

# SCITUATE HIGH SCHOOL

## PROGRAM OF STUDIES 2011-2012



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## SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012

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**SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012**

**SCITUATE SCHOOL COMMITTEE**

Mr. Michael Hayes  
Mrs. Brenda Bowen  
Mr. Jamie Strobino  
Mr. Richard Hebert  
Mr. William Johnston

**SUPERINTENDENT OF SCHOOLS**

Dr. Susan E. Martin

**ASSISTANT SUPERINTENDENT OF CURRICULUM  
INSTRUCTION AND STAFF DEVELOPMENT**

Dr. James J. Kelleher

**DIRECTOR OF SPECIAL EDUCATION SERVICES**

Ms. Judith A. Norton

**SCITUATE HIGH SCHOOL ADMINISTRATION**

Ms. Donna M. Nuzzo-Mueller, Principal  
Ms. Elizabeth Grindle, Assistant Principal  
Mr. John Mills, Assistant Principal

**SCITUATE HIGH SCHOOL COUNSELING DEPARTMENT**

Ms. Tammy Rundle, Director, K-12  
Mr. James Cooney  
Ms. Marlene Hoffman  
Ms. Kim Mitchell  
Ms. Sharon Mohr

**SCITUATE PUBLIC SCHOOLS DEPARTMENT CHAIRS K-12**

Ms. Deborah Dakin, Science & Technology Education  
Dr. John Ekstrom, Mathematics  
Ms. Patricia Jacquart, Foreign Language  
Mr. Ryan Lynch, English  
Mr. Gregory Ranieri, Business, Family & Consumer Science, Health and Wellness  
Mr. Steven Swett, History  
Ms. Carolyn Wachta, Fine Arts & Music

**About Equity**

**Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Education Amendments of 1972); or disability (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance. Massachusetts General Laws prohibit sexual harassment and also prohibits discrimination based on special needs; sexual orientation; race, color, religious creed, national origin, ancestry or sex, age or disability. Pursuant to this, the following information is provided for use by Scituate Public School System, parents, students, and other interested parties.**

## **SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012**

### **Scituate Public Schools Mission Statement**

The mission of the Scituate Public Schools is to provide the opportunity for a comprehensive education for all students, which focuses on cognitive, emotional, physical, and social development. The educational program fosters students' reading, writing, calculating, problem-solving, critical thinking skills, and creative expression. The school environment nurtures self-confidence, independence, cooperation, and the physical well being of all students. The schools encourage students to develop a sense of values and responsibilities, which enables them to be contributing members of their community and of the multicultural, global society. In partnership with the family, the schools guide students toward becoming lifelong learners with a positive outlook on the world.

### **Scituate High School Mission**

Scituate High School strives to provide an environment conducive to the fullest possible development of each student. Our programs endeavor to meet the needs of students with diverse learning styles and a wide range of abilities and goals. The ongoing renewal of those programs is sustained by the belief that enabling students in the present is helping them build lives as contributing adults. Our graduation requirements encourage students to participate in a program where they are exposed to a variety of courses, activities, and instructional approaches.

### **Scituate High School Student Expectations**

In accordance with the Massachusetts Curriculum Frameworks, the members of the faculty of Scituate High School offer to every student the opportunity:

- **To be an effective reader**
- **To be an effective writer**
- **To be an effective speaker/presenter/performer**
- **To be an effective problem solver**
- **To be an effective information seeker/organizer**
- **To contribute to the community at large**

**SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012**

**THE SCITUATE HIGH SCHOOL READER**

	<b><u>Advanced</u></b>	<b><u>Proficient</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Unsatisfactory</u></b>
<b><u>Directions</u></b>	<ul style="list-style-type: none"> <li>➤ Independently process directions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads and follows directions completely and accurately</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands simple directions, needs frequent monitoring</li> </ul>	<ul style="list-style-type: none"> <li>➤ Doesn't follow directions, even with monitoring</li> </ul>
<b><u>Reading Strategies</u></b>	<ul style="list-style-type: none"> <li>➤ Mastery of active reading strategies</li> <li>➤ Derives meaning from a variety of texts across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses strategies: derives meaning from a variety of texts across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows some knowledge of strategies, but does not apply them across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ Little to no knowledge or application of strategies</li> </ul>
<b><u>Vocabulary Strategies</u></b>	<ul style="list-style-type: none"> <li>➤ Mastery of vocabulary strategies in sophisticated or unfamiliar material</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses strategies to understand unfamiliar vocabulary; inconsistently applies higher-level strategies for more difficult words</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses basic strategies to understand unfamiliar vocabulary</li> <li>➤ Inconsistently applies higher level strategies for more difficult words</li> </ul>	<ul style="list-style-type: none"> <li>➤ Rarely uses strategies, skips difficult words</li> </ul>
<b><u>Literal &amp; Inferential Comprehension</u></b>	<ul style="list-style-type: none"> <li>➤ Infers meaning from text, makes connections to other texts and contexts and uses only relevant information to solve problems or complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Able to infer meaning from text, make connections and determine relevant information to solve problems or complete a task</li> </ul>	<ul style="list-style-type: none"> <li>➤ Able to identify main idea and supporting information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Able to identify main idea and supporting information with assistance</li> </ul>
<b><u>Point of View Bias</u></b>	<ul style="list-style-type: none"> <li>➤ Identifies factors that contribute to tone or point of view; can determine bias, frame of reference or contradictory information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies a writer's point of view or bias</li> <li>➤ Identifies facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has difficulty differentiating fact from opinion or identifying writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accepts most information as factual. Does not identify writer's perspective</li> </ul>
<b><u>Evaluative Comprehension</u></b>	<ul style="list-style-type: none"> <li>➤ Makes multiple connections to personal experience and/or social issues</li> <li>➤ Uses prior knowledge to deepen comprehension; identifies similarities and differences that are complex, abstract and subtle</li> </ul>	<ul style="list-style-type: none"> <li>➤ Makes connections between concepts and personal or prior knowledge; identifies similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Misses connections or makes connections which are superficial or inaccurate; identifies basic similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unable to make connections between text and other knowledge and experience; unable to identify similarities and differences</li> </ul>

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**THE SCITUATE HIGH SCHOOL WRITER**

	<b><u>Advanced</u></b>	<b><u>Proficient</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Unsatisfactory</u></b>
<b><u>Planning</u></b>	<ul style="list-style-type: none"> <li>➤ Demonstrated extensive planning when developing a written assignment</li> <li>➤ Successfully incorporates consideration of purpose of the assignment and the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows evidence of planning or pre-writing: may include notes, outlines, webs, graphic organizers, index cards, drafts</li> <li>➤ Demonstrate an awareness of the purpose of the assignment and its audience</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shows little evidence of planning, note taking, or pre-writing, with minimal consideration of the purpose of the assignment or its audience</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrates no evidence of planning, pre-writing or consideration of purpose of audience</li> </ul>
<b><u>Thesis Statement</u></b>	<ul style="list-style-type: none"> <li>➤ Writes thesis statements that are appropriate, complex, analytical and engaging</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writes thesis statements that clearly reflect the assignment/question</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writes thesis statements that are not clearly related to the assignment/question</li> </ul>	<ul style="list-style-type: none"> <li>➤ Does not use thesis statements</li> </ul>
<b><u>Organization and Critical Thinking</u></b>	<ul style="list-style-type: none"> <li>➤ Writes appropriately organizes essays that demonstrate synthesis, analysis, and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writes appropriately organized essays, which attempt to synthesize, analyze, and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writes essays with some understanding of organization and which attempt to synthesize, analyze, or evaluate</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writes without appropriate organization and no reflection of synthesis, analysis or evaluation</li> </ul>
<b><u>Textual Evidence</u></b>	<ul style="list-style-type: none"> <li>➤ Incorporates appropriate textual evidence and cites it appropriately, including less obvious or less concrete evidence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cites textual evidence</li> <li>➤ Includes relevant, accurate information/historical documentation</li> <li>➤ May miss less concrete or less obvious choices</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cites textual evidence that is minimal, concrete and obvious</li> <li>➤ Cites irrelevant material/evidence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Little to no textual evidence cited</li> </ul>
<b><u>Revision and Conventions of Language</u></b>	<ul style="list-style-type: none"> <li>➤ Demonstrates comprehensive revision and mastery of conventions of language</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revises own writing and demonstrates knowledge of the convention of language</li> </ul>	<ul style="list-style-type: none"> <li>➤ Minimal revision; reflects a basic awareness of the conventions of language</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writes one draft and reflects no consideration of convention of language</li> </ul>

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**THE SCITUATE HIGH SCHOOL SPEAKER/PRESENTER/PERFORMER**

	<b><u>Advanced</u></b>	<b><u>Proficient</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Unsatisfactory</u></b>
<b><u>Organization/ Planning</u></b>	<ul style="list-style-type: none"> <li>➤ Seamless presentation demonstrates clarity, focus and structure</li> <li>➤ Transitions are smooth</li> <li>➤ Listener is never lost</li> </ul>	<ul style="list-style-type: none"> <li>➤ Flow is consistent</li> <li>➤ Demonstrates clear focus and structure</li> <li>➤ Transitions are adequate</li> <li>➤ Listener generally stays with content</li> </ul>	<ul style="list-style-type: none"> <li>➤ Flow is difficult to follow, lacks consistent focus and structure at times</li> <li>➤ Transitions rarely apparent</li> <li>➤ Listener has difficulty keeping focused</li> </ul>	<ul style="list-style-type: none"> <li>➤ Impossible to follow</li> <li>➤ No evidence of focus and structure</li> <li>➤ Transitions not evident</li> <li>➤ Listener is lost</li> </ul>
<b><u>Content</u></b>	<ul style="list-style-type: none"> <li>➤ Thorough, complete</li> <li>➤ Demonstrates insightful understanding of subject</li> </ul>	<ul style="list-style-type: none"> <li>➤ Subject covered with evidence of quality research</li> <li>➤ Demonstrates adequate understanding of subject</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research lacks depth and documentation</li> <li>➤ Lacks sufficient understanding of subject</li> </ul>	<ul style="list-style-type: none"> <li>➤ Little content</li> <li>➤ Understanding of subject not evident</li> </ul>
<b><u>Delivery</u></b>	<ul style="list-style-type: none"> <li>➤ Communication is exciting and engaging</li> <li>➤ Evidence of originality, creativity, and style</li> <li>➤ Careful attention to standard language conventions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Communication is effective</li> <li>➤ Evidence of originality, creativity, and style</li> <li>➤ Demonstrates attention to standard language conventions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Communication is mechanical in nature</li> <li>➤ Shows weakness in standard language conventions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Delivery amounts to little more than reading</li> <li>➤ Little or no attention to standard language conventions</li> </ul>
<b><u>Visuals</u></b>	<ul style="list-style-type: none"> <li>➤ Use of visuals such as overheads, graphs, power point, etc. significantly enhances presentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use of visuals is evident and appropriate, generally supporting the presentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visuals are used but are of marginal value and do not support the presentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ No visuals or are totally inappropriate</li> </ul>

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**THE SCITUATE HIGH SCHOOL INFORMATION SEEKER/ORGANIZER**

	<b><u>Advanced</u></b>	<b><u>Proficient</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Unsatisfactory</u></b>
<b><u>Organizing Information</u></b>	<ul style="list-style-type: none"> <li>➤ Identifies a variety of possible important information</li> <li>➤ Gathers valid information</li> <li>➤ Organizes information in innovative ways</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies, gathers and organizes information that is important to solve a problem</li> </ul>	<ul style="list-style-type: none"> <li>➤ Has difficulty recognizing, selecting, or organizing relevant and valid information</li> <li>➤ Does not identify sources of information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unable to recognize, select, or organize relevant and valid information</li> <li>➤ Does not identify sources of information</li> </ul>
<b><u>Recognizing Fact vs. Opinion</u></b>	<ul style="list-style-type: none"> <li>➤ Distinguishes subtle differences between fact and opinion</li> <li>➤ Recognizes and gives evidence of subtle bias/point of view</li> </ul>	<ul style="list-style-type: none"> <li>➤ Distinguishes fact from opinion</li> <li>➤ Recognizes and gives evidence of bias/point of view</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can distinguish obvious fact from opinion</li> <li>➤ Recognizes obvious bias/point of view</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unable to distinguish obvious fact from opinion</li> <li>➤ Unable to recognize obvious bias/point of view</li> </ul>
<b><u>Making Connections</u></b>	<ul style="list-style-type: none"> <li>➤ Recognizes and analyzes unlikely or subtle similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies, analyzes, compares/contrasts, and comments on similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies and/or analyzes obvious similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unable to identify or analyze similarities and differences</li> </ul>

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**THE SCITUATE HIGH SCHOOL PROBLEM SOLVER**

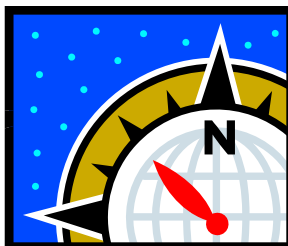
	<b><u>Advanced</u></b>	<b><u>Proficient</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Unsatisfactory</u></b>
<b><u>Understands the Problem</u></b>	➤ Clearly and concisely defines the problem	➤ Adequately defines the problem	➤ Inadequately or partially defines the problem	➤ Unable to define problem
<b><u>Devises a Plan or Hypothesis</u></b>	➤ Devises an insightful and workable plan	➤ Devises a reasonable and workable plan	➤ Unable to devise a reasonable or workable plan	➤ Unable to devise a plan
<b><u>Executes the Plan</u></b>	➤ Executes the plan and exceeds expectations	➤ Correctly executes the plan	➤ Does not complete the plan or incorrectly executes the plan	➤ Improperly executes the plan, or does not attempt to execute the plan
<b><u>Analyzes and Develops a Conclusion</u></b>	➤ Uses critical thinking skills to analyze, or generalize the solution	➤ Develops a reasonable analysis and conclusion	➤ Analysis and conclusion are incomplete or inadequate	➤ Does not develop a logical conclusion

**THE SCITUATE HIGH SCHOOL CONTRIBUTOR TO THE COMMUNITY AT LARGE**

	<b><u>Exceptional</u></b>	<b><u>Satisfactory</u></b>	<b><u>Unsatisfactory</u></b>
<b><u>Description</u></b>	➤ Student completes 100 or more hours of service that demonstrates positive growth, strength of character and exhibits a concern for those in need.	➤ Student completes 50 or more hours of service that demonstrates a spirit of volunteerism or community involvement	➤ Student fails to complete 50 hours of service

## THE HIGH SCHOOL COUNSELING DEPARTMENT

*NAVIGATING A COURSE FROM POTENTIAL TO SUCCESS!*



Mission Statement:

**The mission of the School Counseling Department is to provide a comprehensive and developmental school counseling program of services that promotes the academic, social/emotional, and career potential of all students. Through counseling, advocacy, collaboration, leadership, and systemic change, counselors navigate students to become life-long learners and responsible community members, and to achieve personal excellence.**

Counseling services are available to all students and parents to assist in educational, vocational, and personal matters. School counselors meet with each student individually throughout the year, along with small group meetings to discuss student interests, abilities, course selections, educational and vocational opportunities, and personal or social concerns. Upon enrolling at Scituate High School, each student is assigned to a counselor who will follow the student through graduation. Students and parents should feel free to consult with their counselors at any time during the school year.

Throughout the year, the counseling department conducts programs for parents to assist their students in the college selection and admission process, as well as the financial aid process. The department hosts college admissions representatives who meet with students in small groups throughout the fall, and provides opportunities to explore alternatives to college (tech schools, community college, military, gap years, etc.) The department coordinates *College & Career Readiness Day*, an early release day in October devoted to: 9<sup>th</sup> grade transition workshops, learning styles, making homework count; and team building exercises; the 10<sup>th</sup> and 11<sup>th</sup> grade administration of the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT); and college and career readiness workshops for 12<sup>th</sup> graders. We utilize Career Cruising, an online interactive career exploration tool with all students. Students are also given the opportunity to take the ASVAB (Armed Services Vocational Aptitude Battery). Counselors consult and collaborate with the Academic Advisories to provide essential information; transitions for freshmen; study skills for students; post-secondary planning tools; social and emotional well-being, etc.

The school counseling department also provides informational services and materials for students and parents. Materials available include school and college catalogues; employment, vocational and occupational information; scholarship and financial aid booklets; armed services brochures; and reference information regarding College Board Testing (PSAT, SAT, SAT –Subject Tests, AP) and the

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American College Testing Program (ACT). The high school library also holds a myriad of School Counseling-related information that students can peruse at their leisure.

“*The Counselor Connection*”, the department newsletter, is published periodically for all grades, which provides students and parents with information essential to help in planning for their high school career and beyond. Naviance/Family Connection, the web-based college, career, and communication network links students and families with the resources and information necessary for academic and post-secondary planning. All students are given a Naviance/Family Connection account, and are encouraged to check it often. The Department website provides comprehensive information on all matters relating to academic and vocational success. Department forms, news and events, scholarship and award opportunities are regularly updated on the website and serves as an essential communication tool for families.

### PROGRAM OF STUDIES INTRODUCTION

As you select courses for next year, there are several important factors to keep in mind:

1. ALL STUDENTS MUST CARRY A MINIMUM OF SIX COURSES EACH SEMESTER.
2. Students should select courses consistent with their needs and goals and the school’s expectations, and are strongly encouraged to select a varied program each year from all departments.
3. Freely consult your parents, teachers, administrators and school counselor in course selection.
4. Read course descriptions carefully as they are the best guide to the subject matter presented.
5. Pay attention to the course prerequisites and recommendations that follow each description.
6. Be sure all graduation requirements are being fulfilled.
7. Refer to the “Suggested Programs” section for an outline of course requirements for typical post-graduate plans.
8. All academic courses are in line with the Massachusetts Department of Education Curriculum Frameworks and are available at [www.doe.mass.edu/frameworks](http://www.doe.mass.edu/frameworks).

### GRADUATION AND PROMOTION

Four credits towards meeting the graduation requirement are earned for the successful completion (a grade of D- or better) in each full year course. Successful completion of courses which meet for less than a full year earns credit on a prorated basis. In order to receive a Scituate High School diploma, students must earn ninety-six credits to graduate as follows:

Credits must include the following:

ENGLISH	16 Credits (4 in each of the core courses)
FOREIGN LANGUAGE	8 Credits (in a single language)
SOCIAL STUDIES	12 Credits (2 semesters of World History and 4 semesters of US History)
MATHEMATICS	12 Credits
SCIENCE	12 Credits
HEALTH/WELLNESS	8 Credits (4 credits of health and 4 credits of physical education)
ELECTIVES	28 Credits (any combination of the following)
	<ul style="list-style-type: none"><li>• Family &amp; Consumer Sciences</li><li>• Business Education</li></ul>

## SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012

- Fine Arts/Music
- Technology Education

### COMMUNITY SERVICE

All Scituate High School students are required to serve a minimum 50 Hours of community service to be eligible for a Scituate High School diploma. These service hours are to be completed beyond the school day and must be pre-approved by a school counselor. Community service hours cannot begin prior to the summer before freshman year and cannot be supervised by a parent/guardian or other family member. All community service hours must be completed and papers passed in by the end of first semester senior year.

The following pacing requirements are effective for the 2011-2012 school year:

- Members of the Class of 2012 must have 50 hours of community service complete and submitted to be eligible to attend the Senior Dinner Dance.
- Members of the Class of 2013 must have 30 hours of community service complete and submitted to be eligible to attend the Junior Prom in the spring of 2012.
- Members of the Class of 2014 must have 35 hours of community service complete and submitted to be eligible to attend the Junior Prom in the spring of 2013.
- Members of the Class of 2015 must have 35 hours of community service complete and submitted to be eligible to attend the Junior Prom in the spring of 2014.

