and Painting } 1 \text { or } \\ & 2 \text { or } 3 \text { (year) } \end{aligned}$ |
|  | Sculpture 1 (sem) | Sculpture 1 or 2 (sem) | Sculpture 1 or 2 (sem) |
|  | $\begin{aligned} & \text { Jewelry \& Fiber Arts } 1 \\ & \text { (sem) } \end{aligned}$ | $\begin{aligned} & \text { Jewelry \& Fiber Arts } 1 \text { or } \\ & 2 \text { (sem) } \end{aligned}$ | $\begin{aligned} & \text { Jewelry \& Fiber Arts } 1 \text { or } \\ & 2 \text { (sem) } \end{aligned}$ |
|  | $\begin{aligned} & \text { Independent Study - Art } \\ & \text { Studio } \end{aligned}$ | $\begin{aligned} & \text { Independent Study - Art } \\ & \text { Studio } \end{aligned}$ | Independent Study - Art <br> Studio |
|  |  | Art Studio (year) | Art Studio (year) |
|  |  | AP Studio Art 2D (year) | AP Studio Art 2D (year) |
|  |  | AP Art History (year) | AP Art History (year) |

Art 1 Major (607), Minor (612)
Computer Art and Design 1 Major (606), 1 Minor (615), 2 Minor (608)
Creative Thinking MakerSpace (609)
Design Build 3D (621)
Photo 1 (597), 2 (598), 3 (599)

## Event Videography (648)

Drawing and Painting 1 (635), 2 (636), 3 (637)
Sculpture (626)
Ceramics 1 (629), 2 (628)
Jewelry and Fiber Arts (630)
Art Studio Major (638)
AP Art Studio 2D (604)
AP Art History (605)
Video Production 1 (639), Video Production 2 (649)
Video Production 1 - Studio Interviews (646)
Video Production 1 - Editing (647) $=$
Video Production 2 - Advanced Storytelling Techniques
Video Production 2 - Digital Branding
Independent Study - Video Production (650)
Independent Study - Art Studio (601) $\square$
Game Design (610)

## FOUNDATION LEVEL 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
Computer Art \& Design Major 1 * 606
Minor 166
Minor 2

Course \# Level

606
608

Level

Unleveled
Unleveled

Grade Level

9-12
9-12
10-12

Credits

6
3
3

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 |
| :--- | :---: | :--- | :---: | :--- |
| Creative Thinking MakerSpace | $\mathbf{6 0 9}$ | 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 | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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 |
| :--- | :--- | :--- | :---: | :--- |
| $\square$ Photography 1 | 597 | Unleveled | $9-12$ | 3 |
| $\square$ Photography 2 | 598 | Unleveled | $10-12$ | 3 |
| $\square$ Photography 3 | 599 | Unleveled | $11-12$ | 3 |

Photography 1 serves as an introduction to using photography as an artistic medium. 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 | 648 | Unleveled | $9-12$ | 6 |

This 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 (after school) 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.

## UPPER LEVEL COURSES

| 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 |
| :--- | :--- | :--- | :---: | :--- |
| Sculpture 1 | 626 | Unleveled | $10-12$ | 3 |
| Sculpture 2 | 627 | Unleveled | $10-12$ | 3 |

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

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

In Ceramics 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 |
| :--- | :--- | :--- | :---: | :--- |
| Jewelry and Fiber Arts 1 | 630 | Unleveled | $10-12$ | 3 |
| Jewelry and Fiber Arts 2 | 631 | Unleveled | $10-12$ | 3 |

In Jewelry and Fiber Arts, students will develop basic to intermediate skills in jewelry, metals, fiber, fabric and glass. In this 3D media object-making course, students will create original, functional, decorative and sculptural objects focusing on form and function. Students will be encouraged to develop realistic and imaginative forms and their own personal style. Students will learn to talk about their artwork as well as the work of masters to reinforce studio instruction. These courses should be taken in sequence.

| 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 |
| :--- | :--- | :--- | :---: | :--- |
| 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 Social Studies section.)

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :---: |
| ㅁ. Video Production 1 | 639 | Unleveled | $9-12$ | 6 |

Video production is a course in visual storytelling that uses 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 |
| :--- | :---: | :--- | :---: | :--- | :--- |
| ㅁ. Video Production 1 - Studio Interviews | 646 | Unleveled | $9-12$ | 3 |

This 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.

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 | $10-12$ | 6 |

Learn advanced storytelling and editing techniques to develop impactful digital stories. Research shows that viewers retain $95 \%$ of a message when they watch it in a video, compared to $10 \%$ when reading it in text. This course captures this power for your own digital storytelling skills. Student filmmakers develop persuasive, explanatory, journalistic, documentary, and narrative stories. Some work is independent from the direct observation of the teacher, but is completed on school property. Software programs used include Final Cut, Garage Band and Sonicfire Pro. Students and their parents must be willing to agree for their images to be used in both still photography and videography. They should be aware their work is subject to broadcast/webcast. The rights are co-owned by the Canton Public Schools and Canton Community Television for the purpose of broadcast/webcast and media distribution.
Pathway: Experience in at least one of the following - Video Production 1 - Studio Interviews, Video Production 1 - Editing, Event Videography, Teacher Video Portfolio Review, or extensive volunteer work for our Canton Community Television Student Station may qualify.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| $\square$ Video Production 2 | $\#$ | Unleveled | $\mathbf{1 0 - 1 2}$ | $\mathbf{3}$ |
| Advanced Storytelling Techniques |  |  |  |  |

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. 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 |
| :--- | :---: | :--- | :--- | :--- |
| IIndependent Study-Video Production 650 | Unleveled | $11-12$ | 6 |  |
|  | Unleveled | $11-12$ | 3 |  |

This is a course tailored to individuals who have demonstrated outstanding aptitude in video production and have already taken Video Production I and II. Generally, they have maintained an A average in those courses. This independent study could take on four possible forms.
a) Teacher Assistant -Assisting instruction in introductory courses.
b) Independent Projects - Get written proposals approved by instructor for in-depth projects. Examples include marketing videos such as a PSA campaign for a local community group, documentary of students' volunteer experience or something like a music video featuring a local band.
c) Sport/Event Videographer - Covering a major event each week outside of class
d) Line-Editing Programs for our Student Station seen on Canton Community Television.

Specific details are dependent on the individual student's strengths and program needs. All categories help staff roles for the student station. Students and their parents must be willing to agree for their images to be used in both still photography and videography. They should be aware their work is subject to broadcast/webcast and rights are co-owned by the Canton Public Schools and Canton Community Television for the purpose of broadcast/webcast and media distribution.
Pathways: Video Production 1 and 2, and/or proven track record of independent work.

| 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 studio 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.

In 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.

## WELLNESS DEPARTMENT

## Canton High School Wellness Department 4 Year Graduation Requirement



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

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<br>Experience in Wellness in grade 9<br>Personal Wellness in grade 10<br>Health Skills in grade 10<br>Leadership On and Off the Field in Conjunction with Canton Athletics Elective Course<br>(not required) 10 and 11<br>Two additional one-term Wellness courses each year for grades 11 and 12<br>\section*{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.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Personal Wellness | $\mathbf{7 0 3}$ | Unleveled | 10 | $\mathbf{1 . 5}$ |

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 | 10 | $\mathbf{1 . 5}$ |

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 |  | 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 | $11-12$ | $\mathbf{1}$ |

(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 | $11-12$ | 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 | $11-12$ | $\mathbf{1}$ |

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 | $11-12$ | $\mathbf{1}$ |

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 | $11-12$ | $\mathbf{1}$ |

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 |
| :--- | :--- | :---: | :---: | :--- |
| Global Games | 716 | Unleveled | $11-12$ | $\mathbf{1}$ |

This course will provide students an opportunity to explore a variety of movement activities across current and historical cultures. Activities will include games, sports, and dance. The goal for this course is to help students make the link between the significance of indigenous physical activities to the living cultures of the world. The course will challenge students to answer the question: To what extent does organized movement express unique cultural attitudes and values?

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Fitness \& Conditioning | 717 | Unleveled | $11-12$ | $\mathbf{1}$ |

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 | $11-12$ | $\mathbf{1}$ |

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 | $11-12$ | $\mathbf{1}$ |

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 | $11-12$ | 3 |
|  | 737 | CP | $11-12$ | $\mathbf{3}$ |

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 |
| :--- | :--- | :--- | :--- | :--- |
| Adapted Phys Ed | $\mathbf{7 3 1}$ | Unleveled | $\mathbf{9 - 1 2}$ | $\mathbf{3}$ |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :---: | :---: | :---: | :---: |
| Adapted Health | 732 | Unleveled | $\mathbf{9 - 1 2}$ | 3 |

This course will provide an atmosphere that encourages and assists students with developmental or cognitive challenges. The curriculum will be designed to adapt and modify the wellness instructions within a health classroom atmosphere to address the needs of each 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 $\mathbf{1 1 - 1 2}$ 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

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.