Failure to complete community service will result in social probation (all school sponsored social events and ceremonies) including exclusion from graduation ceremonies.

### PROMOTION

Eligibility for promotion requires a student's earning a minimum number of credits each year.

- Promotion to grade 10 requires 24 credits
- Promotion to grade 11 requires 46 credits
- Promotion to grade 12 requires 68 credits

A student earning the requisite number of credits may be placed in the appropriate grade level homeroom at mid-year, with permission from the Principal.

### COMPETENCY DETERMINATION: MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)

The Massachusetts Board of Education adopted a change to the Competency Determination (CD) of the Massachusetts Comprehensive Assessment System (MCAS). All school districts are required to develop Educational Proficiency Plans (EPP) for students who have not received proficiency scores on the English/Language Arts and Mathematics sections of the MCAS. This change was made to increase the likelihood that graduates of Massachusetts high schools have the knowledge and skills needed to succeed in college and in the workforce. EPPs ensure that students both continue to receive instruction in the subject (s) in which they are not yet proficient, and that they are assessed to determine their progress.

Beginning with the class of 2010, all students must attain a performance level of "Proficient" or "Advanced" on both the English/Language Arts and Mathematics sections of the MCAS.

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**or**

Attain a performance level of “Needs Improvement” and successfully complete an Educational Proficiency Plan (EPP) in English/Language Arts and/or Mathematics sections.\*

**and**

All students must attain a performance level of “Needs Improvement” or better on a high school science subject area assessment (Biology, Chemistry, Introductory Physics, or Technology/Engineering.)

\*More information regarding these state requirements can be found at the Massachusetts Department of Elementary and Secondary Education website at [www.doe.mass.edu](http://www.doe.mass.edu) or by contacting your school counselor.

### **LEVELS OF INSTRUCTION**

Scituate High School offers Advanced Placement, Honors, and College Preparatory level courses to provide all students with the opportunity to learn at their own pace and in an environment which is conducive to their academic abilities and needs. The criteria for admission into the AP and Honors level courses include teacher recommendations, prerequisites, grade-point average, and the approval of the department chairperson. Students should refer to the course description under the individual department for specific guidelines. To continue in the honors sequence, students must earn a B- average in the course or obtain their teacher’s recommendation with the approval of the department chairperson.

Scituate High School students may be placed in a higher level course than the one in which they are currently enrolled based upon the mutual recommendation of the teacher, school counselor, and department chairperson after consideration of the student’s course average. Each course level is designed to challenge students and maximize the opportunity for success. The pace of instruction, however, cannot be lowered to accommodate students who are enrolled at an inappropriate level.

### **GRADES AND CREDIT REQUIREMENTS**

All courses will be graded on a quarterly basis. Final grades and credits will be awarded at the end of Semester I for Semester I courses only, and at the end of Semester II for Semester II courses. Most courses offered are for a full year in duration. These are clearly indicated in the *Program of Studies*. Final grades and credits will be awarded at the year’s end only. Exceptions will be made for 3 ½ year graduates. Students should be well aware that their commitment is for a full year.

The school reserves the right to withdraw any course due to insufficient enrollment.

### **MARKING SYSTEM**

Scituate High School operates on a system of four passing and one failing grade:

- A indicates excellence.
- B indicates consistently good work.
- C indicates average accomplishment. (The attainment of a C or better is strongly advised if a student wishes to continue with the next sequential course).
- D indicates poor performance.

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- F indicates a failing grade and credit will not be assigned.
- W indicates a student withdrew from a course with no grade.
- W/F indicates a withdrawal with failure.
- I indicates an incomplete grade. An “I” is assigned when the work of a marking period is incomplete as a result of illness or some other approved reason. The “I” is replaced with an “F” if the incomplete work is not made up within two weeks or ten school days after the conclusion of the marking period. Cases of extended or recurring absences shall be treated individually.

Grading range: A= 93-100; A- = 90-92; B+ = 87-89; B= 83-86; B- = 80-82; C+ = 77-79; C = 73-76;  
C- = 70-72; D+ = 67-69; D = 63-66; D- =60-62; F = <60

### HONOR ROLL

Honor Roll is based on the quarterly grade. All courses with a letter grade are counted in computing the Honor Roll. However, if a student fails a Pass/Fail course, he/she is not eligible. “High Honors” is all A’s. “Honor Roll” is all A’s and B’s. “Commended” is A's, B's, and one C.

### GRADE POINT AVERAGE

All courses which receive letter grades are used in computing G.P.A. Grades in both Advanced Placement and Honors courses are weighted more heavily than other courses.

#### GRADE POINT AVERAGE WEIGHTS

ADVANCED PLACEMENT	HONORS	COLLEGE PREPARATORY & ACADEMIC
<b>A = 5.0</b>	<b>A = 4.5</b>	<b>A = 4.0</b>
<b>A- = 4.67</b>	<b>A- = 4.17</b>	<b>A- = 3.67</b>
<b>B+ = 4.33</b>	<b>B+ = 3.83</b>	<b>B+ = 3.33</b>
<b>B = 4.0</b>	<b>B = 3.5</b>	<b>B = 3.0</b>
<b>B- = 3.67</b>	<b>B- = 3.17</b>	<b>B- = 2.67</b>
<b>C+ = 3.3</b>	<b>C+ = 2.83</b>	<b>C+ = 2.33</b>
<b>C = 3.0</b>	<b>C = 2.5</b>	<b>C = 2.0</b>
<b>C- = 2.67</b>	<b>C- = 2.17</b>	<b>C- = 1.67</b>

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### CLASS RANK

All courses of which receive letter grades are used in computing class rank. Students are ranked at the end of sophomore year, at the end of junior year, and again after first semester senior year. Note that at the end of first semester senior year, only completed quarter and semester courses will be factored into the recalculated GPA to determine class rank. Grades in both AP and Honors courses are weighted more heavily than in other courses. It should be noted that the weighting effect diminishes as the grade decreases. Class rank will be calculated on a student's transcript, but will only be issued upon the request of the student.

### MIDYEAR AND FINAL ASSESSMENTS

All students will have midyear and final assessments. Midyear and final assessments will each count as 10% of the course grade. Seniors who maintain at least a "B" average for each of the first and second quarters of semester 1 courses and third and fourth quarters for semester 2 or year-long courses MAY be exempt from the final assessment at the discretion of their teacher(s).

### TRANSFER CREDITS – FOREIGN STUDY

If a student participates in a foreign study program while enrolled in Scituate High School and receives letter grades from the sending school, college preparatory credit will be given, unless they are designated International Baccalaureate (IB) or Advanced Placement (AP) courses. All transfer credits are subject to the approval of the Principal.

### TUTORING

#### Eligibility

- The student has missed 14 consecutive days of school due to a medical or psychological issue.
- The student has an ongoing medical issue which causes the student to not attend school on a regular basis.
- The student is receiving on-going medical treatment.
- The student's medical issue must be documented by the physician on the *Physician's Statement for Temporary Home or Hospital Education* form. This form is available in the School Counseling office or by downloading it at <http://www.doe.mass.edu/sped/28mr/28r3.doc>.
- The completed form must be returned to the Director of School Counseling who will then facilitate the tutoring services.

#### Requesting a Student's Work

- Department chairpersons will be liaisons to tutors.
- The request for work will be made to the department chair on the designated form.
- The form will include: student's name, tutor's name, course, section number, teacher's name, and estimated number of weeks of tutoring needed.
- Requests should be placed in the appropriate department chair's mailbox.
- It may be necessary to drop certain courses from a student's schedule that require specialized equipment or learning situations.

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### Completed Assignments

- Assignments must be returned as each chapter or unit is completed.
- Completed work will be placed in the mailbox of the appropriate department chair, indicating student's name, course, and teacher.
- Department chairs will not provide the tutor with additional chapters or units until the previous work is complete.
- Passing in an entire semester or year's work at one time is not acceptable.

### Grading

- The student may be graded on a Pass/Fail basis or at a different course level at the discretion of the principal and the department chair.
- The teacher will be responsible for grading completed assignments. If the teacher is no longer at Scituate High School, the department chair will assume the grading responsibility.
- Chapter and unit tests given by the tutor will be graded by the classroom teacher.
- Mid-year and final exams must be taken at Scituate High School under the supervision of a school counselor, department chair, or building administrator.
- Department chairs are responsible for communicating the student's grade to the school counselor.

### **SUMMER SCHOOL ELIGIBILITY**

In order to be eligible for Summer School, the student must have completed all four quarters, and the midyear and final assessments in the course. Students must have passed two of the previous four quarters or receive special permission from the Principal and Department Chairperson in order to be eligible for summer school. Both the course grade and the Summer School remedial course grade are recorded on the student's transcript. No more than two summer courses can be taken for transcript credit, unless the principal has granted permission.

### **INDEPENDENT STUDY**

Upper-class students who wish to conduct a research project, compose a thesis paper, or pursue a special interest, may design a one-semester course of independent study. Independent studies earn letter grades. The work/product that results is to be of university level depth in its research, writing or production. Students must arrange for a member of the faculty to advise their study, and must submit a proposal for the study to the advisor, the Department Chairperson, Director of School Counseling, and the Principal for approval before being considered for acceptance into this program. Topics considered must be beyond the scope of those dealt with in courses offered by the department. Students must be enrolled in six scheduled classes and be meeting with success academically, behaviorally and have an acceptable attendance record.

### **THREE & ONE-HALF YEAR GRADUATION**

This program is available to a student who is in an unusual circumstance and shows a particular need to graduate early. Students will only be considered for this option if their academic, attendance and discipline records demonstrate success. In the spring of his/her junior year, a student and his/her parents must meet with the student's school counselor and principal to apply for early graduation. The principal has the sole authority to approve the application. Any student approved for early graduation must complete all course and credit requirements and all final assessments by the end of semester one.

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Students who are three and one half-year graduates are eligible to participate in fall and spring activities, including the Senior Dinner Dance, Awards Night, and Graduation. Three and one half-year graduates are not eligible for membership in spring sports or activities. This option is not generally recommended for students and will be reserved for those with exceptional circumstances.

### **PARTICIPATION IN GRADUATION**

In order to participate in the graduation ceremony, students must have met ALL requirements for graduation by the last day for seniors; this includes community service hours which are to be completed by the last day of semester one. Students who are short of credits at the end of their senior year will not be allowed to participate in graduation. Seniors are expected to adhere to rules of appropriate social conduct. The principal reserves the right to exclude any senior whose behavior does not follow Scituate High School's expectations of proper conduct whether in school or at school related events. Such exclusions might include some or all of the following senior activities; dinner dance, the senior trip and participation in graduation ceremonies. Students must also settle all school accounts (lost textbooks, school library books, athletic equipment or materials etc.) by the last day of class for seniors.

### **STUDENT ADDRESS/DIRECTORY INFORMATION**

The Scituate Public Schools may release directory information without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release and allows eligible students and parents a reasonable time after this notice to request that this information not be released without the prior consent of the eligible student or parent.

The Scituate Public Schools designates the following items as Directory Information: student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans. The Scituate Public Schools may disclose any of these items without prior written consent, unless the school principal is notified in writing to the contrary by October 1<sup>st</sup> of each school year.

### **COLLEGE & MILITARY RECRUITER ACCESS POLICY**

Representatives from colleges, universities, and the military may schedule appointments through the School Counseling Department to meet with students. All representatives will meet with students in the School Counseling Department. Students and parents will be notified of recruiter visits via the School Counseling website, daily announcements, and a posting of scheduled visits outside the School Counseling Suite. Junior and senior students may obtain a pass to meet with recruiters. Students must obtain approval from their classroom teacher before they will be permitted to meet with representatives.

Federal legislation requires that each school district provide, upon request by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent. If a student or that student's parent does not want the information contained in this paragraph to be released without prior written parental consent, please notify the principal in writing by October 1<sup>st</sup> of each school year.

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### STUDENT RECORDS

The Superintendent will provide for the proper administration of students records in keeping with the state and federal requirements, and shall obtain a copy of the state student regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than August 15<sup>th</sup> of the year following a student's graduation, transfer, or withdrawal from the school district. Written notice to the eligible student and his/her right to receive the information in whole or in part, shall be made at the time of such transfer, graduation or withdrawal. A student may choose to inspect or request these documents after graduation, and must set up an appointment for review and/or procurement with your school counselor. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

### COURSE SELECTION AND CHANGE POLICY

At Scituate High School, a great deal of time and effort is provided to assist students in the selection of those courses which have the best fit with their academic needs and interests. To be effective, the selection process is designed to insure that students, parents, teachers, and school counselors, all contribute to curriculum decision-making by thoughtfully reviewing course options. *There is no way to build a schedule that satisfies every student's wants.* No one should expect to do so. The school's primary objective is to provide quality teaching, a well-balanced curriculum, and an atmosphere of excellence, which challenges students, yet allows them to achieve success.

Naturally, situations arise in which course changes become necessary, and we will strive to accommodate each student as best we can. In the event a change is warranted, the following procedure applies:

#### Request for Course Level Change:

Course level recommendations are carefully made for every student by each subject area teacher in conjunction with the department chair. Therefore, course level change requests must be submitted in writing to the counselor and approved by the department chair, in consultation with the teacher and parents.

If a parent chooses to override the department chair's recommendation, the request shall be honored, but the student will be required to remain in the requested course for the entire quarter and will receive the earned grade.

#### Request for Course Change or Drop:

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. Students will not be permitted to drop a course they have elected without good reason, as determined by the counselor, teacher, and the department chairperson. Dropping to change a teacher or to avoid academic rigor is unacceptable.

Any request for changes must be submitted in writing to the student's counselor within the first two weeks of the course and requires parental approval. Any request to drop a course after the first two weeks of a course will not be allowed without permission of the Director of School Counseling and/or Principal. Any course dropped after the mid-point of the course has been

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reached will be assigned a W/F and will be averaged into the G.P.A. as a 0.00. (This does not apply to course LEVEL changes).

### PROGRAM SUGGESTIONS

Requirements for admission to colleges and specialized schools undergo changes, so it becomes increasingly important for each student to evaluate personally these schools and colleges for specific requirements, in order to plan his or her high school program appropriately. Some typical program plans to follow in high school based on your future desires are outlined for you. THESE PLANS REPRESENT MINIMUM REQUIREMENTS. College admission requirements may be more or less demanding than these depending on the school or college you choose. See your school counselor for help in planning your high school program and to answer questions you might have.

### MASSACHUSETTS STATE COLLEGE AND UNIVERSITY ADMISSION STANDARDS POLICY

The admissions standards for Massachusetts State Colleges and the University emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since a wide range of factors are considered in admissions decisions. It is important to note that admissions standards for the state's community colleges have not changed. Community colleges may admit any high school graduate.

The following is a list of NCAA approved courses for Scituate High School, as of December 23, 2010.

<p><b><u>ENGLISH</u></b>            AP English Language &amp; Composition            AP English Literature &amp; Composition            English 1 (H,CP)            English 2 (H,CP)            English 3 (H,CP)            English 4 (H,CP)            Journalistic Writing            Humanities</p> <p><b><u>SOCIAL SCIENCE</u></b>            20<sup>th</sup> Century Through Film            AP Psychology            Contemporary Issues            World History 1(H,CP)</p> <p><b><u>SOCIAL SCIENCE (continued)</u></b>            World History 2(H,CP)            Exploring Local History            Foundations of Economics            International Affairs            Intro to Psychology            Modern Terrorism            US Government/AP</p>	<p><b><u>MATHEMATICS (continued)</u></b>            Algebra I            Algebra II            Calculus AB/AP            Calculus BC/AP            Calculus H            Computer Programming/AP            Geometry            Introduction to Calculus            Pre-Calculus            Statistics            Statistics/AP            Theory of Functions</p> <p><b><u>SCIENCE</u></b>            Astronomy</p> <p><b><u>SCIENCE (continued)</u></b>            Biology            Biology/AP            Chemistry            Chemistry/AP            Coastal Geology            Environmental Science            Human Biology</p>	<p><b><u>FOREIGN LANGUAGE</u></b>            Spanish 5            Spanish 5/AP            Gateway to Spanish 1            Gateway to Spanish 2            French 1            French 2            French 3            French 4            French 5            French V/AP            Latin 1            Latin2            Latin3            Latin 4            Latin 4/5/AP</p> <p><b><u>FOREIGN LANGUAGE (continued)</u></b>            Latin Poetry/H            Latin Prose/H            Spanish 1            Spanish 2            Spanish 3            Spanish 4</p>
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US History 1 (H, CP) US History 2 (H, CP)  <b><u>MATHEMATICS</u></b> Advanced Algebra Algebra 1/Geometry Algebra 2/Trig	Human Physiology Intro to Physics/CP Intro to Physics/H Marine Biology Meteorology Physical Science Physics Physics/AP	
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### **Minimum Course Requirements:**

College preparatory courses are required as follows:  
 (A course is equivalent to one full school year of study.)

English	4 courses
Mathematics	3 courses (Algebra II is a minimum requirement.)
Science	3 courses (including 2 LAB courses)
Social Sciences	2 courses (including 2 courses in U.S. History)
Foreign Languages	2 courses (in single language)
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

### **Minimum Grade Point Average (GPA)**

The GPA must be achieved based on all college preparatory courses completed at the time of application and should be weighted for accelerated (Honors, Advanced Placement, etc.) courses. The minimum GPA requirement for most State College or University admission is a 3.0. Please see your school counselor for further clarification.

#### LIBERAL ARTS COLLEGE

English	4 courses
College Preparatory Math	4 courses
Lab. Science	3 courses
Social Studies	3 courses
Foreign Language	3 courses

#### ENGINEERING COLLEGES

English	4 courses
Algebra	2 courses
Geometry	1 courses
Trigonometry	1 courses
Physics	1 courses
Chemistry	1 courses
Social Studies	2 courses
Foreign Language	3 courses

#### NURSING SCHOOLS AND COLLEGES

English	4 courses
Math	3 courses

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Chemistry	1 course
Biology	1 course
Lab Science	1 course
Foreign Language	3 courses

### BUSINESS COLLEGES- DEGREE PROGRAMS

English	4 courses
Math	3 or 4 courses (students are expected to take Calculus at college)
Science	1 course
Social Studies	1 course
Foreign Language	3 courses

**For specific admission requirements, students are advised to consult the catalog of the school or college they may wish to attend.**

### NON-DEGREE BUSINESS PROGRAMS

Generally it is possible for a student to be accepted into a career or non-degree business program without having taken the business curriculum. Most of these schools make provisions for students who have taken business courses in high school. Therefore, taking business courses at the high school level would be to the student's advantage.

### TECHNICAL SCHOOLS

High school requirements for technical schools vary with the depth of the program desired. Some courses may require advanced math and/or science while others may only demand 2 years of math and 1 year of science.

### ART SCHOOLS

Admission to art school is generally based upon the student's portfolio, academic record and SAT or ACT scores. The portfolio is a collection of student work from all their art classes that includes 16 to 20 pieces. Modified portfolios can be developed for those students attending a liberal arts program and these can range from 6 to 10 works. For the advanced placement exam 24 to 30 pieces of work will be required. Of special note: at most state schools that offer art programs, students are accepted first on their academic record prior to having their portfolios reviewed for admittance into the art program. These art programs are very popular and competitive and students must be aware that they are expected to maintain a strong B average or better in all academic courses.

### CAREER AND SPECIALTY SCHOOLS

There are many approved career and specialty schools which prepare students for a variety of careers and occupations. Although there are no specific prerequisites for entry into these programs, a strong command of verbal and math skills, coupled with a well-rounded selection of courses, is always desirable.