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

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.


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 | $11-12$ | 6 |

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

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

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| French 3 | 404 | H | $10-12$ | 6 |
|  | 405 | CP | $10-12$ | 6 |

French 3 is designed for students who have successfully met the proficiency goals of French 2. Students will continue to enhance their communication skills and are expected to develop intermediate proficiency in all modes of communication. Students will explore the culture of Francophone countries in greater depth. Students will develop more advanced skills to advance their comprehension and their ability to convey their thoughts. Students will read, view, and study selected authentic texts and media to develop greater linguistic and cultural proficiency, with a particular emphasis on written composition and oral communication skills. At the CP level, classes are conducted primarily in French. All students are expected to use French as the primary language in the classroom. Students' home study and active participation in the target language are essential for success.
Previous coursework: Successful completion of French 2 H for French 3 H, French 2 CP for French 2 CP or teacher recommendation.
Honors Level: Conducted exclusively in the target language and designed for students who intend to study through French AP, this course is demanding and requires significant independent work. The students review independently to retain and expand upon previously learned material from French 1 and 2. Students communicate about and comprehend thematic topics in French with a high degree of accuracy and with a rich variety of expressions. Topics are explored in greater detail and at a faster pace than the CP level.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| French $\mathbf{4}$ | $\mathbf{4 0 6}$ | 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 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 | $\mathbf{6}$ |

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 | $\mathbf{H}^{*}$ | $11-12$ | 6 |

German 1 is designed for students beginning their study of the language or for those students who have not yet attained Novice Mid proficiency. Through student-centered activities, students will develop basic proficiency in interpretive, presentational, and interpersonal communication. Thematic and cultural units provide the context for the learning and permit students to gain knowledge of basic grammar and vocabulary. Students develop proficiency in German language and culture through authentic texts, media, and related technologies. Cultural content is embedded into instruction. Classes are conducted primarily in German. Successful completion of this course satisfies the first year of the two-year World Language requirement. The 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 | 413 | CP | $10-12$ | 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 | $10-12$ | 6 |
|  | 414 | H | $10-12$ | 6 |

German 3 is designed for students who have successfully met the proficiency goals of German 2. Students will continue to enhance their communication skills and are expected to develop intermediate proficiency in all modes of communication. Students will explore the German culture in greater depth. Students will develop more advanced skills to advance their comprehension and their ability to convey their thoughts.

Students will read, view, and study selected authentic texts and media to develop greater linguistic and cultural proficiency, with a particular emphasis on written composition and oral communication skills. Students are expected to use German as the primary language in the classroom. Students' home study and active participation in the target language are essential for success.
Previous Coursework: Successful completion of German 2 or teacher recommendation.

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| German 4 | 416 | H | 12 | 6 |
|  | \#\# | CP | 12 | 6 |

In this course, a variety of texts are used to refine skills in reading, listening, and reading, and writing. Oral and written proficiency is enhanced through the study of advanced grammatical structures and vocabulary topics. Authentic media and texts are used to allow students to refine their communication skills as well as to stimulate discussion. The study of culture is integrated into the course. Authentic audio, films, and other media are used to improve communicative competence. This course is conducted exclusively in the target language and prepares the student for the AP German Language course and/or for continued German studies at the college level. This course is taught at an accelerated pace and a challenging level.
Previous Coursework: Successful completion of German 3 Honors or teacher recommendation.
Honors Level: Students review independently to retain and expand upon previously learned material from German 1 through 3. Students communicate about and comprehend thematic topics in German with a high degree of accuracy and with a rich variety of expressions. Topics are explored in greater detail and at a faster pace than the CP level and students conduct additional assignments for honors credit when the course is combined.
Previous Coursework: Successful completion of German 3 H or teacher recommendation. German 4 CP and H may be combined.

## MANDARIN CHINESE LANGUAGE AND CULTURE

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Mandarin 1 | 430 | Unleveled | $9-12$ | 6 |
|  | 431 | $\mathbf{H}^{*}$ | $11-12$ | 6 |

Mandarin 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 Mandarin and Chinese culture through authentic texts, media, and related technologies. Cultural content is embedded into instruction. In addition, students will master the Pinyin system and begin the acquisition of Chinese characters. Classes are conducted primarily in Mandarin. 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 |
| :--- | :--- | :--- | :--- | :--- |
| Mandarin 2 | 433 | CP | $10-12$ | 6 |
|  | 432 | H | $10-12$ | $\mathbf{6}$ |

Mandarin 2 is designed for students who have successfully met the Novice Mid (CP) or Novice High (H) proficiency goals of Mandarin 1. Students communicate about familiar topics. The emphasis of this course is on listening, speaking, reading, and character writing.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 Chinese world and use the language in context. The honors class is conducted entirely in Chinese 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 Mandarin 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 Chinese Language. They review independently to retain and expand upon previously learned material. Students communicate about and comprehend familiar topics in Mandarin 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 |
| :--- | :--- | :--- | :---: | :--- |
| Mandarin 3 | 435 | CP | $10-12$ | $\mathbf{6}$ |
|  | 434 | 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 | $\# \# \#$ | CP | $10-12$ | 6 |
|  | $\# \# \#$ | H | $10-12$ | 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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :---: | :--- |
| Spanish 1 | 421 | Unleveled | $9-11$ | 6 |
|  | 419 | $\mathbf{H}^{*}$ | $11-12$ | $\mathbf{6}$ |

Spanish 1 is designed for students beginning their study of the language or for those students who have not yet attained Novice Mid proficiency. Through student-centered activities, students will develop basic proficiency in interpretive, presentational, and interpersonal communication. Thematic and cultural units provide the context for the learning and permit students to gain knowledge of basic grammar and vocabulary. Students develop proficiency in Spanish language and Hispanic cultures through authentic texts, media, and related technologies. Cultural content is embedded into instruction. Classes are conducted primarily in Spanish. Successful completion of this course satisfies the first year of the two-year World Language requirement. The unleveled and the honors course may be combined. Previous Coursework: None for Unleveled credit. *Grades 11 and 12 students who have already

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | ---: | :--- |
| Spanish 2 | 422 | H | $9-12$ | 6 |
|  | 423 | CP | $9-12$ | 6 |

Spanish 2 is designed for students who have successfully met the Novice Mid (CP) or Novice High (H) proficiency goals of 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 Spanish-speaking world and use the language in context. The honors class is conducted entirely in Spanish and the college preparatory class allows for brief explanations in English from time to time. Students' home study and regular class participation in the target language are essential for success. Successful completion of this course satisfies the second year of the two-year World Language requirement. The Honors and $\boldsymbol{C P}$ 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 $\mathbf{4}$ | $\mathbf{4 2 6}$ | 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 | $11-12$ | 6 |
| Spanish 5 Film | 429 | CP | 12 | 6 |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| Spanish 5 | 428 | H | $11-12$ | 6 |

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

| Course Name | Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- | :--- |
| AP Spanish Language \& | $\mathbf{4 2 0}$ | AP | $\mathbf{1 1 - 1 2}$ | $\mathbf{6}$ |

## Culture

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
Global Studies

| Course \# | Level | Grade Level | Credits |
| :--- | :--- | :--- | :--- |
| \#\#\# | H | $9-12$ | 3 |
| \#\#\# | CP | $\mathbf{9 - 1 2}$ | 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\#\#\# |  | $\mathbf{H}$ |  | $11-12$ | 3 |  |  |
|  | \#\#\# |  | CP |  | $11-12$ | 3 |  |

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

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

## CHS Program of Studies Executive Summary

Dr. Fischer-Mueller,
I am very pleased to present the 2018-19 Canton High School Program of Studies. The 2018-19 POS features a number of revisions that align our course offerings and student experiences with the Strategic Framework and the CHS School Improvement Plan. Specifically, our revisions focused on the development and enhancement of transformative and authentic learning experiences.

## CHS 2017-18 School Priority \#2: Transforming Teaching and Learning <br> Design transformative, authentic student learning experiences through teacher collaboration and the cultivation of a strong professional culture <br> Rationale, from CPS Strategic Framework: Our world is experiencing rapid and dramatic change....The traditional teaching and learning paradigm needs to change to serve all students well and prepare them for their futures in our ever-changing world.

I look forward to discussing the POS at the upcoming meeting.
Sincerely,
Derek Folan
Principal

## Core Values: Academic Excellence \& Rigor, Responsible and Respectful Relationships, Inclusive Community, Continuous Improvement

1. Advanced Placement Expectations / Course Selection
2. ADD/DROP Period
3. ASL information, Math Seminar and Algebra 1 skills
4. Revisions and Redesign

- Innovation Lab (formerly Web 2.0/Web Design)
- Entrepreneurship (formerly Personal Finance)
- Business Math (full year, project-based)
- International Business Economics (formerly Business Economics)
- Global Studies

5. Revised Course Descriptions

- Computer Programming
- Psychology
- Video Production (Editing, Studio Interviews, Digital Branding)


## 5. CP/Honor Options

- Science, English and Math electives (consistent with social studies)


## CANTON PUBLIC SCHOOLS

## Overnight and Travel Out of State Field Trips

Superintendent/School Committee Request Form

## CHS

EMS
HANSEN
GRADE: 10/112 TEACHER(S) IN CHARGE:

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

LUCE
2. Complete all of the following information.

## Program Information:

Destination of Field Trip, Activity:
 ,
 ,$\frac{\mathrm{State}}{\text { Sta }}$
Date (s):


Uconniftealth centeR John Dempsey Horanal

## Relevancy to Teaching Unit:

What is your current lesson plan:


Educational Value of Trip: Supers Stuchenrs $\pi 2$ Uconn cAmpas-informationtal What do you have for follow-up plans? Smear discussions! counselor meetings

## Program Specifics:

Time of Departure: 8:00
Number of Students Attending: $\qquad$
Number of CPS Chaperones: $\qquad$ 2 $\qquad$
Total Number Substitute Staff needed: $\qquad$
Transportation: $\qquad$
Time Scheduled to Return: $\qquad$ $3: 70$
Cost per Student: \$ 15 Number of Additional Chaperones: $\qquad$

Initial Principal Approval:
 Date $1 / 9 / 18$

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

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

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

CHS
 GRADE: $10 / 11$ MS $\square$ TEACHERS) IN CHARGE:
$\square$ $\square$ JFK $\square$

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

## Program Information:



## Relevancy to Teaching Unit:

What is your current lesson plan:


Educational Value of Trip:


What do you have for follow-up plans? Semenifr oliscusfions-conselor meetings

## Program Specifics:

Time of Departure: 8:30
Number of Students Attending:
$\qquad$

Number of CPS Chaperones:

Time Scheduled to Return: $\quad 3: 70$
Cost per Student: $\$ 15$, Number of Additional Chaperones: $\qquad$
$\square$
Total Number Substitute Staff needed: $\qquad$
Transportation: $\mathrm{B}_{2} \mathrm{~S}$
Initial Principal Approval:


Date


## Superintendent and School Committee approval are required.

 Allow a minimum of one month for planningApproved by Superintendent $\qquad$ Date $\qquad$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

## Overnight and Travel Out of State Field Trips <br> Superintendent/School Committee Request Form

## CHS

EMS
HANSEN
JFK
LUCE
GRADE: $11 / 12$ TEACHER(S) IN CHARGE: Johanna Haver \& Elsa Nicolovius

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: $\qquad$ , $\qquad$ $\frac{\text { Germany }}{\text { State }}$
Dates): $\qquad$ April 6-April 27, 2018

Location of nearest medical facility for emergency care: $\qquad$ St. Agnes-Hospital Bocholt, Barloer We 125, 46397 Bocholt, Germany

Relevancy to Teaching Unit; tudents will experience German culture firsthand What is your current lesson plan: while living with host families \& attending school. Educational Value of Trip: Please see attached.
What do you have for follow-up plans?
Please see attached. students will be responsible for sharing their experiences and reflecting on their immersion home-stay

## Program Specifics:

Time of Departure: 9:30 pm on 4/6/18 Time Scheduled to Return: $\quad 5 \mathrm{pm}$ on $4 / 27 / 18$
Number of Students Attending: maximum of 25 Cost per Student: $\$ 2,000$ plus spending
Number of CPS Chaperones: 2
$\qquad$
Total Number Substitute Staff needed:

```
                I
```

Transportation: Canton bus, Icelandair
Initial Principal Approval: $\quad$ Date $\qquad$

## Superintendent and School Committee approval are required.

Allow a minimum of one month for planning
$\square$ Approved by Superintendent $\qquad$ Date $\qquad$

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

## Overnight and Travel Out-of-State Field Trips <br> Parent/Guardian Permission and Medical Form for Students

 ( 3 pages must be completed)Please return this form to your trip coordinator at least ONE MONTH prior to trip departure date.

## Program Information:

Program Coordinator: Johanna Haver and Elsa Nicolovius
Title or Name of Field Trip, Activity, or Program: _German Exchange (GAPP Exchange 2018)
Dates: __ April 6; 2018-April 27, 2018

| Location(s) of event: | Bocholt | Germany |
| :---: | :---: | :---: |
|  | 9t ${ }^{\text {c }}$ | St. Agne ${ }^{\text {Cil }}$ |
| Location of nearest medical facility for emergency ca |  |  |
|  |  | Germany |

## Student Information:

Student's Name: $\qquad$
Home Address:
Parent/Guardian Phone: Cell \#1: $\qquad$ Cell \#2: $\qquad$
Emergency Contact: $\qquad$ Phone: $\qquad$ Cell: $\qquad$
Health Insurance Provider: $\qquad$
Health Insurance Policy Number: $\qquad$
Primary Subscriber of Medical/Health Policy: $\qquad$
Student's Primary Health Care Provider: $\qquad$ Phone\# $\qquad$

## Health History:

Allergies (specify): $\qquad$

| Epi-Pen (circle): | Yes | No |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Asthma: | Yes | No | Inhaler: | Yes | No |

Chronic Health Conditions and Significant Medical History: $\qquad$

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

## Medications:

- All medication must be in original pharmacy labeled container with student's name, dosage, route, and frequency of administration (include asthma inhalers, EpiPens, and all regularly or occasionally taken medication). Please place in a labeled zip lock bag.
- Medications will be stored with teacher or student.
- Provide only the amount of medication needed for the duration of the trip.
- Please ensure that your child is capable of self-administering his/her medication.
- All medications to be self-administered must have the school nurse's signature of written authorization completed on page three of this form.

Please complete the following medication administration plan with information of all medications (prescription and non-prescription) that the student will need to self-administer during the trip:

| Medication | Dosage and <br> Route To <br> Administer | Frequency Or Time <br> To Take <br> Medication | Reason To Take <br> Medication | Parent/Guardian <br> Signature |
| :--- | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Acetaminophen <br> (Tylenol) | $325-650 \mathrm{mg}$ <br> orally | Every 4 hours as <br> needed | Headache, pain, <br> fever |  |
| Ibuprofen <br> (Advil, Motrin) | $200-400 \mathrm{mg}$ <br> orally | Every 6 hours as <br> needed | Headache, pain, <br> fever |  |

** Refer to Page 3 for Medication Administration Consents

Additional Medical Information:

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

## MEDICATION ADMINISTRATION

All of the signatures noted below are required for all overnight field trips or travel.

## Parent/Guardian Consent and Release for Self-Administration:

- I, the undersigned parent/guardian, give permission for my child to self-administer the above listed medications, including Acetaminophen and Ibuprofen. I agree to release, indemnify and hold harmless 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 health care provider in the event of illness or injury of our child during his/her participation in the trip/activity/program.
- I accept full responsibility for all costs for any medical treatment.
- I consent for the release of confidential medical information to be released 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.


## School Nurse Authorization_for Self-Administration:

If student will not be self administering, refer to next section for delegation.

I authorize the following child $\qquad$ to self-administer the listed medications above. $\qquad$
$\qquad$

## Delegation of Prescription Medications:

The responsibility for administering my child's prescription medication has been delegated to the following individual(s): $\qquad$
$\qquad$

| Date |
| :---: |
| Date |

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

## GAPP EXCHANGE 2018-THE GERMAN EXPERIENCE Study Abroad Immersion Experience \& Home-Stay (Bocholt, Germany)

Destination: Bocholt, Germany

## Summary:

For 40 years, Canton High School has maintained a one-to-one exchange with St-Georg-Gymnasium, a comprehensive high school that prepares its students for colleges and universities in Germany and abroad. Bocholt is a city with a population of approximately 75,000 people situated in the north-west region of North Rhine-Westphalia, Germany. It is located about 4 km south of the border with the Netherlands. For that reason, students in Bocholt schools often study Dutch language and culture, addition to English, Chinese, and other modern European languages.

## Objective:

In order to become competent and creative thinkers, curious and confident learners, and compassionate global citizens, Canton High School students must be afforded authentic learning opportunities that allow them to interact with people from other countries and cultures in a meaningful way. The goal of the German-American Partnership Program (GAPP Exchange) is to allow students to experience German language and culture first-hand and to promote cultural understanding.

## Rationale:

District Strategic Framework-Transforming Teaching \& Learning (Objective 3) The GAPP Exchange is a prime example of a rigorous and relevant learning experience for students. During the immersion home-stay, students are exposed to languages, cultures, and ideas that may differ from their own. In the process, they gain new perspectives about themselves, others, and the world.