### WORLD OF WORK

Students seeking job opportunities directly after graduation need to understand that employers look for the following skills: reading, writing and computation; willingness to learn; communication- listening

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and oral; creative thinking and problem solving; ability to work within a team; motivation and potential leadership.

### ARMED FORCES

Students who plan to enlist in the armed services are reminded that high school graduation is a requirement for entry and that all candidates must take the Armed Services Vocational Aptitude Test Battery (ASVAB). More information can be obtained from your counselor or local recruiter.

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## SCITUATE HIGH SCHOOL COURSE OFFERINGS 2011-2012

NOTE: The course level is designated following the course name (AP = Advanced Placement, H = Honors, CP = College Prep). Unless specified, elective classes are college preparatory credit.

## ART COURSE OFFERINGS

*Our guiding philosophy is that cultivating the Habits of Mind through the experience of making art contributes to the fullest possible development of each student.*

*Studio Habits of Mind (Harvard Project Zero, 2007)*

- *Develop Craft*
- *Engage and Persist*
- *Envision*
- *Express*
- *Observe*
- *Reflect*
- *Stretch and Explore*
- *Understand the World*

*The department offerings directly address two of Scituate High School Student Expectations: to be an effective speaker/presenter/performer and to be an effective problem solver. Towards this end, the program offers a total of 14 courses with 5 at the introductory level. All classes are a semester in length except for the Honors Art I and Honors Art II/AP which are both year-long classes. Each course culminates with the creation of a digital portfolio. These portfolios contain a collection of the student's work that can be used for reflection and assessment as well as to support the college admission process.*

*In addition, the art department continues to strengthen artistic ties with the community through its Visiting Artist Program & its associations with local art institutions, such as: the Scituate Art Association, the Duxbury Art Complex Museum, and the South Shore Art Center. These partnerships provide opportunities for students to meet with working artists, engage in interactive workshops, and exhibit their work out in the community.*

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<b>Course #</b>	<b>Course Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credits</b>	<b>Grades</b>
<b>183</b>	<b>H Humanities</b>	<b>H</b>	<b>Semester</b>	<b>2</b>	<b>10,11,12</b>
<b>805</b>	<b>Honors Art 1</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>11,12</b>
<b>806</b>	<b>AP Honors Art 2</b>	<b>AP</b>	<b>All</b>	<b>4</b>	<b>12</b>
<b>182</b>	<b>Design &amp; Writing for Publication</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>10,11,12</b>
<b>812</b>	<b>Studio 1: Drawing &amp; Painting</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>9,10,11,12</b>
<b>813</b>	<b>Studio 2: Mixed Media</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>9,10,11,12</b>
<b>814</b>	<b>Studio 2: Drawing &amp; Painting- Observational Portfolio</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>9,10,11,12</b>
<b>817</b>	<b>Sculpture Studio 1</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>9,10,11,12</b>
<b>818</b>	<b>Sculpture Studio 2</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10,11,12</b>
<b>820</b>	<b>Clay Studio 1</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>9,10,11,12</b>
<b>821</b>	<b>Clay Studio 2</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10,11,12</b>
<b>822</b>	<b>Printing &amp; Design Studio 1</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>9,10,11,12</b>
<b>823</b>	<b>Printing &amp; Design Studio 2</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10,11,12</b>
<b>830</b>	<b>Photo 1</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10,11,12</b>
<b>831</b>	<b>Photo 2</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10,11,12</b>

**HONORS ART 1 (H)**

<b>COURSE NO.</b>	<b>GRADE</b>	<b>CREDITS</b>
805	11, 12	4

The Honors Art I Course will stress intensive studio and critical experiences for the student developing a portfolio for Art School, the student contemplating an Art-related career, or the student who is interested in participating in a high-level, challenging Art course. The course will be based on the curriculum outline developed by the College Board for Advanced Placement Courses in Studio Art. The Art Department recommends that serious Art students enroll in Honors Art I in their junior year and Honors Art II in their senior year. Advanced Placement in Art can be taken within the framework of the honors art program. Juniors are encouraged to take the Advanced Placement Portfolio Exam in Drawing.

**Prerequisite:** B average in at least two Art courses, recommendation from an art teacher, and approval of the department chairperson.

**ADVANCED PLACEMENT HONORS ART 2 (AP)**

<b>COURSE NO.</b>	<b>GRADE</b>	<b>CREDITS</b>
806	11, 12	4

Honors Art II will continue to stress the intensive studio and critical experiences initiated in Honors Art I as outlined by the College Board for the Advanced Placement Exam in Studio Art. Specifically, students will develop a digital portfolio for art school and will focus on the remaining projects required by the College Board for the Advanced Placement Exam in Studio Art. The “concentration section” will be stressed. Seniors are recommended to take this exam.

**Prerequisite:** B average in Honors Art 1 and approval of the department chairperson.

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### **DESIGN AND WRITING FOR PUBLICATION**

COURSE NO.	GRADE	CREDITS
182	10, 11, 12	4

This course is an interdisciplinary laboratory full-year course for the production of the school yearbook, *Chimes*. Students will design the yearbook and its layout, and learn the financial side of yearbook production. They will learn to write articles and captions using effective journalistic style. Students will be introduced to programs such as Adobe InDesign and Adobe PhotoShop as well as digital photography. Required work nights may be scheduled each month to meet production deadlines. *This course may be used as a Business Education or Fine Arts elective toward graduation requirements. This course may not be used to fulfill the English “Senior Selective” courses toward graduation requirements.*

**Prerequisite:** Minimum grade of “C+” in honors or college prep English, a timed writing sample submitted to the Design for Publication teacher which will be evaluated by a panel of teachers, 2 recommendations (English teacher and Fine Arts/Business teacher) regarding writing, speaking skills, motivation, creativity and/or technical abilities or photography/visual art skills.

### **HUMANITIES (H)**

COURSE NO.	GRADE	CREDITS
183	10, 11, 12	2

This honors level semester course provides an opportunity for students to gain an appreciation for and a deeper understanding of the arts, with an emphasis on visual arts. Students will study works of art, literature and music to gain insight to their own identity by learning how others have interpreted and responded to the world around them. This course is project based and students will use their own lives and interests as they apply what they have learned. Journals and projects will focus on such issues as the definition of art and beauty, the influence of culture, values and conformity, and the human quest for identity. In the past, projects have included clay, painting, collage and even quilting. The final for this course is a research based creative visual project. *This course is also considered an English Department elective.*

### **STUDIO 1: DRAWING/PAINTING**

COURSE NO.	GRADES	CREDITS
812	9, 10, 11, 12	2

This course will emphasize the fundamentals of drawing and painting through various studio projects and exercises. Students will elevate their ability to observe with an ever more discerning eye. Short exercises and longer projects will use direct observation as well as imaginative, conceptual, and/or graphic imagery. Students will learn about line, value, form in space, color and composition through creative explorations. A variety of drawing and painting materials and processes and techniques will be explored to encourage problem-solving and expression.

### **STUDIO 2: DRAWING/PAINTING - MIXED MEDIA**

COURSE NO.	GRADE	CREDITS
813	9, 10, 11, 12	2

This course will provide the opportunity for further investigation of the mixed media concepts, techniques and approaches introduced during the Drawing/Painting Studio 1. Students will engage in

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extensive experimentation of traditional and non-traditional drawing/painting materials, such as: various paints, inks, collaging materials, charcoal & pastels, ink-transfer techniques, digital image manipulations, and various approaches to texturizing surfaces. Through thoughtful explorations of content, composition/format, color and surface the students will create a series of contemporary works on paper.

**Prerequisite:** Successful completion of Drawing/Painting Studio 1, Intro to Drawing, or Intro to Painting.

### **STUDIO 2: DRAWING/PAINTING - PORTFOLIO**

COURSE NO.	GRADE	CREDITS
814	9, 10, 11, 12	2

This course will provide the opportunity for further investigation of the techniques and approaches introduced during Drawing/Painting Studio 1. Short exercises will be used to cultivate a working knowledge of the basic concepts needed to create representational drawings and/or paintings. Larger projects involving direct observation from the figure, the portrait, still lifes, and/or interiors will be used to apply this cultivated knowledge. In both cases, a thorough investigation of materials and processes will be explored, including, but not limited to: charcoal, pastels, pen & ink, acrylics paints and gouache (opaque watercolors.) The observational skills and concepts emphasized in this course will reflect the portfolio criteria recommended or required by most visual art degree programs.

**Prerequisite:** Successful completion of Drawing/Painting Studio 1 or Intro to Drawing or Intro to Painting.

### **CLAY STUDIO 1**

COURSE NO.	GRADE	CREDITS
820	9, 10, 11, 12	2

This course is designed for students who are interested in working with clay to create functional and sculptural works of art. Students will learn a variety of hand-building and glazing techniques, as well as basic concepts of three-dimensional design. Students will build strong problem solving skills through the study of clay and its properties as an art material.

### **CLAY STUDIO 2**

COURSE NO.	GRADE	CREDITS
821	10, 11, 12	2

With an emphasis on studio production, this course will challenge students to solve problems creatively through the expressive medium of clay. Students are encouraged to develop their own particular interests and visual style by creating cohesive body of work. Students will be given the opportunity to work independently on long-term projects, leading up to the creation of a portfolio. Topics of focus will include creating and perceiving meaning in works of art, three-dimensional design, and development of craft. In addition each student will learn to stack and fire the kiln, and will be introduced to the process of creating glazes from raw materials.

**Prerequisite:** Successful completion of Clay Studio 1.

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### **SCULPTURE STUDIO 1**

COURSE NO.	GRADE	CREDITS
817	9,10, 11, 12	2

In this studio course students will experiment with a variety of sculpture materials including: clay, stone, wood, wire, plaster, and found objects. Technical emphasis is on both additive and subtractive methods of working. Students will also build understanding of the art world by explore the work of various contemporary sculptors. Goals include acquiring technical skills, utilizing the properties of diverse materials, learning safe use of tools, and understanding basic concepts of three-dimensional design.

### **SCULPTURE STUDIO 2**

COURSE NO.	GRADE	CREDITS
818	10, 11, 12	2

The goal of this course is to develop a body of sculptural work based on student's emerging interests and visual style. Projects will be based on content giving students the freedom to choose materials and techniques that best express their ideas. Topics of focus will include: developing and identifying themes in contemporary sculpture, building visual vocabulary, and three-dimensional design.

**Prerequisite:** Successful completion of Sculpture Studio 1 or Intro to Sculpture.

### **PHOTO 1**

COURSE NO.	GRADE	CREDITS
830	10, 11, 12	2

Students will learn to see the world through the camera and develop a language of photography as an image making medium. Through a combination of lectures, demonstrations, assignments, and critiques, students learn to see photographically through an exploration of the basic tools, techniques and aesthetics of 35mm and digital photography. Students will learn how to operate 35mm SLR cameras, develop film, maintain a darkroom, use basic digital cameras, and will be introduced to Adobe Photoshop. Individual and group discussions are integral to the course. Requirements include (1) completion of five studio projects, (2) an oral presentation relating to the history of photography, (3) a final exam, (4) keeping a digital portfolio of the students' work. Students are expected to take part in class discussions and critiques. Students will be required to purchase 2 rolls of black and white film, 1 small package of inkjet paper and 1 small package of black and white photo paper.

### **PHOTO 2**

COURSE NO.	GRADE	CREDITS
831	10, 11, 12	2

This course provides an in-depth study of the processes of black and white photography, building on the foundation established in Photo I. Students will develop a greater amount of technical ease in the darkroom and in Adobe Photoshop by developing and printing their own work. More emphasis will be placed on composition, lighting, and technical skill. Requirements include (1) completion of five studio projects, (2) an oral presentation relating to the history of photography, (3) a final exam, (4) keeping a digital portfolio of the students' work. Students are expected to take part in class discussions and critiques. All students should have access to a camera and be prepared to purchase three rolls of film and one package of paper.

**Prerequisite:** Successful completion of Photo 1.

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### PRINT & DESIGN STUDIO 1

COURSE NO.	GRADE	CREDITS
822	9, 10, 11, 12	2

Print & Design Studio I is a semester class which provides students with an introduction to the elements and principles of design and applies them to digital media as well as traditional printmaking techniques. With each project, students will be asked to generate creative ideas, develop professional attitudes/approaches to problem solving and will explore the formal elements and principles of design through printmaking, the art of transferring an inked image from one surface to another. Digital explorations will begin with an introduction to Adobe Photoshop and Illustrator, and students will learn about traditional printmaking techniques such as monotypes, linoleum block printing, and collagraphs. Individual and group discussions are integral to the course, and students will look at examples of contemporary artists who are combining art techniques as they develop an experimental approach to thematic projects. Requirements: (1) Completion of 4 studio projects (2) Binding and maintaining a sketchbook (3) A midterm presentation on a Design/Printmaking artist (4) A final exam (5) Keeping a digital portfolio of all work completed.

### PRINT & DESIGN STUDIO 2

COURSE NO.	GRADE	CREDITS
823	10, 11, 12	2

Print & Design Studio II is a semester class which builds upon the knowledge learned in Print & Design Studio 1. Students will explore the elements and principles of design in more depth and apply them to more sophisticated digital media and printmaking techniques. With each project, students will be asked to generate creative ideas, develop professional attitudes/approaches to problem solving and will explore the formal elements and principles of design through printmaking. Students will focus more on the use of Adobe Photoshop and Illustrator to plan and design their projects, and will learn about more sophisticated printmaking techniques such as screen printing and image transfers. Individual and group discussions are integral to the course, and students will look at examples of contemporary artists who are combining art techniques as they develop an experimental approach to thematic projects. Requirements: (1) Completion of 4 studio projects (2) Binding and maintaining a sketchbook (3) A midterm presentation on a Design/Printmaking artist (4) A final exam (5) Keeping a digital portfolio of all work completed.

**Prerequisite:** Successful completion of one of the following classes: Print & Design Studio 1, Intro to Printmaking, or Design Studio.

## **BUSINESS EDUCATION COURSE OFFERINGS**

*The Business Department operates under the philosophy that in order for a student to be considered truly prepared for life after graduation, business education must be part of their Scituate High School educational experience. Students that take business courses will find themselves better prepared to meet a challenging college workload, enter a hectic workforce and handle life's financial challenges.*

*These programs support and advance both the mission statement and student expectations of Scituate High School. Various evaluation methods will be used as means of growth and assessment including most notably the SHS Speaker, Presenter, Performer rubric.*

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*The Business Education offerings at Scituate High School have been aligned with the National Standards for Business Education. All Business courses are College Prep level unless otherwise designated.*

Course #	Course Title	Level	Semester	Credits	Grades
304	Economic Concepts/Ind Living	CP	Semester	2	10,11,12
307	Restaurant & Resort Management	CP	Semester	2	9,10,11,12
305	Sports & Entertainment Marketing	CP	Semester	2	9,10,11,12
306	Entrepreneurship, Big Business & Beyond	CP	Semester	2	11, 12
311	Computerized Accounting	CP	All	4	11,12
313	Honors Accounting	CP	All	4	11, 12
315	Marketing & Advertising	CP	All	4	10,11,12
317	Investing & Personal Finance	CP	All	4	11,12
322	Business Law	CP	Semester	2	10,11,12
323	Math in the Real World	CP	Semester	2	11,12
324	Math For Life	CP	Semester	2	11,12
330	Web Design & Game Creation	CP	Semester	2	9,10,11,12
346	School to Career	CP	Semester	2	11,12
351	Advanced Microsoft Office	CP	Semester	2	9,10,11,12
352	Introduction to College Business	CP	All	4	11,12

### **ADVANCED MICROSOFT OFFICE APPLICATIONS**

COURSE NO.	GRADE	CREDITS
351	9, 10, 11, 12	2

In this course, students will master both the fundamental and advanced skills necessary to take advantage of the powerful Microsoft software applications of Excel (spreadsheets), Access (databases), Publisher (desktop publishing) and PowerPoint (multi-media presentations). Students will understand the applicability of these skills to school projects, their personal lives and beyond. In addition, the Internet will be used as a resource as well as the sending and receiving Web-based electronic mail. Upon completion of this course students will have a solid foundation of Microsoft Office, one of the most prominent academic, professional and personal integrated software suites available.

### **WEB DESIGN AND GAME CREATION**

COURSE NO.	GRADE	CREDITS
330	9, 10, 11, 12	2

Students will learn how to create, design and maintain web pages utilizing Dreamweaver (HTML editing software), as well as, alternative internet-based webpage design resources. Students will be able to create multi-tiered websites, establish hyperlinks, construct photo galleries, integrate forms and tables,

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and embed images, music, etc. into web pages. Students will also learn how to create and design multi-leveled computer games through the use of Game Maker (Game creation software). Current internet-based Web 2.0 resources and 21<sup>st</sup> century learning expectations will be seamlessly integrated throughout the framework of this course. Students taking this course will create websites for Scituate High School affiliated organizations and could have the opportunity to contribute to the community at large by crafting sites for local area associations. Students must be familiar with word processing and the internet.

### **ECONOMIC CONCEPTS AND INDEPENDENT LIVING**

COURSE NO.	GRADE	CREDITS
304	10, 11, 12	2

This course is designed to assist students in exploring the various financial and interpersonal issues facing today's young adults. The major learning model will be a series of small interactive projects that simulate what students will be experiencing over the next few years financially, personally, and educationally. Students will begin by discovering their personality type and decision-making style which will connect to career aspirations and potential colleges and/or technical training. Various workplace issues for teens will be examined such as; assisting students in presenting appropriately for interviews, understanding how to advocate properly for their rights, enhancing confidence, etc. Types of budgets, finding a place to live and furnishing it, financing a car, benefit options, providing for oneself, consumerism, and other practical economic knowledge will be addressed. Positive relationships as they pertain to roommates, coworkers, etc and the skills for improved verbal and non-verbal communication will also be developed. Students are expected to take part in class discussions and complete related independent assignments. *Economic Concepts and Independent Living may be applied towards graduation requirements for Health.*

### **ENTREPRENEURSHIP, BIG BUSINESS AND BEYOND**

COURSE NO.	GRADE	CREDITS
306	11, 12	2

This course provides students with a hands-on understanding of the risks and rewards of business ownership. In this course, students will have the unique opportunity to evaluate entrepreneurial opportunities, create their own business and be responsible for the full spectrum of business operations. Ultimately, students will gain an appreciation for the many advantages and disadvantages of being the employer or an employee. Embedded throughout this course are timely and engaging case studies exploring various cornerstone sectors of our economy such as the fast food, online and clothing industries. Students will also experience a realistic and interactive online small business simulation sponsored by the Young Entrepreneur Foundation designed for specifically high schools students.

### **INTRODUCTION TO COLLEGE BUSINESS**

COURSE NO.	GRADE	CREDITS
352	11, 12	4

Have you ever imagined being your own boss and running the company of your dreams? Are you thinking about going to college and majoring in business? If so, this course provides potential college business students with a competitive advantage over their peers because they are meaningfully exposed to a variety of business majors including accounting, finance, management and marketing offered at

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two-year and four-year colleges. This course was originally created in cooperation with local area colleges. Feedback from recent alumni and college faculty is utilized to provide a dynamic learning experience for students. Topics covered include; leadership styles, management of business finances, forms of business ownership, technologies impact on business, business ethics and more. Through hands-on experience, analysis of current business issues and investigation of corporate workings, students will gain a depth of understanding to develop vital business skills.

**Recommendation:** Having successfully completed or currently enrolled in Pre-Calculus or Advanced Algebra.

### MATH IN THE REAL WORLD

COURSE NO.	GRADE	CREDITS
323	11, 12	2

This course is a hands-on practical course that explores upcoming real world topics that relate to young adults living on their own. Topics include; short-term goal setting and budgeting, job/career investigation (interest inventory, interviewing, etc.), evaluating banking and savings options, checkbook recording and balancing, calculating compounding interest and the time value of money, understanding the effects of inflation, basic forms of credit (credit cards, auto loans, student loans, etc.), renting an apartment and utilities, auto insurance, basic tax forms (W-4, W-2, 1040EZ, etc.). This course is highly recommended for students desiring the personal financial skills to live on their own after graduation and for those students who will be living off-campus at college. *Math In The Real World may be applied towards the graduation requirements for mathematics.*

**Recommendation:** Successful completion of Algebra I and Geometry.

### MATH FOR LIFE

COURSE NO.	GRADE	CREDITS
324	11, 12	2

A student taking this course will gain an appreciation for the importance of practical math skills as they mature into adulthood and beyond. Topics include; long-term goal setting and budgeting, job/career development and employee benefits, evaluating different types of financial institutions, understanding various forms of investing (stocks, bonds, mutual funds, etc.), options for funding retirement, long-term credit topics (mortgages, FICO score, etc.), owning and running a household, forms of insurance (health, life, disability, etc.), advanced tax concepts (Form 1040 and related schedules, tax software, etc.). Students will participate in The Stock Market Game challenge which is a fully interactive simulation for students to experience investing in the stock market. This course is strongly suggested for students desiring the necessary long-term personal financial knowledge to live a fiscally intelligent adulthood. *Math for Life may be applied towards the graduation requirements for mathematics.*

**Recommendation:** Successful completion of Algebra I and Geometry.

### INVESTING AND PERSONAL FINANCE

COURSE NO.	GRADE	CREDITS
317	11, 12	4

Have you ever dreamed of becoming a millionaire? If so, this course will teach you the skills and strategies to help make that dream become a reality. This course is designed to provide students with an understanding of personal financial management and introduce the principles of investing by examining

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companies like Nike, Apple, McDonald’s, etc. Also explored in detail are the benefits and pitfalls of credit cards. Other topics covered include; money management techniques, budgeting, consumer purchasing, career planning and preparing your own taxes. The class will offer students various opportunities to apply the concepts covered in the course through interactive technology-based simulation like Virtual Business: Personal Finance® and The Stock Market Game challenge where students evaluate and make investing decisions. The *Wall Street Classroom Edition* and guest speakers will also be incorporated into this practical course. *Investing and Personal Finance may be applied towards the graduation requirements for mathematics.*

**Recommendation:** Having successfully completed or currently enrolled in Pre-Calculus or Advanced Algebra.

### **RESTAURANT AND RESORT MANAGEMENT**

COURSE NO.	GRADE	CREDITS
307	9, 10, 11, 12	2

Does managing a restaurant in a mountain lodge sound appealing to you? Have you always wanted to manage a hotel or recreational resort? Is working in a leisure-time industry your idea of a great occupation? If you answered “YES” to any of these questions, then this is the class for you. This course offers students the opportunity to gain valuable exposure to necessary concepts for a career in the restaurant, resort or hospitality field. Restaurant and resort management is one of the fastest and growing industries in today’s job market. The course utilizes a problem solving approach through case studies and the use of Virtual Business: Restaurant® simulation software to enhance student experiences. Students may also choose to be enrolled as members of Distributive Educational Clubs of America (DECA) to further demonstrate their knowledge of restaurant and resort management at district, state and international events.

### **SPORTS AND ENTERTAINMENT MARKETING**

COURSE NO.	GRADE	CREDITS
305	9, 10, 11, 12	2

Sports and entertainment marketing is a specialized course designed to offer students an opportunity to gain insight into the growing sports and entertainment industry. Students will develop skills in the areas of promotional advertising, merchandising, public relations, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry. Sports and Entertainment Marketing students will also be enrolled as members of Distributive Education Clubs of America (DECA) and demonstrate their marketing knowledge at district, state and international events. This course utilizes a problem solving approach through case studies and the use of Virtual Business: Sports® simulation software to enhance the classroom curriculum.

### **MARKETING AND ADVERTISING**

COURSE NO.	GRADE	CREDITS
315	10, 11, 12	4

Students will be exposed to many valuable marketing related topics including business plan development, market research, travel and tourism, and retail management. Classroom learning will be directly applied to all aspects of operations relating the Shipyard School Store. Marketing students will be accountable for store set-up and product placement, handling sales transactions, managing inventory,

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pricing strategies, creating new designs and ideas for merchandise, and effective advertising concepts to promote the store and its products. Students will also be enrolled as members of Distributive Education Clubs of America (DECA) and demonstrate their marketing knowledge at district, state and international events. This course utilizes a problem solving approach through case studies and the use of Virtual Business: Retailing® simulation software to enhance student experiences. With ever-increasing competition among conventional businesses, exponential growth of the service industry and the explosiveness of e-commerce, the demand for qualified marketers will continue to climb.

### COMPUTERIZED ACCOUNTING 1

COURSE NO.	GRADE	CREDITS
311	11, 12	4

This is an introductory course of the accounting cycle using the double-entry accounting system. This course introduces the student to the planning, the systematic keeping, the analyzing, and the interpreting of financial business records. Students will learn how to prepare journals, ledger accounts, worksheets, income statements and balance sheets for sole proprietorship and partnership businesses. Practice through application is stressed. Major projects will be completed through the use of business simulations and accounting software applications. Any student planning to major in business is encouraged to take this course. *Accounting I may be applied toward the graduation requirement for math.*

**Recommendation:** Having successfully completed or currently enrolled in Pre-Calculus or Advanced Algebra.

### HONORS ACCOUNTING (H)

COURSE NO.	GRADE	CREDITS
313	11, 12	4

This fast-paced course is designed for students who are seriously interested in pursuing a business major in college and are seeking a strong accounting background. Students will be introduced to accounting theory and practices relating to a sole proprietorship, partnerships and corporations. The accounting cycle, adjusting/closing entries, merchandising, cash control systems, inventory control, taxes, depreciation and payroll will be addressed. Problem solving, critical thinking and academic excellence will be stressed. Such areas as departmentalized accounting, accounting for partnerships and corporations, accruals, prepaid expenses, and deferred revenue are covered. Applications problem, independent projects and business simulations are provided for the students to practice the accounting procedures commonly found in partnerships and corporations. Honors Accounting offers “hands-on” experience with microcomputers for automated accounting techniques.

**Recommendation:** Having successfully completed or currently enrolled in Precalculus (H) or instructor approval.

### BUSINESS LAW

COURSE NO.	GRADE	CREDITS
322	10, 11, 12	2

Business Law is presented in such a way as to be of personal value to the student in the business-consumer world. The student learns the nature of business law through analyzing the relationships among contract law, law of sales and consumer law. Subject matter covered includes civil, criminal, business and domestic law issues. Guest speakers and a field trip to a court or jail will augment class

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discussions. Grading will be in the form of tests, quizzes, oral presentations, research projects and class participation.

### SCHOOL TO CAREER

COURSE NO.	GRADE	CREDITS
346	11, 12	2

This course will give students an opportunity to explore careers in greater detail which they may be interested in someday pursuing. The curriculum will cover job hunting, preparing a resume, interviewing and what is expected from a responsible employee. The internship will provide hands on experience where the student can observe and participate in an approved work environment in the community. Students will be responsible for their own transportation to and from their internship.

**Prerequisite:** Principal's approval, past history of satisfactory attendance, self-discipline and sufficient credits towards graduation.

## ENGLISH COURSE OFFERINGS

*It is the aim of the English Department to develop in students those powers of analysis, concentration, and communication which will enable them to achieve a heightened awareness of themselves, of others, and of the world around them. To realize this end, the department offers a curriculum designed to fit the needs of each student. The content in literature, language, composition and media is arranged so as to encourage in each student the optimum growth of his or her reading, writing, listening, speaking, and thinking skills.*

### The Objectives of the English Department

- 1. To develop in each student the ability to write and to speak clearly, coherently, and cogently;*
- 2. To develop to the fullest in each student his or her power of concentration and comprehension (especially with respect to listening and reading);*
- 3. To teach each student to view himself or herself and the world critically through literature and the media.*
- 4. To develop in each student an appreciation of literature as a reflection of a humanity we all share;*
- 5. To develop in each student a sensitivity to and an appreciation of the English language.*

*The English Department endeavors to meet the needs and interests of all students at Scituate High School. With the recommendation of English teachers and school counselors and written parental approval, students may select from these programs – Advanced Placement, Honors and College Preparatory. Each program introduces, develops, and refines skills in reading and literature (vocabulary, literal and inferential comprehension, critical response, content and form), writing (a process approach involving brainstorming ideas, determining relationships, drafting, revising, selection of purpose, audience and occasion) and speaking and listening, (interpreting, analyzing, summarizing, discussing and debating) according to students' interests and needs. The summer reading program and independent reading assignments reinforce the skills instruction of the core courses, and encourage students to become lifelong readers. All core sequential courses are for one full year. Satisfactory completion of these courses at each grade level is a prerequisite before enrolling in the succeeding*

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grade. Unless a student has parental permission and the approval of the Principal and Department Chairperson, he/she may not take two full year English courses at the same time.

The following description of the three programs will assist parents and students in selecting the appropriate level of difficulty. Teachers' recommendations are based on a student's performance, effort, aptitude, and potential:

**ADVANCED PLACEMENT (AP)** - This program is designed for seniors who have made the commitment to take the Advanced Placement examination in English Literature and Composition or English Language and Composition. It requires outstanding critical reading and writing skills, and an exceptional ability to work independently at an accelerated pace. These courses are assigned honors credit.

**HONORS (H)**- This program is designed for those students who have demonstrated superior mastery of critical thinking and writing skills, creative and imaginative oral presentations, and exceptional ability to work independently and at an accelerated pace. These courses are assigned honors credit.

**COLLEGE PREPARATORY (CP)** - This program is designed for students who are capable of using their reading, writing, and critical thinking skills to learn with some independence. Students who are recommended for College Preparatory are expected to demonstrate effective written and oral communication skills, while also continuing to develop these competencies. College Preparatory courses also seek to develop critical thinking and analytical reasoning skills. Students who complete courses at the College Preparatory level will be prepared for success at the college level.

**“SENIOR SELECTIVES”**— During their senior year, students choose two Senior Selectives to meet their fourth year requirement for English. Each Senior Selective is a two-credit College Preparatory (CP) course. Senior Selectives are half-year courses focused around a specific question or area of the English curriculum. Students are encouraged to select a course that appeals to their specific learning interests. With their half-year format, Senior Selectives prepare seniors for the demands and format of courses at the college level. All Senior Selectives require that students complete at least three extended formal writing pieces and meet all other benchmarks required for the specific courses. Elective courses in the English Department may not be counted towards the senior English graduation requirement. Senior Selectives are open to juniors if space is available. Juniors taking Senior Selectives, however, do not earn additional English credits toward the 16 credits in English graduation requirement.

The English Department also encourages juniors and seniors to take one or more of the elective courses. This will enable them to supplement, to reinforce, and to enrich those concepts and skills taught in the full-year programs. Elective course credits may not be substituted for required core sequential course credits, except for 3 1/2 year graduates.

### Language Arts Mission Statement

The mission of the Language Arts curriculum is to develop in each student the basic skills needed to comprehend and communicate ideas. Reading, writing, speaking, listening, and thinking skills are the primary components of Language Arts instruction and are integrated throughout the curriculum. The content and instruction in Language Arts are designed to encourage each student to achieve his/her maximum potential in these areas. The Language Arts curriculum provides opportunities and instruction that will enable each student to:

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- *Read for a variety of purposes*
- *Learn about him/herself and others through literature*
- *Appreciate literature as a reflection of our diverse society*
- *Develop a sensitivity to and appreciation of the English language*
- *Plan and write for a wide variety of purposes and audiences*
- *Speak effectively*
- *Listen responsively*
- *Develop and apply higher order (critical) thinking skills.*

<b>Course #</b>	<b>Course Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credits</b>	<b>Grades</b>
<b>101</b>	<b>H English 1</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>9</b>
<b>102</b>	<b>CP English 1</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>9</b>
<b>106</b>	<b>CP English 1 Seminar</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>9</b>
<b>111</b>	<b>H English 2</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>10</b>
<b>112</b>	<b>CP English 2</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>10</b>
<b>116</b>	<b>CP English 2 Seminar</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>10</b>
<b>121</b>	<b>H English 3</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>11</b>
<b>122</b>	<b>CP English 3</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>11</b>
<b>136</b>	<b>AP English Literature &amp; Composition</b>	<b>AP</b>	<b>All</b>	<b>4</b>	<b>12</b>
<b>137</b>	<b>AP English Language &amp; Composition</b>	<b>AP</b>	<b>All</b>	<b>4</b>	<b>12</b>
<b>172</b>	<b>The Epic Hero's Journey</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>12</b>
<b>173</b>	<b>21<sup>st</sup> Century Texts &amp; Social Commentary</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>12</b>
<b>174</b>	<b>Literature of the Self</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>12</b>
<b>175</b>	<b>Creative Writing</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>12</b>
<b>176</b>	<b>The Literature of Sport</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>12</b>
<b>177</b>	<b>Short Stories &amp; the Language of Literature</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>12</b>
<b>178</b>	<b>The Drama of Literature</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>12</b>
<b>179</b>	<b>War Literature</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>12</b>
<b>143</b>	<b>Writing the Essay</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>9,10,11</b>
<b>144</b>	<b>Writing the Research Paper</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10,11,12</b>
<b>150</b>	<b>Intro to Journalism</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10, 11, 12</b>
<b>155</b>	<b>Intro. To Theater Arts</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10, 11, 12</b>
<b>160</b>	<b>Public Speaking &amp; TV</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10, 11, 12</b>
<b>161</b>	<b>Advanced Public Communications</b>	<b>H</b>	<b>Semester</b>	<b>2</b>	<b>10,11,12</b>
<b>170</b>	<b>Media Messages</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10, 11, 12</b>
<b>181</b>	<b>Honors Journalistic Writing</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>12</b>
<b>182</b>	<b>Design &amp; Writing for Publication</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>10,11,12</b>

## SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012

### ENGLISH 1 (H)

COURSE NO.	GRADE	CREDITS
101	9	4

Freshmen Honors English develops students' critical reading ability through the study of both fiction and nonfiction. Students will consider such themes as prejudice, family, and journey in literature; and relate their reading to the study of other subjects. They will examine a work in terms of its genre, strengthen their ability to recognize assumptions, understand inferences, and evaluate ideas and evidence. Students will be expected to read one or more supplemental works each quarter. English I Honors takes a process approach to the teaching of writing. The course will refine students' ability to write effectively in different forms and for different audiences, occasions and purposes. Research assignments will provide background information for class discussions and presentations, and emphasize the importance of citing sources and evaluating their validity. Through reading and the writing process, the students in this course will expand their vocabulary, refine their responses to literature and media, and improve their skills in using language. Students will develop listening and speaking, viewing and presenting skills through class discussion, peer response, oral presentations, and researched assignments. **Prerequisite:** Recommendation of Grade 8 English teacher, "B+" for first and second quarter in Grade 8 English to be maintained throughout the remainder of the year, assessment of writing samples by the department chairperson, approval of department chairperson.

### ENGLISH 1 (CP)

COURSE NO.	GRADE	CREDITS
102	9	4

Students will consider such themes as decision-making, prejudice, and coming of age in their study of literature as they develop their ability to read critically and analytically. Peer evaluation and editing techniques will be strengthened as part of the writing process. Student writing assignments will include personal narratives, analytical essays and creative writing experiences. Through reading and the writing process, students in the course will expand their vocabulary, refine their responses to literature and media, and improve their skills in using language. Students will develop listening and speaking skills through class discussion, peer response and oral presentations. Research assignments will provide background information for class discussions and presentations, and emphasize the importance of citing sources and evaluating their validity.

### ENGLISH 1 SEMINAR (CP)

COURSE NO.	GRADE	CREDITS
106	9	4

This course is designed to meet students' individual needs in reading, writing, speaking, listening, viewing and presenting skills. High interest reading selections are used to develop students' comprehension and vocabulary skills. A process approach to writing focuses on students' thinking and writing skills, while improving grammar and usage. Speaking and listening skills will be strengthened through class discussions, oral reading, and presentations. An important part of this course will be to improve students' general study skills and habits

## SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012

### **ENGLISH 2 (H)**

COURSE NO.	GRADE	CREDITS
111	10	4

This course includes the study of multicultural literature during the first semester, and introduces students to themes in American Literature during the second semester. Themes to be explored will include moral dilemmas, identity, and appearance/reality. Students will be expected to read one or more supplemental works each quarter. The course employs process writing approaches and techniques, provides opportunities to write in varied genres, places extra emphasis on exposition and argumentation, and requires research assignments and papers. Students will refine speaking, listening, viewing, and presenting skills through class discussions, peer response and oral presentations.

### **ENGLISH 2 (CP)**

COURSE NO.	GRADE	CREDITS
112	10	4

Students will study multicultural literature during the first semester, and begin to consider themes in American Literature during the second semester. The course will take a process approach to the teaching of writing. Students will work to refine the writing skills developed in English I. Assignments will focus on writing appropriately for different occasions, audiences and purposes. Activities and assignments will afford students the opportunity to expand their vocabulary, refine their responses to literature and improve their skills in using language. Research assignments will emphasize the structure of a research essay and the evaluation of sources' validity.

### **ENGLISH 2 SEMINAR (CP)**

COURSE NO.	GRADE	CREDITS
116	10	4

This course is designed to improve students' language arts and communications skills. Short stories, relevant novels, modern poetry, and contemporary dramas are used as the basis for class discussions and writing assignments. The development of reading and vocabulary skills continues to be emphasized. Process writing assignments will continue to develop students' written expression and language skills. Speaking, listening, viewing, presenting, and study skills will be reinforced through all classroom activities

### **ENGLISH 3 (H)**

COURSE NO.	GRADE	CREDITS
121	11	4

This course continues the thematic approach to American Literature with links to students' study of American history. Students will examine themes linked to moral dilemmas, personal responsibility, search for identity, human relationship to nature, and America at war. Students will be expected to read seven or more works of literature in addition to short stories, essays and poetry; students will be expected to take extensive notes on all reading requirements. This course employs writing approaches and techniques, provides opportunities to write in varied genres, places emphasis on exposition, argumentation and comparison-contrast. Students will refine speaking, listening, viewing and presenting skills through class discussions, peer response, and extensive oral presentations.

## SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012

### **ENGLISH 3 (CP)**

COURSE NO.	GRADE	CREDITS
122	11	4

This course will examine American Literature to determine common themes among literary selections, and to understand the connection between periods in American history and the literature written at those times. Students will examine such topics as man’s relationship with nature, the individual within the society, the immigrant’s experience, individual values, and the American dream. Reading, writing, speaking, and listening skills will continue to be developed and refined. Students will be expected to conduct research projects, make presentations to the class, and prepare a research essay.

### **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (AP)**

COURSE NO.	GRADE	CREDITS
137	12	4

This course is designed to prepare students for the Advanced Placement examination in English Language and Composition. The focus of this academically demanding course is on college-level writing and the writing process. According to the College Board, AP Language and Composition “engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes.” Students study non-fiction writing pieces from a variety of periods, disciplines, and rhetorical contexts, and then use these writings as a model for the development of their own skills in expository writing. The course will emphasize expository, analytical, and argumentative writing as well as personal and reflective writing. To develop as writers, students also will read complex primary and secondary sources, and analyze these materials to incorporate the texts and techniques into their own compositions. Students will be assessed through formal and informal writing pieces, class discussion, projects, and presentations.

**Prerequisite:** Completion of Junior Honors English, with a minimum grade of B+, recommendation of Junior Honors English teacher, writing samples assessed by Department Chairperson, interview with Department Chairperson, approval by Department Chairperson.