## Chaperones:

Johanna Haver and Elsa Nicolovius

## Sponsored Organization:

GAPP, Inc. GAPP is one of very few exchange programs based on long-term, sustainable partnerships which are not only between students, but between teachers, administrators, schools, and communities. GAPP is the largest and most successful bilateral student exchange program of the US with any other country.

GAPP is supported by the German Foreign Office as well as The U.S. State Department.

GAPP, Inc. is a 501 (c)(3) Public Charity under oversight of an independent Board of Directors, consisting of eight renowned and accomplished members of private and public institutions. Donations are fully tax-deductible to the extent allowable by law (Quoted directly from "About GAPP, Inc." About GAPP, Inc. - GoetheInstitut USA, www.goethe.de/ins/us/en/spr/eng/gap/ueg.html.

## Mission Statement of GAPP:

The German American Partnership Program is dedicated to creating intercultural learning opportunities that forever impact the lives of countless students in Germany and the US. Our objectives include the initiation and development of student exchange programs between the United States and Germany, inspiring intercultural understanding, promoting German language instruction and motivating personal friendships.

GAPP is one of very few exchange programs based on long-term, sustainable partnerships which are not only between students, but between teachers, administrators, schools, and communities. (Quoted directly from "About GAPP, Inc," About GAPP, Inc. - Goethe-Institut USA, www.goethe.de/ins/us/en/spr/eng/gap/ueg.html.

## Learning Experience:

Students will attend school during their stay, will live with a host family, and will take cultural excursions to Koln, Berlin, and Amsterdam (Anne Frank House). Students will also have an opportunity to visit Siemens, an international engineering company, where they will be able to see the production process of wind turbines. Through this career exploration, students learn about German and international working conditions. For many, this is their first experience learning about the job market and professional careers. During their stay, students will give presentations in English to German students about life in the United States and will share what they have learned with their Canton peers upon their return. Throughout their trip, students are responsible for keeping a journal and will regularly reflect on their experiences.

## Student group size:

Maximum of 25 (exact size of group will be determined by the district's student/chaperone ratio of $10 / 1$ ). In the event that the group is less than 20 students, there will still be two chaperones.

## Timeframe:

22 days total (Friday, April 6-Monday, Friday, April 27, 2018). Students will attend 10 school days in Germany, which corresponds to the time they would have classes at Canton High School. In addition, they will spend 12 weekend and April vacation days with their host families and on the excursions. Departure is planned for the evening of Friday, 4/6/2018 and students are expected to attend their CHS classes on that day. The earliest standardized test for some juniors and seniors is May 7, 2018 (AP Chemistry).

## Student benefits:

- Authentic, experiential learning
- Global understanding through home-stay
- Language immersion in a German school
- Global citizenship through a true international experience
- Cultural competency and respect for others in a short-term immersion
- Make friends and establish lasting bonds with peers and host families
- Grow personally and develop confidence through guided independence
- Distinguish oneself as a cultural ambassador
- Establish strong professional relationships through a longstanding and well-established international program (GAPP)
- Grow excitement and curiosity about the German languages and Germanic cultures
- Understand our shared histories
- Learn about how influential Germany and the European Union are to our global economy and future


## Student requirements:

As a short-term immersion trip, students must be in excellent standing and must be able to fulfill all academic obligations for the 10 days of school that they will miss. All behavioral expectations remain in force on the trip per the Canton High School Student Handbook. This trip is open to juniors and seniors with excellent school attendance, exemplary behavior, outstanding work ethic, and demonstrated mature decision-making and concern for others. Students must be responsible and independent students able to take direction and be open to new perspectives. Students must be able to self-manage (passport, time, money, luggage, etc.).

## Estimated per student cost:

Total upfront: $\$ 2,000$ (for airfare and excursions). Insurance costs are approximately 10 euros per day for the 22 days. Insurance is covered through

HanseMerkur, which is an interntational travel insurance that we regularly use. Additionally, students are recommended to bring $\$ 500$ spending money. Students can use ATM cards in Germany.

## Travel itinerary:

Students will take a bus from Canton High School to Logan airport on Friday, April 6, 2018. The group will take Iceland Air to Reykjavik and then will take their connecting flight to Amsterdam. Then, they will travel by bus to Bocholt (St.Georg Gymnasium), where their host families will meet them. Departure will be on Friday, April 27, 2018 and students will take a bus back to Amsterdam, fly to Reykjavik, and to Boston and will picked up by their families at Logan Airport.

## Food/Lodging:

Students will stay with host families in Bocholt in comfortable private homes and meals will be provided by the families. Students may choose to eat on their own on excursions. Students will be provided with lunches while attending school.

## Medical Facilities:

The nearest hospital is St. Agnes-Hospital Bocholt, Barloer Weg 125, 46397
Bocholt, Germany, which is 10 minutes from the school. All medical facilities are comprehensive and comparable to medical facilities in the Boston area.

## Terms and Conditions of Foreign Travel Health Insurance, as Provided by HanseMerkur Reiseversicherung AG for Foreign Guests VB-KV 2008 (AG 365)

§ 1 - Insured Persons and Eligibility for Insurance

1. Insured persons are those identified by name in the insurance policy, for whom the agreed premium has been paid.
2. Persons eligible for insurance are: in the context of insurance for groups, persons up to the end of their $65^{\text {th }}$ year ( $65^{\text {th }}$ birthday), and, in context of insurance for individuals, persons up to the end of their $75^{\text {th }}$ year ( $75^{\text {th }}$ birthday), provided they
a) are of foreign nationality and are in the Federal Republic of Germany, the member countries of the European Union, Switzerland or Liechtenstein for a temporarily stay only;
b) are of German nationality and have had their permanent residence abroad for more than two years. The term "abroad" is also used in this context to refer to the national territory of the Federal Republic of Germany.
A group insurance can be applied for when three or more persons are travelling together.
3. Persons non-eligible for insurance and not insured, despite having paid the premiums, are those who
a) are in need of permanent care, and/or are mentally ill. Persons in need of care are persons who generally require the help and assistance of others to master the daily routines;
b) engage in sporting activities in return for payment;
c) have a limited residence permit for the Federal Republic of Germany and for whom, at the time of application, the overall period of insurance for all health insurance contracts concluded during the period of the stay has exceeded tive years.

## § 2 - Taking-Out and Ending the Insurance Contract

1. The application for an insurance contract has to be made within 31 days following entry into the Federal Republic of Germany, the member states of the European Union, Switzerland or Liechtenstein. Upon request, proof of the date of entry must be provided.
2. The contract comes into effect upon receipt, by the insurance company, of the application for insurance made using the form foreseen by the insurance company for this purpose. The application has only been properly completed if it contains all of the details requested and these have been provided clearly and completely. If the applicant uses the printed payment form issued by the insurance company the contract becomes valid upon payment of the premium, provided it includes clear and complete information about the start of the insurance contract, about the product selected by the applicant and about the persons to bo insured.
3. In cases of persons for whom the prerequisites for eligibility for insurance cover, as specified in section § 1, point 2 of these terms and conditions, have not been satisfied, no insurance contract shall come into effect, even if payment of the premiums is made. If premiums are paid for a person not eligible for insurance cover, the sum paid is available to the sender.
4. If the insured person had already taken out an insurance contract based on this tariff (Tariff VB-AG 365) and has completed a temporary stay in the member states of the European Union, Switzerland or Liechtenstein, it is only possible to take out another insurance policy if the person has spent a minimum of two months in his or her native country before re-entering the territory of any of the abovementioned states. If premiums are nevertheless paid for a person affected by this regulation, the sum paid is available to the sender.
5. The insurance contract must be concluded for the entire period of the stay.
6. The maximum period of insurance cover amounts to 365 days. An extension within the framework of a contractually independent single insurance is only possible with the
consent of the insurance company, and only for a maximum total insurance period of five years.
7. In the event of an extension of the period of stay, an independent extension contract can be concluded under the following preconditions:
a) The application for extension must be made on a form issued by HanseMerkur specifically for this purpose, and this form must be submitted to HanseMerkur before the original insurance contract expires.
b) HanseMerkur must give its explicit consent to the extension contract. If a premium is paid for a contract which has not explicitly been accepted, the paid amount shall be placed at the payer's disposal.
c) As regards persons holding a limited residence permit for the Federal Republic of Germany, an extension is only possible if the total insurance period of health insurance policies valid in the Federal Republic of Germany would not exceed five years. The policy-holder is obliged to inform HanseMerkur of all health insurance contracts previously valid during the temporary period of stay.
In the event of such an extension, insurance cover is only provided for claims, illnesses, complaints and the consequences of such, that have newly occurred after the application for extension (date and time of postmark).
8. If the policyholder and the insured person are not identical, cancellation by the policyholder will only be valid if the insured person(s) affected by the cancellation has/have been informed of the cancellation accordingly and the policyholder provides proof of this. The insured persons affected have the right to continue the insurance contract, provided a future policyholder is named. The statement relating to this must have been received within two months of receipt of the notice of cancellation.
9. The statutory regulations relating to rights of cancellation for exceptional reasons remain unaffected by the agreements reached here.
10. The insurance contract ends
a) on the agreed date;
b) upon the death of the policyholder or upon his or her departure from (i.e. leaving) the Federal Republic of Germany; the insured persons nevertheless have the right to continue the insurance contract by naming a future policyholder. This declaration must be made within a period of two months following the death or departure of the policyholder.
c) at the end of the insured person's temporary period of stay in the member states of the EU, Switzerland or Liechtenstein,

- If the insured person decides to remain permanentiy in any of the countries of the EU, Switzerland or Liechtenstein, or
- if the insured person returns to his or her home country for good;
d) at that point in time at which an insured person holding a limited residence permit for the Federal Republic of Germany exceeds a total insurance period of five years. This also holds for previous insurance policies that were not taken out with HanseMerkur.