### **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (AP)**

COURSE NO.	GRADE	CREDITS
136	12	4

This course is designed to prepare students for the Advanced Placement examination in English Literature and Composition. Students study literary works in terms of structure, meaning, and values in relation to the time periods when the works were written and contemporary society. Literature includes various genres and periods, emphasizing but not limited to American and English literature from the sixteenth century to the present. Writing assignments focus on the critical analysis of literature, and serve to make students more aware of the resources of language. Students will prepare a minimum of two research essays responding to literary criticism, and relating literary works studied to their socio-political context. Classroom discussion, presentations, and projects provide students with additional perspectives on the literature being studied, and strengthen their communication skills.

**Prerequisite:** Completion of Junior Honors English, with a minimum grade of B+, recommendation of Junior Honors English teacher, writing samples assessed by Department Chairperson, interview with Department Chairperson, approval by Department Chairperson.

## SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012

### SENIOR SELECTIVES:

#### **THE EPIC HERO'S JOURNEY – EXPLORING THE HEROIC ARCHETYPE ACROSS CULTURES AND CONTEXTS**

COURSE NO.	GRADE	CREDITS
172	12	2

Slaying monsters, saving the princess, good prevailing over evil – these timeless themes are how we have come to define our heroes. This course examines Joseph Campbell's theory of the monomyth and the heroic archetype. Through an investigation of how the hero has developed over time, students will discover the defining characteristics of a hero and his journey. Students will explore the values of a culture as exemplified by their heroes and what it means when a hero fails. We will analyze heroes from the past, present, and the role of the hero in our future in works such as: *Star Wars*, *Beowulf*, *The Alchemist*, *The Kite Runner*, *The Power of One*, and *1984*. Through this study, students will develop an awareness of the connection between cultures, contexts, and time periods. Writing assignments will emphasize the development of the analytical essay. Assessments will also include creative and research based assignments in response to novels, films, artwork, and current events.

#### **21<sup>ST</sup> CENTURY TEXTS & SOCIAL COMMENTARY: LIVING IN THE AGE OF MEDIA**

COURSE NO.	GRADE	CREDITS
173	12	2

As citizens of the 21<sup>st</sup> century it's essential to be media savvy as we consume more daily messages than all previous generations. With this in mind, the course will explore both fiction and non-fiction pieces that examine the media and changing technologies' role in how we make meaning. Students will develop an awareness of both author/speaker and message as they study the role media plays in shaping society through print, image, and online sources. The class will also look at how the use of persuasive techniques and language development impact perception. Larger works include, but are not limited to *Brave New World* by Aldus Huxley, *Amusing Ourselves to Death* by Neil Postman, and *Everything Bad is Good for You* by Steven Johnson. Writing assignments will emphasize the development of the critical essay. Assessments will also include creative and research-based writing assignments in response to novels, nonfiction, and documentaries.

#### **LITERATURE OF THE SELF: IT IS ALL ABOUT ME**

COURSE NO.	GRADE	CREDITS
174	12	2

Good writing is about telling the truth, Anne Lamott argues in her book on writing, *Bird by Bird*. Through an investigation of what it means to tell the truth about life experiences through writing, students will examine the literary genres of biography, autobiography, and memoir. Students will analyze the conventions of the genre through works such as: *All Souls*, *Running with Scissors*, *I Know Why the Caged Bird Sings*, *Angela's Ashes*, *The Last Lecture*, and *Eat, Pray, Love*. Students will gain an understanding about the art of writing and living by writing and sharing frequent biographical and autobiographical pieces. Assessments will also include analytical essays, interviews, and research based assessments in response to biographies, films, artwork, and current events.

#### **CREATIVE WRITING: DEVELOPING THE AUTHOR IN YOU**

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COURSE NO.	GRADE	CREDITS
175	12	2

Ever wanted the opportunity to see the world through a writer's eyes? This course focuses on writing for publication in three genres: poetry, short story and memoir/autobiography. The purpose of this class is to encourage students to adopt the habits and attitudes of a genuine writer in a supportive writing community. Students will conference with the instructor, participate in writer response peer evaluation, read contemporary published authors, write in a writer's notebook, and routinely revise their writing. Students will be encouraged to enter final products into professional and/or student contests. Notebook writing is just one of the steps for generating ideas to start the creative process. Students will need to complete multiple pieces each term, reflecting the focus for each assignment. All final pieces students created for this class will reflect the process of writing, and at least one piece each term will include formal research to support and develop the ideas in the piece.

### **THE LITERATURE OF SPORT: MORE THAN A GAME**

COURSE NO.	GRADE	CREDITS
176	12	2

This course is designed for students who wish to explore the world of sports translated into print and film. Students will read, analyze and discuss short stories, novels, newspaper and magazine articles, as well as excerpts from other nonfiction works. Major works include, but are not limited to *11 Seconds* by Travis Roy, *Coach* by Michael Lewis, *Fall River Dreams* by Bill Reynolds and *Little Girls in Pretty Boxes* by Joan Ryan. Students will develop a criteria for the evaluation and appreciation of sports films. Writing assignments will emphasize the development of the analytical essay. Assessments will include individual and group projects, as well as creative and research-based writing assignments in response to novels, nonfiction, and films.

### **SHORT STORIES AND THE LANGUAGE OF LITERATURE**

COURSE NO.	GRADE	CREDITS
177	12	2

Apples, rain, light, ships, fried chicken, bears, rivers, cars. What can they really come to mean in a story? How do we read the language of literature? Gass, Joyce, Hawthorne, Carver, and even the Brothers Grimm. The classic short stories of these authors and others reveal the literary techniques that create layers of meaning and experience in our reading. Poetry, painting, film and dream interpretation are also explored in this course to demonstrate the effects of symbol, allusion, pattern and imagery in our experience. Assessments include both literary analysis and short story writing.

### **THE DRAMA OF LITERATURE: FROM THE PAGE TO THE STAGE**

COURSE NO.	GRADE	CREDITS
178	12	2

Aristotle claims, "The aim of art is to represent not the outward appearance of things, but their inward significance." This course will examine works from the theater with an emphasis on the social, cultural, and historical context of drama. Students will analyze plays in terms of style, content, theme, and theatrical conventions. Special attention will be given to drama from around the globe with playwrights including Sophocles, Shakespeare, Ibsen, Strindberg, Chekhov, Shaw, Miller, Williams, Albee, and Synge. Students will gain understanding of the genre by crafting and performing monologues and short

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scenes. Assessments will be written and performance-based and will also include analytical essays, play reviews, and research based assessments in response to films, art work, and literary criticism.

### **WAR LITERATURE: CONFLICTS SHAPING CULTURE THROUGH WAR STORIES**

COURSE NO.	GRADE	CREDITS
179	12	2

Whether in a video game or on the news, we are bombarded by images of war on a daily basis. This course investigates how literature about war addresses issues central to human nature, like why people are drawn to and glorify war, and war's effect on the individual as well as whole populations. Students will analyze how literature reflects and shapes attitudes toward and about war through discussion and writing. We will explore conflicts like World War I and II, and the Vietnam War, along with the conflicts in Afghanistan and Iraq. Our core texts will be selected from *All Quiet on the Western Front*, *Slaughterhouse-Five*, *The Things They Carried*, *Going After Cacciato*, *The Poisonwood Bible*, *In the Time of Butterflies*, and *The Kite Runner*. These works will be supplemented with excerpts of films such as *Dr. Strangelove*, *Saving Private Ryan*, and *Operation in Their Boots*. Assessments will include creative, analytical, and response writing, research based assignments, and multi-media projects.

### **ENGLISH ELECTIVES:**

*Note: English electives do not count toward the 16 credit graduation requirement in English.*

### **LANGUAGE ARTS MCAS ACCELERATION**

COURSE NO.	GRADE	CREDITS
141	10	2

This course will emphasize preparation for the language arts segment of the MCAS exam. It is designed for students who need to strengthen their basic reading and writing skills. Students will work to improve their reading comprehension, vocabulary, writing competence, and study skills. Students will be recommended by their Grade 9 English teachers. This course is taken in addition to the English core requirements for graduation.

### **WRITING THE ESSAY**

COURSE NO.	GRADE	CREDITS
143	9, 10, 11	2

The course is designed for freshmen, sophomores, and juniors needing to strengthen their writing skills and reading skills. The ability to write a strong essay with evidence and analysis is a critical skill for students, and this course provides additional support to help students learn and practice the writing process. Participation in this course develops writing and reading skills, and prepares students to write well in English and History classes, and across the curriculum. This course also will prepare students for the composition, open response, reading comprehension sections of the English Language Arts MCAS. Students will be recommended by their 8<sup>th</sup> or 9<sup>th</sup> Grade English teacher. This course is taken in addition to the English core requirements for graduation.

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### **WRITING THE RESEARCH PAPER**

COURSE NO.	GRADE	CREDITS
144	10, 11, 12	2

This course is designed for sophomores, juniors and seniors who need to develop and refine their writing skills, with particular emphasis on crafting a research paper for English and History, and other courses across the curriculum. Participation in this course will improve students' skills throughout the research and writing process: reading for the main idea, selecting quality sources, note-taking, paraphrasing and quoting, citing sources, proving a thesis, drafting, revising, publishing, etc. Students may elect to take this course, or are referred by their English teacher. This course is taken in addition to the English core requirements for graduation.

### **INTRODUCTION TO JOURNALISM**

COURSE NO.	GRADE	CREDITS
150	10, 11, 12	2

This semester course is designed for students who are interested in beginning to learn about print and broadcast journalism. Students will practice the four types of copywriting and may serve as contributing staff to the school newspaper. They will gain an understanding of layout and design. Students will also become familiar with the elements of advertising as they relate to print media.

### **HONORS JOURNALISTIC WRITING (H)**

COURSE NO.	GRADE	CREDITS
181	(11), 12	4

This year-long course is designed to teach students the essentials of written journalism and the various aspects of producing a quality high school newspaper. Students will examine several aspects of journalism including writing styles, ethics, and the power of print media. Students selected for Honors Journalism will have a "hands-on" experience in writing, designing, and editing the school's newspaper, *The Scituation*. Students learn the foundations of reporting and journalistic writing techniques as they interview, research, and write articles. The course also includes the basic principles of layout, as well as advertising design and sales. Required work nights will be scheduled each month to meet production deadlines. The course will be open to seniors, as well as to junior interns who meet the criteria listed below. It is expected that interns will take the course in their senior year.

**Prerequisite:** Minimum grade of B in honors or college preparatory English, a timed writing sample which will be evaluated by a panel of teachers, recommendation of Junior English teacher regarding writing, speaking skills, motivation, and creativity.

### **DESIGN AND WRITING FOR PUBLICATION**

COURSE NO.	GRADE	CREDITS
182	10, 11, 12	4

This course is an interdisciplinary laboratory full-year course for the production of the school yearbook, *Chimes*. Students will design the yearbook and its layout, and learn the financial side of yearbook production. They will learn to write articles and captions using effective journalistic style. Students will be introduced to programs such as Adobe InDesign and Adobe PhotoShop as well as digital photography. Required work nights may be scheduled each month to meet production deadlines. *This*

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*course may be used as a Business Education or Fine Arts elective toward graduation requirements. This course may not be used to fulfill the “Senior Selective” courses toward graduation requirements.*

**Prerequisite:** Minimum grade of “C+” in honors or college prep English, a timed writing sample submitted to the Design for Publication teacher which will be evaluated by a panel of teachers, 2 recommendations (English teacher and Fine Arts/Business teacher) regarding writing, speaking skills, motivation, creativity and/or technical abilities or photography/visual art skills.

### **PUBLIC SPEAKING AND TELEVISION PRODUCTION**

COURSE NO.	GRADE	CREDITS
160	10, 11, 12	2

This course is designed for those students who wish to develop skills in writing and delivering speeches to an audience. Students will research, write and deliver speeches to their peers in the class on a variety of topics during the first term of the course. Students will also learn the techniques of film production during the second term of the course, serving as the technical crew and on-camera talent. Skills such as script writing, editing, interviewing, using a television camera, speaking in front of a camera, and video production will be emphasized.

### **ADVANCED PUBLIC COMMUNICATION AND BROADCASTING (H)**

COURSE NO.	GRADE	CREDITS
161	11, 12	2

This course is designed for those students who wish to continue their study of communication skills on an accelerated level. Skills such as speaking in front of a camera, conducting interviews, utilizing research, doing field studies, scripting for television, video editing, location and studio directing will be emphasized. Students will receive individual coaching and participate in a wide range of public speaking activities as they work towards mastery of voice and articulation skills. Students will produce a variety of television programs including mini-documentaries modeled after “Sixty Minutes”, individually designed special projects and broadcasting portfolios. These programs may be aired over local community television and entered into local and/or national competition.

**Prerequisite:** Minimum grade of B in Public Speaking and Television Production and teacher recommendation.

### **MEDIA MESSAGES**

COURSE NO.	GRADE	CREDITS
170	10, 11, 12	2

This course is designed to make students more aware of the power of today’s media to influence them. Students will look at advertising, news presentations, commercials, TV and films to learn the techniques used and the messages presented. Viewing logs, reflective journals, group research papers and creative projects will serve as the major forms of evaluation. Students will gain an understanding of how to critically evaluate media through questioning and analysis.

### **HUMANITIES (H)**

COURSE NO.	GRADE	CREDITS
183	10, 11, 12	2

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This honors level semester course provides an opportunity for students to gain an appreciation for and a deeper understanding of the arts, with an emphasis on visual arts. Students will study works of art, literature and music to gain insight to their own identity by learning how others have interpreted and responded to the world around them. This course is project based and students will use their own lives and interests as they apply what they have learned. Journals and projects will focus on such issues as the definition of art and beauty, the influence of culture, values and conformity, and the human quest for identity. In the past, projects have included clay, painting, collage and even quilting. The final for this course is a research based creative visual project. *This course may be used as a Fine Arts elective toward graduation requirements.*

### **INTRODUCTION TO THEATRE ARTS**

COURSE NO.	GRADE	CREDITS
155	10, 11, 12	2

This semester course will explore the art form of theatre by introducing students to theatre history, staging, acting, play writing, directing, and critiquing. Students will explore these topics through readings, physical and vocal theatre exercises, viewing of filmed and live theatre, and individual and group projects. Through this course, students will gain a greater appreciation and understanding of the theatre process. While students will present dramatic interpretations in class, there will be no formal productions as part of this course.

## **FAMILY & CONSUMER SCIENCES COURSE OFFERINGS**

*The primary objective of our family and consumer science program is to positively influence our students' nutritional decision making through a cross-curricular, hand-on approach. Building nutritional knowledge and skills encourages our students to make healthy eating decisions because they become keenly aware of the contents and costs of food options. All Family and Consumer Science programming is aligned to the Massachusetts Comprehensive Health Curriculum Framework and compliment social studies and history curriculum by connecting how migration and immigrant groups have influenced American and international culture, customs and cuisine. These programs support and advance both the mission statement and student expectations of Scituate High School. Various evaluation methods will be used as means of growth and assessment including most notably the SHS Speaker, Presenter, Performer rubric.*

Course #	Course Title	Level	Semester	Credits	Grades
500	Experimental Foods	CP	Semester	2	9,10,11,12
502	International Culture & Cuisine	CP	Semester	2	10,11,12
503	Psychology of Food	CP	Semester	2	10,11,12
504	American Regional Cuisine	CP	Semester	2	10,11,12

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### **EXPERIMENTAL FOODS**

COURSE NO.	GRADE	CREDITS
500	9, 10, 11, 12	2

Experimental Foods is an introductory elective semester course designed to teach the basic skills of food preparation. Nutrition is an underlying theme and students will address real life issues regarding food intake and the nutritional values of food they prepare. Sanitation is stressed through work habits and clean-up procedures. This course is recommended for students who want to learn how to feed themselves in a healthy way and learn how to function safely in a kitchen. It can also serve as a means for career exploration.

### **AMERICAN REGIONAL CUISINE**

COURSE NO.	GRADE	CREDITS
504	10, 11, 12	2

American Regional Cuisine is an intermediate level course designed to assist students in making connections to how specific immigrant groups and migration have influenced our cultural customs as well as our cuisine. Students will examine the development of “American” food through the historical contributions of several key groups. Preparation of authentic and modified regional food products will also provide opportunities for skill mastery, and address nutritional aspects of different regional cuisines. A broader insight and understanding to how present day immigrant groups influence us will also be reinforced. This course can also serve as a means for career exploration.

**Prerequisite:** Successful completion of Experimental Foods.

### **INTERNATIONAL CULTURE, CUSTOM & CUISINE**

COURSE NO.	GRADE	CREDITS
502	10, 11, 12	2

This advanced level semester course will focus on our ever-changing world through the exploration of several diverse ethnic groups. Students will examine past and current immigration patterns making connections to American culture, custom and cuisine. Preparation of authentic and modified food products will also provide opportunities for students to attain skill mastery, address nutritional aspects of different cuisines, examine food industry trends, and develop broader insights and understandings of groups different than themselves. This course can also serve as a means for career exploration.

**Prerequisite:** Successful completion of Experimental Foods.

### **PSYCHOLOGY OF FOOD**

COURSE NO.	GRADE	CREDITS
503	10, 11, 12	2

Psychology of Food is an advanced level course designed to assist students in making connections to how, what, when, where and why we consume the foods we do as a culture. Students will examine the historical importance of food production/processing and relate it to current industry trends, product development and marketing/sales. Preparation of more complex and varied food products will provide opportunities for skill mastery, and address the nutritional aspects of different cuisines. Students will also explore potential career opportunities in the food service industry.

**Prerequisite:** Successful completion of Experimental Foods.

## FOREIGN LANGUAGES COURSE OFFERINGS

*It is the aim of the Foreign Language Department to develop in students those skills needed to function confidently and effectively in a language other than English. To achieve this goal it is imperative that all students build a comprehensive foundation of the history and culture of the people who spoke or speak the languages studied. Through this study it is hoped that students will acquire a heightened understanding of the world in which they live as well as an increased awareness of their own culture. The languages presently offered at Scituate High School are French, Latin and Spanish and the department offers a curriculum designed to fit the needs of each student.*

### *The Objectives of the Foreign Language Department*

- 1. To develop in each student a sensitivity to, and an appreciation of the culture and history of the language studied.*
- 2. To enrich every student's English vocabulary by developing the ability to recognize and decode derivatives found in English of the language studied.*
- 3. To develop to the fullest in each Modern Language student the skills of reading, writing, listening and speaking.*
- 4. To develop in each Latin student the skills necessary to translate and comprehend original Latin passages.*
- 5. To develop the student's ability to conduct effective research of a given topic and then to present that information orally before others in a clear and coherent fashion.*

*The Foreign Language Department endeavors to meet the needs and interests of all students at Scituate High School. With the recommendation of their Foreign Language teachers and school counselors and written parental approval, students may select from these programs – Advanced Placement, Honors, College Preparatory and Academic. Each program introduces, develops, and refines skills in speaking, listening, reading and writing (for French and Spanish students) and in translating and interpreting original texts (for Latin students). All courses are for one full year. Satisfactory completion of these courses at each grade level is a prerequisite before enrolling in the succeeding grade. With the consent of the department and the Principal, students may study two languages at the same time. All students must successfully complete two consecutive years of the same language to meet the graduation requirements of Scituate High School. Every student is encouraged to continue the study of his/her chosen language up to graduation.*

*The following description of the four programs will assist parents and students in selecting the appropriate level of difficulty. Teachers' recommendations are based on a student's performance, effort, aptitude, and potential:*

*ADVANCED PLACEMENT (AP) - This program is designed for seniors who have made the commitment to take the Advanced Placement examination in French language, Spanish language, or Vergil. It requires for Latin students outstanding translation plus critical reading and writing skills, and for Spanish and French students, outstanding listening, speaking, reading, and writing skills. It supposes of all students an exceptional ability to work independently at an accelerated pace. These courses are assigned AP credit.*

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*HONORS (H)- This program is designed for those students of French or Spanish who have demonstrated superior mastery of critical listening, speaking, reading and writing skills or of Latin students superior mastery of the skills of translation and literary interpretation. All Foreign Language students at this level produce creative and imaginative oral presentations, and demonstrate exceptional ability to work independently and at an accelerated pace. These courses are assigned honors credit.*

*COLLEGE PREPARATORY (CP) - This program is designed for students who are capable of the skills required for learning French, Spanish or Latin, and who are able to learn with some independence.*

*Students with an average of less than “C-” who have studied French, Spanish, or Latin for two years in Middle School will not be allowed to repeat the first year of that language. They must successfully complete summer school to continue on or they will be placed in year 1 of a different language.*

*Students in good standing in their first foreign language may apply to the High School Foreign Language Department for permission to study a second foreign language during the summer so that they may enter a higher level of that language the following September upon successful completion of an exam. This is possible both for students changing languages for valid reasons and for students adding a second language in addition to the one they are continuing.*

<b>Course #</b>	<b>Course Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credits</b>	<b>Grades</b>
476	ELL Support	CP	All	4	9,10,11,12
401	CP French 1	CP	All	4	9
405	H French 2	H	All	4	9, 10
406	CP French 2	CP	All	4	9,10
410	H French 3	H	All	4	10,11,12
411	CP French 3	CP	All	4	10,11,12
416	H French 4	H	All	4	11,12
417	CP French 4	CP	All	4	11,12
420	AP French 5	AP	All	4	12
421	H French 5	H	All	4	12
422	CP French 5	CP	All	4	12
427	CP Spanish 1	CP	All	4	9
430	H Spanish 2	H	All	4	9
431	CP Spanish 2	CP	All	4	9,10
435	H Spanish 3	H	All	4	10,11,12
436	CP Spanish 3	CP	All	4	10,11,12
441	H Spanish 4	H	All	4	11,12
442	CP Spanish 4	CP	All	4	11,12
445	AP Spanish 5	AP	All	4	12
446	H Spanish 5	H	All	4	12
447	CP Spanish 5	CP	All	4	12
455	H Latin 2	H	All	4	9
456	CP Latin 2	CP	All	4	9

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<b>460</b>	<b>H Latin 3</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>10</b>
<b>461</b>	<b>CP Latin 3</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>10</b>
<b>466</b>	<b>H Latin 4</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>11,12</b>
<b>467</b>	<b>CP Latin 4</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>11,12</b>
<b>470</b>	<b>AP Latin 5</b>	<b>AP</b>	<b>All</b>	<b>4</b>	<b>12</b>
<b>491</b>	<b>AP Latin 4/5</b>	<b>AP</b>	<b>All</b>	<b>4</b>	<b>11,12</b>
<b>492</b>	<b>H Latin 4/5</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>11,12</b>

**FRENCH 1 (CP)**

COURSE NO.	GRADE	CREDITS
401	9	4

The French 1 course introduces the student to the basic skills of reading, writing, speaking, and listening. All activities are aimed at developing proficiency in these four areas. The fundamentals of French grammar are presented in contextual situations, as vocabulary is simultaneously developed. French is the primary language of instruction, and students are engaged daily in interactive exercises **that** foster good oral communications, as well as proper pronunciation. Students acquire a rather extensive vocabulary relating to daily life. In addition, much attention is given to the development of good writing skills through the assignment of letters and short descriptive paragraphs. Students are taught not only to read and comprehend material prepared especially for them at this level, but also to gain information from more difficult original texts. The study of geography, the city of Paris and general French culture forms an integral part of the course.

**FRENCH 2 (H)**

COURSE NO.	GRADE	CREDITS
405	9, 10	4

This accelerated course is designed for highly motivated students who have demonstrated strong mastery of the basic vocabulary and grammatical structures of French 1. It builds on the program begun in French 1, adding new vocabulary and more complex grammatical structures while at the same time reinforcing what has been previously learned. As in the past, the four skills of reading, writing, speaking and listening will be continually emphasized. The primary language of instruction and of class activities is French. During the course of this year, students will be further exposed to French culture, family and daily life, some Francophone countries, and certain aspects of French history. Students will research a particular region of France and prepare a report for the class. Directed compositions are regularly assigned as well as periodic oral presentations.

**Prerequisite:** Completion of French 1 with a minimum grade of B+, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

**FRENCH 2 (CP)**

COURSE	GRADE	CREDITS
406	9, 10	4

The French 2 course continues the objectives of French 1 and increases the student’s ability to speak, understand, read and write correctly, idiomatic French. Included in this course is a further study of regular and irregular verbs, new tenses, and other new grammatical forms all presented in the context of a communicative situation which is simultaneously expanding the student’s vocabulary. The student is

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further exposed to French culture, family life, Francophone regions as well as regions of France. As in French 1, the language of instruction for class activities and instruction is predominantly French. Directed compositions are frequently assigned to increase correct use of the language. Individual oral presentations will be assigned.

**Prerequisite:** Completion of French 1 with a minimum grade of a C- for the year as well as in both the third and fourth quarters of that year, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### **FRENCH 3 (H)**

COURSE NO.	GRADE	CREDITS
410	10, 11, 12	4

This course builds on the accelerated program begun in French 2 Honors. Students will continue to build on the major elements of French grammar. The course, conducted almost exclusively in French, will examine the historical, literary, artistic, and cultural heritage of France through the centuries. Brief texts from important original works as well as contemporary writings will be studied and discussed. Students are regularly assigned oral and written reports related to these texts. They will research various Francophone countries and then present individual reports to the class. In addition, the artistic periods of impressionism and post-impressionism will be examined in depth. Following this study, students will research the life and works of one artist, prepare a report and an original work in the style of that artist, and then present the report the class. A transitional reader may be used. Opportunities for creative composition are provided.

**Prerequisite:** Completion of French 2 Honors with a minimum B- average, teacher recommendation, and/or departmental interview and writing sample.

### **FRENCH 3 (CP)**

COURSE NO.	GRADE	CREDITS
411	10, 11, 12	4

Third Year French establishes a more thorough knowledge of the language. Important principles of grammar are reviewed and expanded, and new grammatical elements are introduced. The student is assigned oral and written reports on selections studied in class. This course examines the historical, literary, artistic, and cultural heritage of France through the centuries. Brief texts from important original works are studied and discussed. Students are expected to follow current events in the Francophone world. Various Francophone regions of the world are examined in depth, and students are expected to research and deliver an oral presentation on one of them. A transitional reader may be used to prepare the student for further study of literature. Classes are conducted almost exclusively in French.

**Prerequisite:** Completion of French 2 with a minimum grade of a C- for the year as well as in the third and fourth quarters of that year, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### **FRENCH 4 (H)**

COURSE NO.	GRADE	CREDITS
416	11, 12	4

This course is designed to interest and challenge capable students who wish to develop further fluency in the French language as well as those intending to take the Advanced Placement examination in French

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Language. The basic elements of grammar are reviewed, refined, and practiced as students examine the Francophone world of today and yesterday. This course aims to develop more fluency in French through class discussion of current events, history, and literature. Compositions, research papers, and oral reports are assigned to develop mastery of the grammar and vocabulary studied. Literary and artistic masterpieces from early France through the seventeenth century are analyzed within their historical, social, and political contexts. During the course of the year, the student is required to explore a variety of media: film, television broadcasts, newspaper and magazine articles from Francophone publications, classical and popular music as well as literary texts. Lectures and class discussions are in French with the student playing a much more central role than in earlier levels. In place of midyear and final exams, students will be assigned an independent reading project. This will entail reading of an original Francophone work in its entirety and related written and oral presentations which explore a major theme of the work. The grade for this project will have the value of both semester exams.

**Prerequisite:** Completion of French 3 Honors with a minimum B- average, teacher recommendation, and/or departmental interview and writing sample.

### **FRENCH 4 (CP)**

COURSE NO.	GRADE	CREDITS
417	11, 12	4

This course is designed to strengthen and perfect all skills developed in French 1, 2, & 3. The remaining essential elements of grammar are presented and the basic grammatical structures are reviewed and refined. This course aims to develop communicative mastery through class study and discussions of current events, thematic units such as film, art, and business, geographical regions, and literary excerpts. Through a variety of original texts and media presentations chosen according to student interest, a broad working vocabulary necessary for comprehension and effective communication is developed and practiced. All lectures and class discussions are conducted in French. Guest speakers, oral presentations on important cultural topics by students, as well as attendance at local Francophone activities will supplement the regular program. This course is intended for those students who want to continue their study of French language and culture but do not opt for the rigors of the honors course.

**Prerequisite:** Completion of French 3 with a minimum grade of a C for the year as well as in the third and fourth quarters of that year, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### **ADVANCED PLACEMENT FRENCH 5 (AP)**

COURSE NO.	GRADE	CREDITS
420	12	4

The aim of this course is to further develop the student's fluency through class discussion and reading of historical and literary works from the eighteenth through the twentieth century. The art and music of those periods will also be examined. Contemporary Francophone events will also be regularly addressed. Emphasis is given to the study and usage of new vocabulary through reading and written compositions. Short oral and written reports on contemporary events are periodically assigned to encourage the students to pursue topics of individual interest and to use the language with greater confidence. Students taking this course are strongly encouraged to take the Advanced Placement Examination in French Language. Students in this course work individually and in groups with the Internet as well as interactive CD-ROM programs. A written and oral portfolio of student work is compiled throughout the year and accounts for a significant percentage of each semester grade. In place

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of midyear and final exams, students will be assigned an independent reading project. This will entail reading of an original Francophone work in its entirety and related written and oral presentations which explore a major theme of the work. The grade for this project will have the value of both semester exams.

**Prerequisite:** B+ average or better in French 4 (H), teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### **FRENCH 5 (H)**

COURSE NO.	GRADE	CREDITS
421	12	4

This course has the same goals as French IV Honors in its focus on the development of effective communication in everyday French language. Proficiency in writing, reading and speaking are strongly emphasized. Contemporary topics drawn from newspapers, magazines, literary anthologies, radio, television and film are studied and discussed. Students are required to research and regularly report on the economic, environmental, and contemporary issues of one Francophone country of their choice. In addition, they will examine artistic movements leading up to impressionism and subsequently research and report on one artist from this time period. In place of mid-year and final exams, students will be assigned an independent reading, writing and presentational project. This class is often combined with the AP French language class.

**Prerequisite:** Completion of French IV Honors with a B- average or French IV with an A- average, teacher recommendation, and/or departmental interview and writing sample.

### **FRENCH 5 (CP)**

COURSE NO.	GRADE	CREDITS
422	12	4

This course has the same goals as French 4, in its focus on the development of effective communication in everyday French language. Proficiency in reading and speaking are strongly emphasized. Contemporary topics, drawn from newspapers, magazines, radio, television, and literature are studied, and discussed. The thematic approach is continued with units such as sports and games, health, fashion and cuisine. Students are required to research, develop, and present one subject of contemporary interest to the class.

**Prerequisite:** Completion of French 4 with a minimum grade of a C for the year as well as in the third and fourth quarters of that year, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### **SPANISH 1 (CP)**

COURSE NO.	GRADE	CREDITS
427	9	4

The Spanish 1 course introduces the student to the basic skills of reading, writing, speaking, and listening. All activities are aimed at developing proficiency in these four areas. The fundamentals of Spanish grammar are presented in contextual situations as vocabulary is simultaneously developed. Spanish is the primary language of instruction, and students are engaged in interactive exercises which foster good oral communication, as well as proper pronunciation. Students acquire a rather extensive vocabulary relating to daily life. In addition, much attention is given to the development of good writing skills through the assignment of letters and short descriptive paragraphs. Students are taught not only to

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read and comprehend material prepared especially for them at this level, but also to gain information from more difficult original texts. The study of geography and culture of the Spanish-speaking world forms an integral part of the course.

### **SPANISH 2 (H)**

COURSE NO.	GRADE	CREDITS
430	9	4

This accelerated course is designed for highly motivated students who have demonstrated strong mastery of the basic vocabulary and grammatical structures of Spanish 1. It builds on the program begun in Spanish 1, adding new vocabulary and more complex grammatical structures while at the same time reinforcing what has been previously learned. As in the past, the four skills of reading, writing, speaking and listening will be continually emphasized. The primary language of instruction and of class activities is Spanish. Included in this course is a further study of regular and irregular verbs, new tenses, and other grammatical forms all presented in the context of a communicative situation that simultaneously expands the student's vocabulary. The student will be further exposed to Spanish and Hispanic culture, family life, as well as regions of Spain and the Spanish-speaking world. Directed compositions are frequently assigned as well as oral presentations. All basic activities and requirements of the Spanish II CP course are supplemented and expanded for the Spanish 2 Honors student.

**Prerequisite:** Completion of Spanish 1 with a minimum average of B+, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### **SPANISH 2 (CP)**

COURSE NO.	GRADE	CREDITS
431	9, 10	4

The Spanish 2 course continues the objectives of Spanish 1, and increases the student's ability to read, speak, understand and write correctly, idiomatic Spanish. In this course new grammatical forms are presented within the context of a communicative situation which is simultaneously expanding the students' vocabulary. Conversation based on readings of increased difficulty is emphasized. The student is further exposed to Hispanic culture, family life, and regions of the Spanish speaking world. As in Spanish 1, the language of instruction and class activities is primarily Spanish. Free and directed compositions are frequently assigned to increase correct use of the language.

**Prerequisite:** Completion of Spanish 1 with a minimum grade of a C- for the year as well as in the third and fourth quarters of that year, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### **SPANISH 3 (H)**

COURSE NO.	GRADE	CREDITS
435	10, 11, 12	4

This course builds on the accelerated program begun in Spanish 2 Honors. Students will complete their study of the major elements of Spanish grammar. The course, conducted almost exclusively in Spanish will examine the historical, literary, artistic, and cultural heritage of Spain through the centuries. Texts from important original works as well as contemporary writings will be studied and discussed. Students are regularly assigned oral and written reports related to these texts. Various regions of the Hispanic world are examined in depth, and students are expected to research and deliver an oral presentation on

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one of them. A transitional reader may be used to prepare students for further study of literature.

**Prerequisite:** Completion of Spanish 2 (H) with a minimum grade of B-, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### **SPANISH 3 (CP)**

COURSE NO.	GRADE	CREDITS
436	10, 11, 12	4

The Third-year Spanish course establishes a more thorough knowledge of the language. Important principles of grammar are reviewed and expanded, and new grammatical elements are introduced. The student is assigned oral and written reports on selections studied in class. In this course, students are introduced to a more in-depth study of the literary, artistic, and cultural heritage of Spain and the Spanish speaking world through the centuries. Brief texts from important original works are studied and discussed. Various regions of the Spanish speaking world are examined in depth. Opportunities for creative composition are provided. Classes are conducted almost exclusively in Spanish.

**Prerequisite:** Completion of Spanish 2 with a minimum grade of a C- for the year as well as in the third and fourth quarters of that year, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### **SPANISH 4 (H)**

COURSE NO.	GRADE	CREDITS
441	11, 12	4

This course is designed to interest and challenge capable students who wish to develop further fluency in the Spanish language as well as those intending to take the Advanced Placement Examination in Spanish language. Selections from Spanish and Latin American literature are studied and discussed along with their historical background. The basic elements of grammar are reviewed, refined and practiced and new elements of grammar are introduced as students examine the Hispanic world of today and yesterday. Compositions, research papers and oral reports are assigned to develop a mastery of the grammar and vocabulary studied. During the course of the year the student is required to explore a variety of media: film, television broadcasts, newspaper and magazine articles from Hispanic publications, classic and popular music as well as literary texts. Lectures and class discussions are in Spanish with the student playing a much more central role than in earlier levels. In place of midyear and final exams, students will be assigned an independent reading project. This will entail reading of an original Spanish work in its entirety and related written and oral presentations which explore the major theme of the work. The grade for this project will have the value of both semester exams.

**Prerequisite:** Completion of Spanish 3 (H) with a minimum grade of B-, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### **SPANISH 4 (CP)**

COURSE NO.	GRADE	CREDITS
442	11, 12	4

This course is designed to strengthen and perfect all skills developed in Spanish 1, 2 and 3. The remaining essential elements of grammar are presented and the basic grammatical structures are reviewed and refined each year. This course aims to develop communicative mastery through class study and discussion of current events, geographical regions and literary excerpts. Through a variety of

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original texts, thematic vocabulary units which correlate with cultural discussions and media presentations chosen according to student interest, a broad working vocabulary necessary for comprehension and effective communication is developed and practiced. All lectures and class discussion are conducted in Spanish. This course is intended for those who want to continue their study of the Spanish language and culture but do not opt for the rigors of the honors course.

**Prerequisite:** Completion of Spanish 3 with a minimum grade of a C in all four quarters, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### ADVANCED PLACEMENT SPANISH 5 (AP)

COURSE NO.	GRADE	CREDITS
445	12	4

The aim of this course is to further develop the student's fluency in Spanish through class discussion and reading of Spanish and Latin American literature and history. Emphasis is given to the study and usage of new vocabulary through reading and written compositions. Short oral and written reports on contemporary events are periodically assigned to encourage the students to pursue topics of individual interest and to use the language with greater confidence. Students taking this course are strongly encouraged to take the Advanced Placement Exam in Spanish Language. The student continues to explore a variety of media gaining information about the Spanish-speaking world through film, television, CD-ROM, newspaper and magazine articles from Hispanic publications as well as literacy texts. Lectures and class discussions are in Spanish. In place of midyear and final exams, students will be assigned an independent project. This will entail reading of an original Spanish work in its entirety and related written and oral presentations, which explore a major theme of the work. The grade for this project will have the value of both semester exams.

**Prerequisite:** Completion of Spanish 4 (H) with a minimum grade of a B-, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### SPANISH 5 (H)

COURSE NO.	GRADE	CREDITS
446	12	4

The aim of this course is to further develop the student's fluency in Spanish through class discussion and reading of Spanish and Latin American literature and history. Emphasis is given to the study and usage of new vocabulary through reading and written compositions as well as oral reports. Short oral and written reports are frequently assigned to encourage the students to pursue topics covered in class or topics of individual interest and to use the language with greater confidence. The student continues to explore a variety of technology gaining information about the Spanish-speaking world through film, television, radio streaming, internet, newspaper and magazine articles from Hispanic publications as well as literacy texts. In place of a final exam students will complete a final project that will count as their final exam grade. This will entail reading of an original Spanish work in its entirety and related written and oral presentations, which explore a major theme of the work.

**Prerequisite:** Completion of Spanish 4 (H) with a minimum grade of a B- for all four quarters of the year, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

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### **SPANISH 5 (CP)**

COURSE NO.	GRADE	CREDITS
447	12	4

The aim of this course is to further develop the student's fluency in Spanish through class discussion and reading of Spanish and Latin American literature and history. Emphasis is given to the study and usage of new vocabulary through reading and written compositions as well as oral reports. Short oral and written reports are frequently assigned to encourage the students to pursue topics covered in class or topics of individual interest and to use the language with greater confidence. The student continues to explore a variety of technology gaining information about the Spanish-speaking world through film, television, radio streaming, internet, newspaper and magazine articles from Hispanic publications as well as literacy texts. In place of a final exam students will complete a final project that will count as their final exam grade. This will entail reading of an original Spanish work in its entirety and related written and oral presentations, which explore a major theme of the work.