## § 3 - The Premium

1. Payment of the Initial Premium
a) The initial premium is due upon commencement of the insurance contract.
b) If the initial premium is not paid on time, the insurer is entitled to withdraw from the contract for as long as the payment remains unpaid, unless the policyholder cannot be held answerable for the non-payment.
c) If the initial premium has not been paid at the time of occurrence of an event covered by the insurance, the insurer is not compelled to pay benefits, unless the
policyholder cannot be held answerable for the nonpayment.
2. Payment of Subsequent Premiums
a) If the subsequent premium is not paid on time, the insurer will send the policyholder a reminder and will set a deadine of two months within which the payment must be made.
b) If an event covered by the insurance occurs after this deadline and the policyholder has still not paid the premium at the time of occurrence of this event, or is in default as regards payment of associated interest and/or costs, the insurer is not compelled to pay benefits.
c) The insurer combines this two-month payment deadline with notice of termination of the contract as per expiry of this date. Termination will become effective with the expiry of the set deadline, if the policyholder is still in default of payment at this point in time.
d) The termination will become ineffective if the policyholder makes payment within a month of its having become (initially) effective. The contents of letter $b$, above, shall remain unaffected by this. The same applies in the event that the insured person names a new policyholder within two months of having been informed of the notice of termination and this named person pays the premium demanded. The contents of letter $b$, above, shall remain unaffected by this.

## § 4 - Area of Application, Commencement, Period and End of the Insurance Cover

## 1. Area of Application

a) HanseMerkur offers insurance cover for insured persons who, while travelling, are only temporarily in the Federal Republic of Germany, the member countries of the European Union, Switzerland or Liechtenstein.
b) An event for which insurance cover is normally provided is not insured if this occurs in the home country of the insured person. The home country in the sense of these contract provisions is the country in which the insured person has his or her permanent place of residence and/or the country of his or her nationality.
c) However, departing from "b)", insurance cover will be granted to the insured person in his/her home country under the following conditions:

- With respect to insurance contracts with a minimum period of a year, insurance cover will be provided even in the event of a brief return to the insured person's home country. The insurance cover provided in the home country is limited, however, to a maximum of 6 weeks for all stays in the native country per insurance year. The insurance year shall be a period of 12 months as from the commencement of the insurance.
In the event of a claim the insured person is required to provide dates and proof of the start and end of each trip to the home country, if requested by the insurance company to do so. In this connection, please refer in particular to section \& 8, item 1 e).

2. Commencement of Insurance Cover

The insurance cover begins at the point in time indicated in the insurance policy (Commencement of Insurance), though
a) not before the insurance contract has come into effect,
b) not prior to entering the Federal Republic of Germany, the member states of the European Union, Switzerland or Liechtenstein,
c) not before payment of the premium;
d) not until expiry of any waiting period.
3. For events covered by the insurance, illnesses, complaints, and the consequences of such, occurring before commencement of the insurance cover or existing at the time of commencement of the insurance cover, no benefit will be paid.
4. End of Insurance Cover

Insurance cover shall end; even in cases of pending events covered by the insurance
a) at the agreed point in time;
b) with the ending of the insurance contract;
c) at the end of the insured person's visit - to the Federal Republic of Germany, the member states of the European Union, Switzerland or Liechtenstein - at the latest;
d) if the requirements for a temporary stay in the Federal Republic of Germany, member states of the European Union, Switzerland or Liechtenstein are no longer satisfied.
5. Subsequent Liability

If an illness needs medical treatment beyond the end of the period of insurance cover, because a return journey is impossible due to the patient's proven inability to be transported, the insurance company is obliged to provide cover within the bounds of this tariff.
a) with contract terms of up to six months, including all contract extensions required until recovery of ability to be transported, for a maximum period of one further month;
b) with contract terms of more than six months, including all contract extensions required until recovery of the ability to be transported, though for a maximum period of three further months only;

## 5 - Subject Matter of the Insurance Cover Provided and the

 Extent of Liablity In Respect of Benefits
## I. In General

1. HanseMerkur provides compensation for insured events that occur acutely during a period of travel.
2. An event covered by the insurance is medical treatment required by an insured person due to illness or consequences of an accident. The insured event begins with the required medical treatment and ends at that point in time at which no further medical treatment is required, as medically confirmed. If the medical treatment has to be extended to an illness or to accident consequences not causally related to the previously administered treatment, this constitutes the existence of a new event covered by the insurance. Other events covered by the insurance include
a) examination and required medical treatment due to pregnancy, unless the patient was already pregnant prior to the commencement of insurance cover;
b) death.
3. The extent of the insurance cover provided is specified in the insurance policy, in any separate agreements concluded in writing, in these general terms and conditions of insurance, and in the statutory regulations of the Federal Republic of Germany.
4. In the Federal Republic of Germany, the insured person may be treated by the licenced doctors and dentists of his/her choice. In the countries of the European Union, as well as in Switzerland and in Liechtenstein, the insured person may choose from among state-recognized and licenced doctors and dentists in the given country, provided these charge for their services in accordance with the official scale of medical fees for doctors and dentists - if existing or their fees are in keeping with those normally charged locally.
5. Medicine, dressings, medical supplies and adjuvants must be prescribed by the attending medical professionals referred to under item 4, and the medicine must be obtained from a pharmacist's. Foodstuff and restoratives, mineral water, disinfectants and cosmetics, dietary and baby food, etc. do not qualify as medicine - even if prescribed as such.
6. Should in-patient hospital treatment be medically required, the insured person may freely choose from among public and private hospitals that provide permanent medical supervision, have adequate diagnostic and therapeutic facilities, keep records of clinical histories, and neither offer cures and sanatorium therapy, nor accept convalescents.
7. Within the scope of the contract, the insurance company pays for examination, treatment and medicaments that are widely approved by classical medicine. It also pays for treatment and medicaments that have proven to be just as successful in practice, or are used when no classical methods of treatment or medicaments are available. In such cases, however, the insurance company is entitled to reduce the benefits paid to the level that would have been due had such methods and medicine been available.
8. Within the limits of the contract, the insurance company pays for transportation and funeral costs in the event that an insured person dies as a result of an event covered by this contract.

## II. Waiting Perlods

1. Waiting periods are calculated as from the time of commencement of the insurance and, in the case of a followup contract, as from the time of commencement of the followup contract.
2. The waiting period for childbirth deliveries is eight months.

## III. Costs of Medical Treatment

1. The insurance company reimburses the insured person
a) subject to a deductible contribution of EUR 25 per event covered by the individual insurance, for the necessary costs of medical treatment incurred. The deductible contribution does not apply to the group insurance;
b) during the insured person's stay in Germany, for the necessary costs of medical treatment incurred up to the so-called threshold value of the scale of fees valid in Germany for doctors "Gebührenordnung für Ärzte (GOÄ)" and dentists "Gebührenordnung für Zahnärzte (GOZ)", These threshold values for benefits are

- for GOZ, a factor of 2.3 times the listed rate,
- for GOÄ, according to no. 437 and section M (laboratory costs), a factor of 1.15 times the listed rate,
- according to sections $A, E$ and $O$ (technical performance), a factor of 1.8 times the listed rate,
- for all other GOÄ charges, 2.3 times the listed rate.