**Prerequisite:** Completion of Spanish 4 with a minimum grade of a C for all four quarters of the year, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### **LATIN 2 (H)**

COURSE NO.	GRADE	CREDITS
455	9	4

This accelerated course is designed for highly motivated students who have demonstrated strong mastery of the basic vocabulary and grammatical structures of Latin 1. It builds on the program begun in Latin I, adding new vocabulary and more complex grammatical structures while at the same time reinforcing what has been previously learned. It further exposes the students to classical culture and history through translation, projects, films, and outside reading assignments. It introduces the students to Latin literature through selected passages from Latin authors. A formalized study of Roman history is begun at this level.

**Prerequisite:** Completion of Latin 1 with a minimum grade of B+, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### **LATIN 2 (CP)**

COURSE NO.	GRADE	CREDITS
456	9	4

This course is designed for students who have demonstrated mastery of the basic vocabulary and grammatical structures of Latin 1. It builds on the program begun in Latin 1, adding new vocabulary and more complex grammatical structures while at the same time reinforcing what has been previously learned. It further exposes the students to classical culture and history through translation, projects, film and outside reading assignments. It continues the exploration of Roman mythology and introduces the students to Latin literature through translation, projects, films, and outside reading assignments. A formalized study of Roman theatre and architecture is pursued at this level.

**Prerequisite:** Completion of Latin 1 with a minimum grade of a C- for the year as well as in the third and fourth quarters of that year, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

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### LATIN 3 (H)

COURSE NO.	GRADE	CREDITS
460	10	4

This course reviews, refines and continues the study of Latin grammar and syntax. It stresses the contextual study of word derivation, denotation and connotation. It expands the study of Latin literature through a comprehensive selection of both original and adapted passages from Latin authors. Emphasis is given to sight translation and critical discussions of literary selections. Supplementary reading may include selections of classics in translation to further explore the relevance of classical literature to modern man and the illustration of fundamental human problems and values.

**Prerequisite:** Completion of Latin 2 Honors with a minimum B- average in all four quarters, teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

### LATIN 3 (CP)

COURSE NO.	GRADE	CREDITS
461	10	4

This course, offered usually in conjunction with the Latin 3 H course, has the same content and focus as the Latin III Honors class with tests and assignments adapted to the level of the CP student.

**Prerequisite:** Completion of Latin 2 with a minimum grade of a C for the year as well as in the third and fourth quarters of that year, teacher recommendation, and approval of the department chairperson.

### LATIN 4 (H)

COURSE NO.	GRADE	CREDITS
466	11, 12	4

This course covers the major prose and poetic authors of the Golden and Silver Ages of Latin Literature. During Semester I, students will translate, analyze and discuss excerpts of original works by Caesar (Gallic Wars), Cicero (orations, philosophies and letters) Livy (histories), Pliny (letters), Phaedrus (fables), Seneca et al. In Semester II students will translate, analyze and discuss excerpts of original works by Ovid (including the Metamorphoses, Amores), Vergil, (including the Aeneid), Horace (Odes, Epodes) and Catullus, as well as those of lesser known but significant poets. The grammar and vocabulary of Latin 1, 2 and 3 will be expanded and built upon in the context of these works. Emphasis will also be given to relating the themes found in ancient literature to present life. In addition the literary devices and meters of the various poetry will be analyzed.

**Prerequisite:** Completion of Latin 3 H with a minimum grade of B- in all four quarters, teacher recommendation and approval of department chairperson.

### LATIN 4 (CP)

COURSE NO.	GRADE	CREDITS
467	11, 12	4

This course is offered generally in conjunction with the Latin 4 (H) course. It has the same content and focus with assignments and tests adapted to the level of the CP student.

**Prerequisite:** Completion of Latin 3 with a minimum grade of C+ in all four quarters, teacher recommendation, and approval of the department chairperson.

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### **ADVANCED PLACEMENT LATIN 5 (AP)**

COURSE NO.	GRADE	CREDITS
470	11, 12	4

The curriculum focuses on the study of Vergil’s Aeneid. An intensive review of grammar will be ongoing throughout the year. This course prepares students for the Advanced Placement exam in May.

**Prerequisite:** Completion of Latin 4 (H) with a minimum grade of B- in all four quarters, teacher recommendation, and approval of the department chairperson.

### **ENGLISH LANGUAGE LEARNERS SUPPORT (CP)**

COURSE NO.	GRADE	CREDITS
467	9,10,11,12	4

This class is a tutorial for students whose second language is not English or whose parent(s)’ first language is not English. It is an individualized course designed to provide homework support and ELA enrichment.

## HEALTH AND WELLNESS COURSE OFFERINGS

*The health and wellness program focuses on the core concepts of the Massachusetts Comprehensive Health Curriculum Framework: health literacy, health self-management and health promotion. These concepts promote habits and conduct that enhance health and wellness, and guides efforts to build healthy families, relationships, schools and communities. The physical activity and fitness component ensures that students will acquire and refine a variety of manipulative and motor movement skills, will utilize principles of training and conditioning and will apply the concept of wellness to their lives. These programs support and advance both the mission statement and student expectations of Scituate High School. Various evaluation methods will used as means of growth and assessment including most notably the SHS Speaker, Presenter, Performer rubric, Physical Education rubric, and Positive Participation rubric.*

Course #	Course Title	Level	Quarter	Credits	Grades
900	PE 09/10	CP	Quarter	1	9,10
950	Health (9/10)	CP	Quarter	1	9,10
901	Life Long Activities	CP	Quarter	1	11,12
902	Team Sports	CP	Quarter	1	11,12
903	Personal Fitness	CP	Quarter	1	11,12
904	Personal Pursuits	CP	Quarter	1	11,12
924	Human Relationships	CP	Quarter	1	11,12
929	First Aid/CPR	CP	Quarter	1	11,12
930	Nutrition & Conditioning	CP	Quarter	1	11,12
931	Human Development	CP	Quarter	1	11,12

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### **HEALTH – Grades 9 & 10**

COURSE NO.	GRADE	CREDIT
950	9, 10	1

Students are required to successfully complete one quarter of health during both their freshman and sophomore years. Tier I of this two-tiered health curriculum includes the following topics: nutrition, substance abuse, sexuality, melanoma prevention and sun safety, family life, interpersonal relationships, and disease prevention and control. Tier II includes topics in the area of mental health: identity, stress, destructive behaviors, mental illnesses, and violence prevention. Tiers alternate every other academic school year.

### **HEALTH: GRADES 11 & 12**

Students are required to successfully complete one quarter of health education during both their junior and senior years. Students may choose from the following options:

### **HUMAN DEVELOPMENT**

COURSE NO.	GRADE	CREDIT
931	11, 12	1

This course explores the various stages and intricacies of human development through the full spectrum of the lifecycle. Students will examine central concepts related to human development including cognitive and physical growth from birth to old age. The works of prominent psychologists will be used to investigate human social and emotional development at all of life's phases. This course will also address how an individual's overall development and wellness can be impacted by societal, environmental, family and peer influences. **Students taking this course will be enrolled in Life Long Activities as their complementary quarter Physical Education elective.**

### **NUTRITION AND CONDITIONING**

COURSE NO.	GRADE	CREDIT
930	11, 12	1

This course will include personalized strategies for diet and performance enhancement. The topics will include current trends in nutrition, fitness and overall health, common misconceptions about food choices, alternative energy sources, sports drinks and bars, strategies for controlling and maintaining weight, issues surrounding body image, and the four fitness components (muscle strength, endurance, cardiovascular fitness and flexibility). **Students taking this course will be enrolled in Competitive Team Games as their complementary quarter Physical Education elective.**

### **FIRST AID & CPR/AED AND CRITICAL HEALTH ISSUES**

COURSE NO.	GRADE	CREDIT
929	11, 12	1

In this course students will learn standard first aid, how to perform C.P.R. and how to use an automatic external defibrillator. They will be eligible for American Red Cross certification in these areas. These certifications are required for many jobs, including lifeguard, camp counselor, day care worker and are also valued by many companies. In this course students will also choose current health issues to research and present. These topics can include communicable and non-communicable diseases, mental

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health disorders, addictions or any other health topic of interest to them. **Students taking this course will be enrolled in Personal Fitness as their complementary quarter Physical Education elective.**

### **SELF, SOCIETY AND HUMAN RELATIONSHIPS**

COURSE NO.	GRADE	CREDIT
924	11, 12	1

Through hands-on, experiential learning, research, and reflective writing and discussion, students in this course will explore qualities that promote and support a respectful and inclusive community. They will learn to recognize and analyze the hatred, harassment, discrimination and gossip that humans engage in. The students will also understand how these issues impact the ability of individuals to succeed within the community, and the impact on the community as a whole. Finally, the students will examine how the application of communication, interpersonal, critical thinking and problem-solving skills can effectively prevent or respond to such conflict and injustice. **Students taking this course will be enrolled in Personal Pursuits as their complementary quarter Physical Education elective.**

### **PHYSICAL EDUCATION**

COURSE NO.	GRADE	CREDIT
900	9, 10	1

Students are required to successfully complete one quarter of physical education during both their freshman and sophomore years. The physical education curriculum that is covered over two quarters during a student's freshman and sophomore year includes the following units: Project Adventure cooperative games, competitive team games, lifelong activities, various dynamic personal fitness activities, etc.

### **PHYSICAL EDUCATION GRADE 11 & 12**

Students are required to successfully complete one quarter of physical education during both their junior and senior years. Students may choose from the following options:

### **LIFE LONG ACTIVITIES**

COURSE NO.	GRADE	CREDIT
901	11, 12	1

Core concepts in this course focus on learning individual and small group activities that can be played by participants of all ages and athletic ability. Lessons are designed to improve techniques and strategies for enjoyment while in high school and throughout life. Units will include volleyball, badminton, pickle ball, tennis, softball, golf, bocce, Project Adventure cooperative games, etc. **A student taking this course will be enrolled in Human Development as their complementary quarter Health elective.**

### **PERSONAL FITNESS**

COURSE NO.	GRADE	CREDIT
903	11, 12	1

Activities are designed to promote physical and mental wellness through a series of progressive personalized fitness activities including resistance training, cardiovascular activities, etc. Students will become familiar with more advanced personal training techniques as well as muscular anatomy and physiology. Under the direction of the teacher each student will design his or her own fitness program appropriate to their individual goals. Dynamic fitness and wellness activities including yoga, pilates,

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cardio-boxing, Tae Bo, etc. will also be explored. **Students taking this course will be enrolled in First Aid CPR/AED and Critical Health Issues as their complementary quarter Health elective.**

### **COMPETITIVE TEAM GAMES**

COURSE NO.	GRADE	CREDIT
902	11, 12	1

The central focus of this course is both traditional and non-traditional team games. Activities are focused on improving individual skills to enhance the level of competition in team and tournament play. Units will include ultimate frisbee, flag football, floor hockey, basketball, broom ball, speedball, soccer, cricket, etc. **Students taking this course will be enrolled in Nutrition and Conditioning as their complementary quarter Health elective.**

### **PERSONAL PURSUITS**

COURSE NO.	GRADE	CREDIT
904	11, 12	1

The emphasis of this course is on group and individual challenges. Teamwork and trust are core components of this course as joint effort is central to achieving group goals. Winning and losing does not play a prominent role in this course, however, safe and strategic challenges are its foundation. Units will include Project Adventure (cooperative games, low elements, high elements including the climbing wall), orienteering, fitness walking, etc. **Students taking this course will be enrolled in Self, Society and Human Relationships as their complementary quarter Health elective.**

<i>Junior/Senior Semester Health &amp; Wellness Pairings</i>	
<i>Physical Education Course</i>	<i>Health Education Course</i>
Personal Pursuits	Self, Society and Human Relationships
Personal Fitness	First Aid, CPR/AED and Critical Health Issues
Life Long Activities	Human Development
Competitive Team Games	Nutrition and Conditioning

## HISTORY & SOCIAL STUDIES COURSE OFFERINGS

*The three goals of the History and the Social Studies Department are to prepare young people to be humane, rational participants in a world that is becoming increasingly interdependent; to understand and assume the responsibilities of democratic citizenship; and to challenge each student to strive to achieve excellence. For these purposes, the department works to frame the past as a series of decisions and consequences which can be understood from a variety of perspectives and evaluated for both their intended and unintended consequences.*

*The objectives of the History and the Social Studies Department are that students develop and demonstrate knowledge and competency concerning:*

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1. *major historical persons and events and the process of change through time*
2. *the use of political, economic, social and cultural categories to understand and analyze both the past and the present*
3. *the use of primary sources and their relationship to secondary sources*
4. *college readiness skills in reading, writing, and research as well as the use of maps, charts and graphs*

*To graduate from Scituate High School, students are required to pass three years of history, which must include World History II, United States History I and United States History II. At all levels in each of these courses, students will be required to learn independently through regular out of class assignments and to complete three research projects over the course of the year. In addition there will be a consistent focus on writing as a means of organizing information, developing arguments and expressing them clearly. The History and Social Studies Department encourages juniors and seniors to enroll in one or more of the Elective Courses available beyond the 3-year requirement. These courses are designed to supplement, enhance, and enrich the concepts and skills developed in the World History and U.S. History Program.*

*Students taking World History and U.S. History courses may be enrolled in one of two levels during their freshman and sophomore years: Honors & College Preparatory. An Advanced Placement level in United States History II is also offered for juniors.*

### **ADVANCED PLACEMENT (AP)**

*This level is composed of college level courses requiring college reading, assignments, and research. In selecting this level, students accept the challenge and responsibilities of independent work and rigorous assignments that a course designed for college credit demands. Outstanding verbal, written and time management skills are required for success at this level.*

### **HONORS (H)**

*This level is designed to challenge students who are confident of their ability to learn independently, and willing to assume the responsibility for doing so. Such a student will have consistently demonstrated above average writing ability, curiosity, and commitment to their studies. To be successful at this level, students must have very strong reading, writing, note taking and research skills. Classroom instruction will consistently focus on the complexity of history, the use of evidence and analysis to create arguments, and the challenges and rewards of academic discourse. Outside reading and expectations for independent learning will be greater than those of the College Prep level. Textbooks and readings at this level are generally at or above grade level. A summer assignment is required for students in honors courses.*

### **COLLEGE PREPARATORY (CP)**

*This level is designed for students who are capable of using their reading, writing, and research skills to learn with some independence. Enrollment in this level indicates an acceptance of the amount of work required as true preparation for college. Classroom instruction will be balanced between instruction on the facts of history and the analysis of causes, effects and generalizations. The application and refinement of skills will be a focus of courses at this level. Enrollment in these courses requires grade level reading ability, the motivation to successfully prepare for the challenges of college, and the ability to communicate effectively in both verbal and written formats. Textbook and readings at this level are at grade level.*

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<b>Course #</b>	<b>Course Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credits</b>	<b>Grades</b>
<b>641</b>	<b>H World History 2</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>9</b>
<b>642</b>	<b>CP World History 2</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>9</b>
<b>646</b>	<b>CP World History 2 Seminar</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>9</b>
<b>616</b>	<b>H US History 1</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>10</b>
<b>614</b>	<b>CP US History 1</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>10</b>
<b>618</b>	<b>CP US History 1 Seminar</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>10</b>
<b>620</b>	<b>AP US History 2</b>	<b>AP</b>	<b>All</b>	<b>4</b>	<b>11</b>
<b>621</b>	<b>H US History 2</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>11</b>
<b>622</b>	<b>CP US History 2</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>11</b>
<b>631</b>	<b>AP US Government</b>	<b>AP</b>	<b>All</b>	<b>4</b>	<b>12</b>
<b>670</b>	<b>AP Psychology</b>	<b>AP</b>	<b>All</b>	<b>4</b>	<b>12</b>
<b>636</b>	<b>Service Learning</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10,11,12</b>
<b>637</b>	<b>Local History</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>11,12</b>
<b>659</b>	<b>International Affairs</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>*10,11,12</b>
<b>661</b>	<b>General Psychology</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>11,12</b>
<b>663</b>	<b>Foundations of Economics</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>11,12</b>
<b>665</b>	<b>20C US History Through Film</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>11,12</b>

**WORLD HISTORY 2 (Required Course for Freshmen)**

World History 2 is a compulsory year long course of study for all students in their Freshman year. Students will acquire a greater understanding of how today’s complex world came to be. The broad focus of this course is to make the study of history meaningful to students by showing them how people throughout time have faced issues and circumstances similar to those that confront us today. Students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

**WORLD HISTORY 2 (H)**

<b>COURSE NO.</b>	<b>GRADE</b>	<b>CREDITS</b>
641	9	4

**Prerequisite:** At least a B+ in World History 1 and the recommendation of the Grade 8 Social Studies teacher, or the approval of the Department Chairperson following a review of the student’s work folder.

**WORLD HISTORY 2 (CP)**

<b>COURSE NO.</b>	<b>GRADE</b>	<b>CREDITS</b>
642	9	4

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### **WORLD HISTORY 2 SEMINAR (CP)**

COURSE NO.	GRADE	CREDITS
646	9	4

*This course is designed engage students with content while focusing on the building of skills that will foster independent learning. Students will develop the habits and skills they need to be able to succeed in a college program. Reading, writing, note taking, and the research process will be used to focus on skills. Students will develop their ability to communicate effectively in both verbal and written formats.*

### **UNITED STATES HISTORY 1 (Required Course for Sophomores)**

This course will examine the historical origins of the United States during the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of America government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America's westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction and Industrialization.

### **UNITED STATES HISTORY 1 (H)**

COURSE NO.	GRADE	CREDITS
616	10	4

**Prerequisite:** Completion of Honors World History 2 with a B- average, or the completion of CP World History 2 with a B+ average, recommendation of World History instructor, approval of Department Chairperson, and completion of summer assignments.

### **UNITED STATES HISTORY 1 (CP)**

COURSE NO.	GRADE	CREDITS
614	10	4

### **UNITED STATES HISTORY 1 SEMINAR (CP)**

COURSE NO.	GRADE	CREDITS
618	10	4

*This course is designed engage students with content while focusing on the building of skills that will foster independent learning. Students will develop the habits and skills they need to be able to succeed in a college program. Reading, writing, note taking, and the research process will be used to focus on skills. Students will develop their ability to communicate effectively in both verbal and written formats.*

### **UNITED STATES HISTORY 2 (Required Course for Juniors)**

After a review of the Progressive Era, this course is a study of the United States from 1900 to the present. Topics studied include: United States Foreign Policy in the late 19th Century, World War I, the Great Depression and New Deal, World War II, the Cold War, the Civil Rights Movement, Vietnam, the Conservative Revolution, and Foreign Relations in the post – Cold War era. Students will study the

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goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. This course covers the history of our time, as students, their parents, and grandparents have experienced many of the events and worked to make sense of the issues which shape our world today.

### **ADVANCED PLACEMENT UNITED STATES HISTORY 2 (AP)**

COURSE NO.	GRADE	CREDITS
620	11	4

Students making the commitment to the AP course should expect and accept the reading, writing, and research demands appropriate to a college level course. Students are expected to take the Advanced Placement exam in May.

**Prerequisite:** Recommendation of sophomore instructor, completion of Summer Assignments, submission of student work folder to Department Chairperson.