2. Medical treatment in the sense of these terms and conditions includes:
a) doctors' attention including pregnancy examinations, pregnancy treatment, provided the pregnancy did not exist at the start of the insurance or extension contract, and treatment due to miscarriage;
b) medical treatment as a result of acute complaints, necessary medical treatment due to pregnancy and treatment due to miscarriage, as well as medically required abortions and child delivery up until the end of the $36^{\text {th }}$ week of pregnancy (premature birth), even if the insured person was already pregnant at the beginning of the insurance or extension contract, provided no need for such treatment had been established at this point in time;
c) prescribed medicaments and dressing materials;
d) prescribed radiation treatment, light therapy and other physical forms of treatment;
e) prescribed massages, medical packs and inhalation treatment up to a maximum value of EUR 300 per insurance year;
f) prescribed medical supplies necessary for the first time solely as the result of an accident and directly serving to treat the consequences of the accident;
g) X-ray diagnosis;
h) urgent in-patient treatment under general nursing care (multiple-bed room) without selective treatment (private medical care):
i) transport by ambulance to the nearest suitable hospital for in-patient treatment, and to the nearest appropriate treatment point for primary medical care following an accident, and transport back again;
j) urgent operations which cannot be postponed;
k) child delivery - after expiry of waiting period.
3. Costs of Dental Treatment

Taking section III, item 1 into account, the insurance company also reimburses costs incurred during the journey for:
a) painkilling and preservative dental treatment including simple fillings,
b) measures to restore the functioning of dental prostheses (repairs).
Altogether, the insurance company will refund the costs of the dental treatment referred to, in the case of a period of contract
a) of up to six months, including all contract extensions, a maximum of EUR 300,
b) of more than six months, including all contract extensions, a maximum of EUR 600
per insurance year and insured person. An insurance year, in this context, is a period of twelve months.
IV. Transportation Costs / Funeral Expenses

Except for periods of stay in the home country, HanseMerkur reimburses

1. in the event of the death of an insured person, the additional costs incurred in returning the deceased person to his or her permanent place of residence, up to a maximum of EUR 10,000;
2. the costs of a funeral abroad up to the amount that would have been incurred for transportation, though no higher than a maximum of EUR 10,000.

## § 6 - Limitations on Insurance Cover

1. No insurance cover exists
a) for treatment abroad constituting the sole reason, or one of the reasons, for embarking on the journey in the first place and for treatment for which it was clear, at the outset of the journey, that, assuming the trip was carried out as planned, it (the treatment) would be necessary. Or unless the journey had been undertaken due to the death of the spouse or a first-degree relative;
b) for illnesses and complaints known to the insured person at the time of conclusion of contract, or of conclusion of a follow-up contract, and their foreseeable consequences, or for the foreseeable consequences of illnesses and accidents of the insured person treated within a period of six months prior to the conclusion of contract;
c) for diseases, accidents or death, including the consequences of such, caused by strike action, war, warlike occurrences, nuclear energy or active participation in civil disturbances and not expressly included in the insurance cover;
d) for illnesses; accidents and their consequences resulting from wilful intent;
e) for treatment given in a health resort or sanatorium, and for rehabilitation therapy;
f) for withdrawal treatment including withdrawal cures;
g) for out-patient therapy in a spa or health resort. This limitation does not apply, if the therapy becomes necessary as the result of an accident that happened there. In the event of illness, this limitation does not apply if the insured person's stay in the spa or health resort was for a short period only and was not for curative purposes;
h) for treatment by the insured party's spouse, parents or children. Proven material cost will be reimbursed in accordance with the insurance tariff;
i) for treatment of persons with whom the insured person lives together within his or her own family or the host family. Proven material cost will be reimbursed in accordance with the insurance tariff;
j) for treatment or accommodation due to infirmity, need of care or safe custody;
k) for psychoanalytic and psychotherapeutic treatment;
l) for immunization measures;
m) for medical supplies;
n) for treatment required because of disorders and damage of the reproductive organs; including sterility, artificial insemination or associated precautionary medical examinations and follow-up treatment;
o) for treatment of HIV infections and their consequences;
p) for dental prostheses, post crowns, inlays, caps and crowns, orthodontic treatment, implants, occlusal overlays and gnathological measures;
q) for suicide, attempted suicide and the consequences;
r) for organ donations and the consequences.
2. HanseMerkur is discharged from the obligation to compensate, if:
a) the policy-holder or the insured person has wilfully caused the event covered by the insurance;
b) the policyholder or the insured person has wilfully attempted to deceive HanseMerkur as to circumstances of importance relating to the reason for, or the amount of, benefits presumably due.
3. If the cost of medical treatment exceeds that of essential medical treatment, the insurance company may reduce its benefits to an appropriate amount.
4. If a claim for benefits from statutory accident or pension insurance, or from statutory medical or accident care exists, the insurance company may deduct the level of statutory benefits due from the insurance benefits due.

## §7-Obligations and the Consequences of Violation of Such

## Obligations

1. The policyholder and the insured person are obliged, upon the occurrence of an event covered by the insurance
a) to keep the level of damage as low as possible and to avoid any action that could lead to an unnecessary increase in costs;
b) to report the damage to HanseMerkur without delay, and upon conclusion of the journey at the latest;
c) to permit HanseMerkur to undertake all reasonable investigations as to the cause of the occurrence and the level of benefits due, to provide all useful information in this connection, to submit original receipts, etc. and, in the event of death, to submit the death certificate;
d) to contact HanseMerkur, in the event that in-patient treatment is required, before commencement of extensive diagnostic and therapeutic measures.
2. At the request of the insurance company, the insured person shall be obliged to permit examination by a doctor appointed by HanseMerkur.
3. Consequences of Breach of Obligations

If the policyholder or the insured person wiffully violates a contractually agreed obligation, HanseMerkur is not obliged to pay benefits. In the case of gross negligence leading to violation of the obligation, HanseMerkur is entitled to reduce the insurance benefits by an amount corresponding to the seriousness of the fault attributable to such behaviour by the policyholder or the insured person. The onus of proof that gross negligence did not play a role lies with the policyholder.

## § 8 - Payment of Insurance Benefits

1. The insurance company is only obliged to pay benefits if the following evidence - which will become the insurer's property - has been submitted:
a) original receipts bearing the name of the person treated, identification of the illness and details as to the type of treatment provided by the attending doctor, as well as to the location and the period of treatment. If other insurance protection exists and claims for the medical costs have first been made to this, copies of the invoices indicating the compensation payments made are adequate;
b) prescriptions must be submitted together with invoices for treatment, invoices for medicaments and those for adjuvants;
c) an official death certificate and a medical certificate stating the cause of death, if claims for transportation or funeral costs are to be met;
d) proof of the first and last days of any visit to a member country of the European Union, Switzerland or Liechtenstein, if the insurer requests this;
e) proof of the first and last days of any visit to the home country, if the insurer requests this;
f) proof of all health insurance taken out during the visit to the Federal Republic of Germany and providing insurance cover within the Federal Republic of Germany, if the insurer requests this.
2. One month after notification of the insurer as to the damage incurred, part-payment of the claim amount may be requested for the minimum sum due, on the basis of the facts on hand. This period may be extended if the processing of the claim by HanseMerkur is delayed for reasons for which the policyholder or the insured person can be held responsible.
3. Within the context of examining entitlement to benefits, HanseMerkur may be required to obtain personal health data available within the legally permissible boundaries. If the policyholder or the insured person culpably refuses consent to such procedure thereby effectively preventing HanseMerkur from completing its assessment of the amount and extent of benefit entitlements due, this will result in a postponement of the due date of payment. The same applies if institutions and individuals questioned have - culpably not been released from their obligation to confidentiality with respect to HanseMerkur.
4. Costs incurred in a foreign currency are converted to the currency valid in the Federal Republic of Germany at the rate of exchange applicable on the day on which the receipts were received by the insurer. For traded currencies, the
exchange rate of the day is the official exchange rate as stipulated in Frankfurt/Main, whereas for non-traded currencies the rate is as stipulated in "Währungen der Wett", publications of the German Central Bank Deutsche Bundesbank in Frankfurt/Main (latest version in each case), unless it can be proven that the foreign currency required for the payment of invoices was purchased at a less favourable exchange rate.
5. Additional costs incurred by the insurer in making necessary transfers abroad or in complying with the request of the policyholder that special forms of transfer be used, can be deducted from the benefits due.
6. Insurance claims may neither be assigned nor pledged.
7. Claims based on this insurance contract fall under the statute of limitations after three years. The period of limitation begins at the end of the year in which the claim for benefit was first raised.

## § 9 - Indemnification from Other Insurance Contracts and Claims Against Third Parties

1. If, in the case of an event covered by the insurance, indemnification can be claimed from another insurance contract, this other contract shall have priority over the current contract. This also applies if, in one of the other insurance contracts, such a subordinate-contract clause has also been agreed, regardless of when the other insurance contract was concluded. If the event covered by the insurance is first reported to HanseMerkur, it will initially undertake payment and will then contact the other insurer directly for purposes of sharing the costs. HanseMerkur will, however, waive sharing the costs with a private health insurance company if this would be to the disadvantage of the insured person, e.g. loss of premium refund.
2. Claims of the policyholder, or of the insured person, against third parties shall pass to HanseMerkur Reiseversicherung AG inasmuch as this is legally permissible, and to the extent that the latter has paid indomnity for the damage incurred. If necessary, the policyholder, or the insured person, must sign a transfer declaration to the benefit of the insurer. The insurer's obligation to pay benefits shall be dormant until such a declaration of assignment has been received.
3. Claims of the policyholder, or of the insured person, against attending medical personnel or organizations on the basis of excessive fees shall pass to HanseMerkur, inasmuch as this is legally permissible, to the extent that the latter has settled the relevant invoices. If necessary, the policy-holder or insured person must provide assistance in enforcing such claims. In addition, the policy-holder or the insured person is obliged, if necessary, to make a declaration of assignment towards HanseMerkur. The insurer's obligation to pay benefits shall be dormant until such a declaration of assignment has been received.

## § 10 - Offsetting

The policyholder can only offset claims of the insurer to the extent that the counterclaim is uncontested, or has been legally established.

## § 11 - Declarations of Intent and Notiflcations

Declarations of intent and notifications intended for the insurer must be submitted in writing.

## § 12 - Applicable Law, Contract Language

German law is applicable, provided this is not prohibited by international law. The contract language is German.

## § 13 - Participatory Bonus

This insurance does not entail any participatory bonus.

Young Travel Travel Insurance for au pairs, pupils, language students, students, scholarship holders, doctoral candidates and participants in Work \& Travel Programs for up to 5 Years

Travelling Abroad from Germany (Outgoing)
Daily premium

| Travel Health Insurance <br> Travelfing Abroad from Germany (Outgoing) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| WORLDWIDE |  |  |  |  |
| Dauer des Aufenthalts | BÄSIS without the USA/CAN | PREMIUM without the USA/CAN | $\begin{aligned} & \text { BASIS } \\ & \text { incl. the } \\ & \text { USA / CAN } \end{aligned}$ | PREMIUM incl. the USA / CAN |
|  | EUR | EUR |  |  |
| Bis zum <br> 12. Monat | 1.05 | 1.39 | 1.79 | 1.95 |
| 13. -60 . Monat | 1.59 | 1.95 | 2.49 | 2.69 |
| Minimum rate | 15,00 | 20,00 | 25,00 | 30,00 |


| Travel Accident, Travel Liabiity, <br> Luggage and Emergency Insurance <br> Travelling Abrad from Germany <br> (Outgoing) |  |
| :---: | :---: |
| WORLDWIDE |  |$|$

Coming to Germany from Abroad (Incoming) Monthly premium

| Travel Insurance Coming to Germany from Abroad (INCOMING) |  |  |
| :---: | :---: | :---: |
| Length of stay | $\begin{aligned} & \text { BASIS } \\ & \text { EUR } \end{aligned}$ | PREMIUM <br> EUR |
| Up to $12^{\text {th }}$ month | 1.19 | 1.75 |
| $\begin{array}{r} 13^{\text {th }}-60^{\text {th }} \\ \text { month } \end{array}$ | 1.65 | 2.15 |
| Minimum rate | 15,00 | 25,00 |


| Travel Accident and Liability Insurance <br> Coming to Germany from Abroad <br> (INCOMING) |  |
| :---: | :---: |
| KOMPAKT | KOMFORT <br> EUR |
| $\mathbf{E U R}$ | 0.33 |
| 0.25 | Minimum rate <br> 6,00 |
| Minimum rate <br> 4,00 |  |

## IMPORTANT INFORMATION

- Eligibility for insurance up to the 35th birthday.
- The contract shall be concluded for the entire period of stay.
- OUTGOING (Germany): The insurance only applies during the stay abroad, as well as - under certain preconditions - for short holiday visits (up to 6 weeks) to the home country and to third countries; persons cannot be insured for their home country for longer.
- INCOMING: The insurance only applies during the stay in Germany. Coverage also applies for the insured person worldwide outside of the Federal Republic of Germany and the home country during a temporary trip. The coverage is limited to 14 days per trip in the case of trips to the USA or Canada. Persons cannot be insured for their home country for longer.
- OUTGOING: The contracts must be concluded before commencement of foreign travel, and they end at the point in time specified in the insurance policy - after 5 years at the latest.
- INCOMING: The application for conclusion of an insurance contract can be submitted at any time. It must be made for the entire remaining duration of the stay in the Federal Republic of Germany. The general qualifying period is 31 days. This is calculated from the contract inception. The qualifying period does not apply if the application is made within 31 days of arrival. The date of arrival must be proven at our request. The qualifying period also does not apply to accidents and for help from physicians in order to avoid acute risk to life for the insured person. A comparable preexisting insurance, which can be shown to have applied without gaps until contract inception, can be offset with the general qualifying period. The excluded benefits according to Section III., 3. (Limitation of the payment obligation) continued to be excluded without limits.
- Extension of an insurance is possible
- if the application for extension has been received by the insurer or the agent before the end of the original insurance contract and the maximum insurance period of 5 years has not yet been reached;
- and insurance cover then exists only for cases of insurance that are new as from the date of application for extension;
- and each extension must begin directly after the previous insurance.
- OUTGOING: If the insured person returns from a period abroad prematurely, the insurance can be ended and the repayment of excessive premiums paid is possible. The insurance ends - at the earliest - at the time at which notification as to the return of the insured person is received by HanseMerkur Reiseversicherung AG.
- INCOMING: If the insured person leaves Germany prematurely, the insurance can be ended and the repayment of excessive premiums paid is possible. The insurance ends - at the earliest - at the time at which notification as to the return of the insured person is received by HanseMerkur Reiseversicherung AG.
- No excess.



## CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller
Superintendent of Schools

Jennifer A. Henderson
Assistant Superintendent for Curriculum and Instruction

Debra L. Bromfield Director of Student Services


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

Patricia Kinsella
Assistant Superintendent for Special Projects

Barry S. Nectow
School Business Administrator

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

TO:
FROM:
SUBJECT: Award Recommendation for an Independent Third Party Administrator (TPA) for 403B

DATE:
January 16, 2018

In October, 2017, the Canton Public Schools, acting in conjunction with Needham Public Schools and the the Massachusetts Association of School Business Officials (MASBO), released a Request for Proposals (RFP) for independent third party administration (TPA) services for 403(b) benefit programs.

The new contract will cover the period beginning January 1, 2018 - December 31, 2021.

Needham acted as the Lead District for the Collective Purchasing Group (CFG), which consists of the following MASBO member school districts and educational collaboratives:

Acton-Boxborough Regional, Arlington, Ashland, Assabet Valley Collaborative, Ayer Shirley Regional, Blackstone Valley Vocational Regional, Brookline, Canton, Carlisle, Concord, Concord-Carlisle Regional, Essex North Shore Agricultural \& Technical School District, Fitchburg, Franklin, Georgetown, Greater Lawrence Technical, Greater Lowell Technical, King Philip Regional School District, Lee, Lexington, Lincoln-Sudbury Regional, Lowell, Manchester-Essex Regional, Marblehead, Marlborough, Martha's Vineyard Regional High, Milford, Narragansett Regional School District, Natick, Needham, North Middlesex Regional, North Reading, Northampton, Northborough, Northborough-Southborough Regional School District, Norwood, Plainville, Reading, Saugus,

Silver Lake Regional, South Middlesex Regional Vocational Technical School District/ Joseph P. Keefe Technical School, Southborough, Sudbury, Up-Island Regional, Westford, Weston, Whittier Regional Vocational Technical High School, Wilmington, and Wobum.

As Lead District, Needham will execute a Master Agreement with the winning bidder. Each CPG member district that chooses to access the services of the bidder under the Master Agreement will execute a separate participation agreement with the successful bidder.

Proposals were received from three bidders: OMNI Financial Group Inc., TCG Administrators, and MidAmerica Administrative and Retirement Solutions, Inc., all three vendors met the minimum requirements. The Technical Review Committee consisted of Anne Mahan, Assabet Valley Collaborative; Caron Ketchum, Plainville Public School; Barry Nectow, Canton Public Schools; Brian Higgins and Melane Bisbas, from the Needham Public Schools. As evident in attachment, Bid Comparison, the proposal from MidAmerica Administrative and Retirement Solutions, Inc. received the highest rating because they had more categories rated Highly Advantageous than the other vendors. However, MidAmerica was not the lowest price proposal with a price of $\$ 22.50 /$ year per person compared to the $\$ 18.00 /$ year per person that TCG Bid.

Attached to the award recommendation is the Bid Comparison for the 3 bidders.
I recommend we award a contract to MidAmerica Administrative and Retirement Solutions, Inc., our current TPA.

If you have any questions, please let me know.
Thank you.
Comparative Criteria 403b TPA

| Crese | Oronal propous | Plan Of Sentice | Skperte | ${ }^{\text {mas }}$ B Pums |  | Kg I Inatuduals |  | Commmotestam |  | Referm | Commats |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Omni－2 |  |  |  |  |  |  |  |  |  |  | The proposal provided by Omni was clear，well written，organized in a manner easy to follow． The company has 20 years in this industry with over 2,900 plans and currently 322,000 participants．There was no where in the bid that indicated how many additional participants they could take on，therefore they were not evaluated on that question．The key individuals that would be dedicated to this implementation had between 5－10 years experience．Many examples of communications were provided as well as a visual of their portal view．References were generally good． |
| Evalumor 1 | н | $\wedge$ | $\wedge$ | ил | m | $\wedge$ |  | ＂ | แ1 | н |  |
| Evaluator 2 | 1 | $\wedge$ | H／ | II | s | $\wedge$ |  | н | H | 1 |  |
| Evalumer 3 |  |  |  |  |  |  | H |  |  |  |  |
| Evaluator 4 | 1 | НА | H／ | нл | N | $\wedge$ |  | ＂ | ＂ | $\wedge$ |  |
| Evalumer 5 | $\wedge$ | н | нл | н | s | $\wedge$ | н | แи | н | 1 |  |
| Conolidatad | A | н | нл | нл | na | A | xxx | нл | нد | $\wedge$ |  |
| Mid America－1 |  |  |  |  |  |  |  |  |  |  | The proposal Mid America provided was clear，organized well，and comprehensive．It addressed all the questions in the RFP．The company has 20 years experience with over 800 plans and currently has 58,000 participants．They indicated they could absorb an additional 20,000 new participants．Key individuals have over 10 years experience．Communication material was sparse Printed samples of all docuuments for new enrollment were provided．References were generally good． |
| Evalumor 1 | A | A | HA | Ha | A | A |  | A | A | A |  |
| Evalumart 2 | 11 | п1 | н | н | $\wedge$ | $\wedge$ |  | $\stackrel{1}{1}$ | н | $\wedge$ |  |
| Evaluator 3 | НА | иА | ия | ни | $\wedge$ | н | НА | $\wedge$ | н | $\wedge$ |  |
| Evalumer 4 | нл | нл | нл | ＂ | $\wedge$ | нл |  | 1 | ＂ | 1 |  |
| Evalumar 5 | ия | ни | ＂ | ия | $\wedge$ | н | пл | $\wedge$ | ＂ | $\wedge$ |  |
| Connolidated | нл | нА | нн | н＾ | $\wedge$ | н＾ | xxx | $\wedge$ | н | $\wedge$ |  |
| TCG－3 |  |  |  |  |  |  |  |  |  |  | The proposal from TCG was generally clear，it included answers to the scope of service．The |
| Evalumer 1 | $\wedge$ | 1 | н | 14 | $\wedge$ |  |  | $\wedge$ | $\stackrel{1}{ }$ | $\stackrel{1}{ }$ | same organized way．The company has over 16 years experience with 350 plans and 75.000 |
| Evalumat 2 | $\stackrel{1}{ }$ | $\stackrel{\text { H／}}{\text { H／}}$ | $\stackrel{\text { H／}}{\text { II }}$ | $\stackrel{\text { H1 }}{\text { His }}$ | $\stackrel{\wedge}{ }$ | $\stackrel{\text { Hi }}{\text { Hi }}$ |  | $\stackrel{1}{ }$ | $\stackrel{11}{1 / 1}$ | ＾ | participants．They indicated they could take on an additional 20,000 participants．The key |
| Evalutur 3 |  | $\stackrel{11}{ }$ | $\stackrel{11}{\text { Hi }}$ | ${ }_{\text {HI }}^{\text {H }}$ | $\stackrel{\wedge}{1}$ | ¢ | $\cdots$ | $\stackrel{1}{1}$ | ${ }_{\text {H／}}$ |  | individuals that would be dedicated to this implementation have over 10 years experience． |
| Evalutur 5 | $\stackrel{1}{1}$ | H | НА | ${ }_{\text {H／}}$ | $\stackrel{1}{1}$ | 11 | н | $\stackrel{1}{ }$ | и1 | $\stackrel{1}{ }$ | Communication material was limited but does meet the minimum requirement．References wes |
| Conovolidted | A | нム | н | нл | $\wedge$ | на | xxx | $\wedge$ | нл | $\wedge$ | generally good，they were schools systems located in Califomia and Texas |

[^0]是要要
是早星
等年星

Hourly Tuition Comparison 2018-2019

| Rodman | Days | Hours | Tuitoin/wk |  | Daily |  | Hourly |  | @+2\% |  | @+3\% |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 5 | \$ | 1,266 | \$ | 33 | \$ | 6.66 | \$ | 6.80 | \$ | 6.86 |
|  | 2 | 10 | \$ | 2,534 | \$ | 67 | \$ | 6.67 | \$ | 6.80 | \$ | 6.87 |
|  | 3 | 15 | \$ | 3,800 | \$ | 100 | \$ | 6.67 | \$ | 6.80 | \$ | 6.87 |
|  | 4 | 30 | \$ | 5,068 | \$ | 133 | \$ | 6.67 | \$ | 6.80 | \$ | 6.87 |
|  | 5 | 25 | \$ | 6,334 | \$ | 167 | \$ | 6.67 | \$ | 6.80 | \$ | 6.87 |


| Stoughton | Days | Hours |  |  |  | Tuitoin/wk |  |  | Daily |  | Hourly |  |
| :--- | :---: | :---: | :---: | ---: | :---: | ---: | ---: | :---: | :---: | :---: | :---: | :---: |
| $2018-2019$ | 2 | 12 | $\$$ | 3,000 | $\$$ | 79 | $\$$ |  |  |  |  |  |
|  | 3 | 12 | $\$ .58$ |  |  |  |  |  |  |  |  |  |
|  | 4,200 | $\$$ | 111 | $\$$ | $\mathbf{6 . 1 4}$ |  |  |  |  |  |  |  |


| Norwood | Days | Hours | Tuitoin/wk |  | Daily |  | Hourly |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2018-2019 | 3 | 7.5 | \$ | 2,850 | \$ | 75 | \$ | 10.00 |
|  | 4 | 10 | \$ | 3,400 | \$ | 89 | \$ | 8.95 |
|  | 4 | 20 | \$ | 5,400 | \$ | 142 | \$ | 7.11 |


| Walpole | Days |  | Hours |  |  |  | Tuitoin/wk |  |
| :--- | :---: | :---: | :---: | ---: | :---: | ---: | :---: | ---: |
| Daily |  | Hourly |  |  |  |  |  |  |
| $2018-2019$ | 4 | 10 | $\$$ | 2,646 | $\$$ | 70 | $\$$ | $\mathbf{6 . 9 6}$ |
|  | 5 | 25 | $\$$ | 4,578 | $\$$ | 120 | $\$$ | $\mathbf{4 . 8 2}$ |


| Medfield | Days |  | Hours | Tuitoin/wk |  | Daily |  | Hourly |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $2018-2019$ | 4 | 10 | $\$ 5,100$ | $\$ 134$ | $\$ 13.42$ |  |  |  |


| Sharon | Days |  |  | Hours |  |  | Tuitoin/wk |  |  | Daily |  |  | Hourly |  |
| :--- | :---: | :---: | :---: | ---: | ---: | ---: | ---: | ---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Current | 4 | 10.8 | $\$$ | 3,012 | $\$$ | 79 | $\$$ | 7.34 |  |  |  |  |  |  |
|  | 5 | 13.5 | $\$$ | 3,765 | $\$$ | 99 | $\$$ | 7.34 |  |  |  |  |  |  |
|  | 5 | 30 | $\$$ | 8,215 | $\$$ | 216 | $\$$ | 7.21 |  |  |  |  |  |  |


| Foxboro | Days |  | Hours |  |  | Tuitoin/wk |  |
| :--- | :---: | :---: | :---: | ---: | :---: | ---: | :---: |
| Current | 3 | 7.5 | $\$$ | 1,800 | $\$$ | 47 | $\$ \mathbf{6 . 3 2}$ |
|  | 4 | 10 | $\$$ | 2,300 | $\$$ | 61 | $\$$ |

[^1]

781-821-5060 x1505
Donna Kilday, Early Childhood Coordinator
kildayd@cantonma.org

## Rodman Early Childhood Program Tuition

The tuition schedule for the 2017-2018 school year:

| 2 Day Program | T-TH | $\mathbf{\$ 2 5 3 4}$ | $\mathbf{\$ 2 6 2 2}$ |
| :--- | :--- | :--- | :--- |
| 3 Day Program | M-W-F | $\mathbf{\$ 3 8 0 0}$ | $\mathbf{\$ 3 9 3 3}$ |
| 4 Day Program | M-T-W-TH | $\mathbf{\$ 5 0 6 8}$ | $\mathbf{\$ 5 2 4 4}$ |
| 5 Day Program | M-T-W-TH-F | $\mathbf{\$ 6 3 3 4}$ | $\mathbf{\$ 6 5 5 5}$ |

All programs will run from 9:00-2:00.


[^0]:    
    

[^1]:    ***** notes a NAEYC accredited program