### **UNITED STATES HISTORY 2 (H)**

COURSE NO.	GRADE	CREDITS
621	11	4

**Prerequisite:** Completion of Honors United States History 1 with a B- average or completion of CP United States History 1 with a B+ average, recommendation of US HISTORY I instructor, approval of Department Chairperson, and completion of summer assignments

### **UNITED STATES HISTORY 2 (CP)**

COURSE NO.	GRADE	CREDITS
622	11	4

## **HISTORY & SOCIAL STUDIES ELECTIVE COURSES**

### **ADVANCED PLACEMENT UNITED STATES GOVERNMENT (AP)**

COURSE NO.	GRADE	CREDITS
631	12	4

AP Government and Politics is a highly structured, demanding college-level course. This full year course is designed to enable students to develop a critical view of government and politics in the United States. To accomplish this, students develop analytical perspectives for interpreting, understanding, and explaining political events in this country. Subjects covered include the constitutional framework of the government, institutions such as Congress, the presidency, the bureaucracy, and the courts, public opinion and the media, political participation and voting behavior, political parties, interest groups, civil liberties and rights, and policymaking. The course is conducted using a variety of methods including lecture and discussion, debates, simulations, cooperative learning activities, and independent research. Students are also encouraged to become familiar with current events through the reading of newspapers,

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news magazines, and news-oriented broadcasts. Students making the commitment to the AP course should expect and accept the reading, writing, and research demands appropriate to a college level course. Students are expected to take the Advanced Placement Exam in May.

**Prerequisite:** Recommendation of junior instructor and completion of summer assignments.

### **SERVICE LEARNING**

COURSE NO.	GRADE	CREDITS
636	10, 11, 12	2

Service Learning is a social studies elective that involves a variety of student-centered activities and instruction based on community service learning. The teacher takes a more advising and guiding approach which allows the class to be directed by the interests, motivations, and work of the students. Through various service experiences, by listening to guest speakers, watching documentaries, reading current articles, creating research projects, writing reflections, and organizing and implementing service term projects, students will have a greater awareness of the social issues that presently exist at the local, national, and international level.

### **EXPLORING LOCAL HISTORY**

COURSE NO.	GRADE	CREDITS
637	11, 12	2

Since the Pilgrims landed in Plymouth and the first shots rang out at Lexington and Concord, events in Massachusetts have been at the heart of the history of the United States. Too often, however, we fail to explore historical sites that are in our own backyard or to carefully consider the local impact of national events. Through this course, students will gain a deeper understanding of United States history by taking field trips to historical sites in Scituate and around Massachusetts, conducting interviews with people who experienced the events, and examining artifacts and other primary sources of the time periods. The hands on nature of this course will help make historical themes accessible to all students as they draw connections between broad national events and the people and places they know and recognize. This course is only offered to students who have completed U.S. History 1 and U.S. History 2.

### **INTERNATIONAL AFFAIRS: CONFLICT AND COOPERATION**

COURSE NO.	GRADE	CREDITS
659	*10, 11, 12	2

The world in which we live seems to be shrinking as the problems we seek to address cross national boundaries and require international solutions. Issues such as terrorism, genocide and global warming can only be solved by cooperation between nations. This course will be organized around three central questions: First, what are the United States foreign policy goals and how do we seek to accomplish those goals? Second, what international organizations currently seek to address global and regional issues? Third, how can nations resolve conflicts through cooperation without sacrificing national goals? This course will have a flexible curriculum which is guided by both current events and student interests. Whenever possible, the course will be taught through international simulations as students work to resolve crises and find common interests between the nations they represent. Readings, position papers and group projects will be required, and class participation will be essential. \*10<sup>th</sup> grade students with a keen interest in this topic area may register for this course with permission of the instructor.

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### **TWENTIETH CENTURY U.S. HISTORY THROUGH FILM**

COURSE NO.	GRADE	CREDITS
655	11, 12	2

This course is an examination of American Society in the 20th Century through the artistic medium of film making. Studying both American history and film, we will develop a deeper understanding of the language and techniques of film making, and of how film makers have chosen to portray and at times distort American history and culture. Units of study will vary each term, and will be based in part on student interest. Films and units may include: Filmmaking 101: Citizen Kane; Cinema Censorship; War and Propaganda in Film; Celluloid Rebellion: Teenagers on Film; America's Longest War: Vietnam at the Movies; Film and Current History: Forcing the Present into a Perspective. Students will be asked to review films, research their historical accuracy, and examine the impact of the film producer & director's perspective. Students will construct essays and research papers as well as create their own films in the television studio. An understanding of 20th Century United States history is an essential prerequisite for this course.

### **GENERAL PSYCHOLOGY**

COURSE NO.	GRADE	CREDITS
661	11, 12	2

This is an introductory course in the study of human behavior. Topics such as learning theories, personality development, memory and thought, sensation and perception, problem solving, theories of personality disorders, psychological disorders and their treatment will be the core of the study. Classes will stress small and large group activities, discussions, and opportunities to work experiments and simulations. Group work dealing with values clarification and self-actualization will give students an increased awareness of themselves and their interaction with others. Assessment will be based on tests/quizzes, homework, class participation, and individual projects.

### **ADVANCED PLACEMENT PSYCHOLOGY (AP)**

COURSE NO.	GRADE	CREDITS
670	12	4

The Advanced Placement Psychology course is a full year elective that introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. AP Psychology is a college level course requiring college reading, assignments, and research. In selecting this level, students accept the challenge and responsibilities of independent work and rigorous assignments that a course designed for college credit demands. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology: research methods; learning; motivation and emotion; personality theories; abnormal psychology; treatment of psychological disorders; and cognition. Students will conduct in-depth research, participate in large and small group experiments and simulations and delve into discussions. Assessment will be based on tests/quizzes, homework and research assignments aimed at preparation for the AP Psychology Exam. Students are expected to take the AP examination in May.

**Prerequisite:** Recommendation of junior instructor or permission of the department chair and completion of summer assignments.

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### FOUNDATION OF ECONOMICS

COURSE NO.	GRADE	CREDITS
663	11, 12	2

Why do things cost what they cost? Does the government control the economy? What are the four factors of production? As well as answering fundamental questions like these, this course will introduce students to basic microeconomic and macroeconomic concepts. Topics covered in this course range from market analysis, the price system, and resource allocation to broader topics such as economic growth, unemployment, international trade, and inflation. Students will learn what they need to know to understand current economic issues in the media, to identify and make sense of the relationship between businesses and governments, and to understand the role of economics at key points in United States and World History. In addition, this course will give students a clear indication of their interest in pursuing economics at the college level. Whenever possible, the course will be taught through simulations as students work to understand the workings of businesses and governments through hands on activities. Students will be assessed based on homework, projects, quizzes and tests.

## **MATHEMATICS COURSE OFFERINGS**

**Guiding Philosophy:** *The mathematics curriculum guidelines envision that all students at Scituate High School achieve mathematical competency through a strong mathematics program that emphasizes problem solving and communicating mathematical reasoning. Acquiring such competency depends on a clear, comprehensive, coherent, and a developmentally appropriate set of standards to govern curriculum expectations.*

*Mathematical problem solving requires the solver to search for a method for solving a problem rather than following a set procedure. Students will formulate questions, model problem situations in a variety of ways, generalize mathematical relationships, and solve problems in both a mathematical and an everyday context. The ability to communicate mathematical ideas coherently is an essential component of a student's mathematical development. By talking and writing about mathematics, students will make convincing arguments that represent mathematical ideas both verbally and symbolically.*

**Primary Objectives:** *The mathematics curriculum at Scituate High School is based upon the strands outlined initially by the National Council of Teachers of Mathematics in The Principles of Mathematics Education and formulated by the Massachusetts Department of Education in Massachusetts Mathematics Curriculum Framework. The four strands are as follows: Number Sense; Patterns, Relations and Algebra; Geometry and Measurement; and Data Analysis, Statistics and Probability.*

*The study of numbers and operations is the cornerstone of the mathematics curriculum. At the high school level understanding systems of numbers is enhanced through the formal exploration of real numbers and computations with them. Thereafter students investigate complex numbers and relationships between the real and complex number systems.*

*Patterns, relations, and algebra are integral to the study of mathematics. Students should be aware of the mathematics in patterns and use mathematical representations to describe patterns. The study of relations and functions is an integral component to representing patterns in a mathematical model.*

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*Algebra is a branch of mathematics that uses symbolic notation to express ideas, make generalizations, and solve problems.*

*Geometry and measurement are among the most ancient of mathematical studies. Geometry is the study of the structure and space around us. Students will use geometric axioms, formal reasoning and proof to increase their knowledge of the physical and spatial universe surrounding them. The measurable attributes of an object such as length, perimeter, area, volume and angle measure is an essential component of the study of geometry.*

*Statistics and probability is the study of reasoning through data analysis. In today's society, it is essential that students are able to make informed decisions. Students will be able to take data and to study graphs, tables, or charts in order to draw appropriate conclusions.*

**Notice:** *All Scituate High School students are expected to have access to a graphing calculator. We advise students to purchase a TI-83 or TI-84. Instruction on the use of these calculators will be provided within the mathematics curriculum. As a department we do not anticipate providing instruction for other models or manufacturers.*

**Honors and AP Eligibility:** *All honors and Advanced Placement mathematics courses require the completion of a prerequisite course with a minimal grade of a B-.*

***All mathematics courses require the use of a TI-83 or a TI-84 graphing calculator.***

Course #	Course Title	Level	Semester	Credits	Grades
200	Algebra-Geometry Prep	CP	All	4	9
205	Algebra 1	CP	All	4	9,10
210	H Geometry	H	All	4	10
211	CP Geometry	CP	All	4	10
214	CP Geometry Concepts	CP	All	4	10,11
220	CP Algebra 2	CP	All	4	9,10,11
225	Advanced Algebra	CP	All	4	11,12
229	H Algebra 2	H	All	4	9
230	H Precalculus	H	All	4	11
231	CP Precalculus	CP	All	4	11,12
238	AP Statistics	AP	All	4	11,12
239	CP Probability & Statistics	CP	All	4	12
240	AP Calculus AB	AP	All	4	12
241	AP Calculus BC	AP	All	4	12
242	H Calculus	H	All	4	12
243	CP Intro Calculus	CP	All	4	12
250	H Intro Programming	H	All	4	10,11,12
251	AP Computer Programming	AP	All	4	11,12

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<b>252</b>	<b>H C++ Programming</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>12</b>
<b>259</b>	<b>Foundations of Mathematics</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>9</b>
<b>261</b>	<b>Problem Solving</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10</b>

**ALGEBRA 2 (H)**

COURSE NO.	GRADE	CREDITS
229	9	4

This course is open to students who have completed Honors Algebra I in the eighth grade. The course covers the normal topics of Algebra II: equations and inequalities, linear systems and linear inequalities, matrices, polynomials and polynomial functions, powers, exponential and logarithmic functions, rational equations and functions, quadratic equations and functions, sequences and series, probability and statistics, and trigonometry. Students will be required to complete at least two long term independent study assignments. The use of graphing calculators will be required.

**Prerequisite:** Minimum average of B- in Algebra I Honors.

**ALGEBRA 2 (CP)**

COURSE NO.	GRADE	CREDITS
220	9,10,11	4

This course is a continuation of the study of algebra for students who have completed Algebra I in eighth grade. The course covers the normal topics of Algebra 2: equations and inequalities, linear systems and linear inequalities, matrices, polynomials and polynomial functions, powers, exponential and logarithmic functions, rational equations and functions, quadratic equations and functions, probability and statistics. The use of graphing calculators will be required.

**Prerequisite:** Minimum average of C- in Algebra 1 or completion of Algebra 1 Honors.

**ALGEBRA 1 (CP)**

COURSE NO.	GRADE	CREDITS
205	9,10	4

This course is designed for those students preparing for college. Students who have completed Pre-Algebra in grade eight or who at least began the study of algebra will be well suited for this course. Students from other school districts who have completed a Pre-Algebra course will be eligible for this course as well. The course covers numerical and algebraic expressions, linear equations, linear inequalities, systems of linear equations, powers and exponents, quadratic equations, polynomials and factoring, proportions, and radicals. Systems of linear equations and inequalities will be discussed and the course will terminate with the study of quadratic equations. If time permits, the trigonometry of the right triangle will be studied. The use of graphing calculators will be required.

**Prerequisite:** Completion of a Pre-Algebra or an introduction to Algebra 1 course.

**ALGEBRA-GEOMETRY PREPARATION (CP)**

COURSE NO.	GRADE	CREDITS
200	9	4

This course is designed as a first year course for students who are preparing to take Algebra as sophomores and Geometry as juniors. The course provides students with practice in applying

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fundamental mathematical concepts and techniques to practical problem solving in their personal and business finances as well as a sound preparation for the Algebra and Geometry courses required by the state assessment examinations. At the conclusion of the course, the students will be prepared to take Algebra.

**Prerequisite:** Grade 8 Mathematics

### **GEOMETRY (H)**

COURSE NO.	GRADE	CREDITS
210	10	4

This course is open to students who have completed Algebra II honors in the ninth grade. The course covers the normal topics of geometry, but also requires of the student the ability to do difficult proofs. It also covers volume, coordinate geometry and an introduction to trigonometry. Students will be required to complete at least two long term independent study assignments. The use of graphing calculators will be required.

**Prerequisite:** B- in Algebra II (H) or A in Algebra II (CP)

### **GEOMETRY (CP)**

COURSE NO.	GRADE	CREDITS
211	10	4

This course is the second in a series of standard college preparatory courses. The majority of students in this course will have successfully completed college prep Algebra II. The course will cover a standard high school geometry program. That is, the course will explore the numerical and algebraic problems which arise out of geometric relationship. The course will emphasize the nature of deductive proof. When the course is successfully completed, the students will be prepared to solve simple algebraic problems arising out of polygons and triangles, apply the Pythagorean Theorem, use ratio and proportion to demonstrate similarity, and apply the principles of coordinate geometry to solve problems. The use of graphing calculators will be required.

**Prerequisite:** Minimum average of C- in Algebra 2 (CP) or Algebra 1 (CP) or Completion of Algebra 2 (H).

### **GEOMETRY CONCEPTS (CP)**

COURSE NO.	GRADE	CREDITS
214	10, 11	4

This course is for students seeking a basic understanding of geometric relationships and their use in problem solving. The course will explore the numerical and algebraic problems which arise out of geometric relationship. The approach for this course is less formal than Level 1 Geometry. This course will not emphasize the nature of deductive proof. When the course is successfully completed, the students will be prepared to solve simple algebraic problems arising out of polygons and triangles, apply the Pythagorean Theorem, use ratio and proportion to demonstrate similarity, and apply the principles of coordinate geometry to solve problems. The use of graphing calculators will be required.

**Prerequisite:** Completion of Algebra I

### **FOUNDATIONS OF MATHEMATICS**

COURSE NO.	GRADE	CREDITS
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259

9

2

This course will focus on skill development and problem solving strategies as they relate to the Massachusetts Mathematics Frameworks. The emphasis will be on two strands: “Number Sense” and “Patterns, Relations and Functions”. In addition to building a solid foundation of skills in “Number Sense” and “Patterns, Relations and Functions,” instruction will be differentiated based upon each student’s individual needs identified on their grade eight mathematics MCAS exam. The course will meet for one semester and will be taken in conjunction with Algebra 1 or Algebra 2. Students who have received a ‘warning’ or ‘needs improvement’ score on their grade eight mathematics MCAS examination must take this course. **The use of graphing calculators will be required.**

### **PROBLEM SOLVING STRATEGIES – MCAS MATH PREP**

COURSE NO.	GRADE	CREDITS
261	10	2

This course will investigate problem solving strategies as they relate to the four strands defined in the Massachusetts Mathematics Frameworks. The four strands (Number Sense; Patterns, Relations and Functions; Geometry and Spatial Sense; and Measurement) will be reviewed in preparation for the MCAS examination. Students will receive ample exposure to the assessment techniques used on the state MCAS exams. The course will meet for one semester just prior to the May MCAS assessments. In addition to test taking strategies that apply to state testing, students will be exposed to test taking strategies that apply to national standardized tests such as SAT I and SAT II tests. Students who have received a ‘warning’ or ‘needs improvement’ score on their grade eight mathematics MCAS examination must take this course.

**The use of graphing calculators will be required.**

### **PRE-CALCULUS (H)**

COURSE NO.	GRADE	CREDITS
230	11	4

This course is designed as a preliminary course for students intending to study Calculus in high school or college. The course is an axiomatic study of circular functions, real numbers, function arithmetic, trigonometry, sequences, series, limits, intuitive concepts of Calculus, and exponential logarithmic functions designed as a foundation for a subsequent AP Calculus course. The completion of four independent study projects will be required of each student. The use of graphing calculators will be required.

**Prerequisite:** Minimum grade of B- in Geometry (H).

### **PRE-CALCULUS (CP)**

COURSE NO.	GRADE	CREDITS
231	11, 12	4

This course is designed as a preliminary course for students intending to study Calculus or college mathematics. The course is an axiomatic study of circular functions, real numbers, function arithmetic, trigonometry, sequences, series, limits, intuitive concepts of Calculus, and exponential logarithmic functions designed as a foundation for a subsequent Calculus course. Topics from discrete mathematics will be included as time permits. The use of graphing calculators will be required.

**Prerequisite:** Minimum grade of C- in Algebra 2 (CP) and Geometry (CP).

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### ADVANCED ALGEBRA (CP)

COURSE NO.	GRADE	CREDITS
225	11, 12	4

This course is a continuation of the sequence of courses leading to an understanding of pre-collegiate mathematics. The course is designed to prepare students for a first year college mathematics course. The course will study mathematical concepts from a functional viewpoint. The functions covered are linear, quadratic, exponential, logarithmic, trigonometric, and probability functions. When the course is successfully completed the students will be able to use of functions to model real life problems. The use of a graphing calculator is required.

**Prerequisite:** Successful completion of Algebra 2 (CP) and Geometry (CP).

### ADVANCED PLACEMENT CALCULUS – BC (AP)

COURSE NO.	GRADE	CREDITS
241	12	4

The course is designed to enable students to take a college-level calculus course and to earn credit and/or advanced placement in college through participation in the College Board's Advanced Placement testing program. The course will cover the material in the Calculus BC syllabus. This course is highly recommended for students who intend to study mathematics, science, or economics in college. The curriculum covers a typical three semester college program. Students will be required to do one independent chapter over the summer. Students are expected to take the Advanced Placement Examination at the completion of the course. This course will meet frequently for additional study sessions in the evening. The use of graphing calculators is required.

**Prerequisite:** A minimum grade of A- in Pre-Calculus (H).

### ADVANCED PLACEMENT CALCULUS – AB (AP)

COURSE NO.	GRADE	CREDITS
240	12	4

The course is designed to enable students to take a college-level calculus course and to earn credit and/or advanced placement in college through participation in the College Board's Advanced Placement testing program. Calculus AB is designed for students with a genuine interest in scientific topics, or who intend on economics and business. The major areas covered are the theory of elementary functions and the basic concepts and skills of differential and integral calculus. If time permits the study of sequences and series, elementary differential equations and other advanced topics are included. Students will be required to do one independent chapter over the summer. The curriculum covers a typical two semester college program. Students are expected to take the Advanced Placement Examination at the completion of the course. The use of graphing calculators is required.

**Prerequisite:** A minimum grade of B- in Pre-Calculus (H) or Department Chair approval.

### ADVANCED PLACEMENT STATISTICS (AP)

COURSE NO.	GRADE	CREDITS
238	11, 12	4

The course is designed to enable students to take a college-level statistics course and to earn credit and/or advanced placement in college through participation in the College Board's Advanced Placement

## SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012

testing program. This is an introductory course in the practice of statistics. The topics covered are: Exploratory Data Analysis, Survey and Experimental Design, Probability Models, and the Methods of Inference. The course will follow the Advanced Placement Statistics Curriculum as set by the College Board and students are expected to take the Advanced Placement Statistics Exam in May. This course is not a replacement for Pre-Calculus (Honors), but may be an elective for these students. The use of a graphing calculator is required.

**Prerequisite:** A minimum grade of A- in Geometry (H) or a minimum grade of B- in Pre-Calculus (H) or A- in Pre-Calculus (CP).

### CALCULUS (H)

COURSE NO.	GRADE	CREDITS
242	12	4

This course is designed for students who have completed Pre-Calculus and have an interest in business, science, mathematics, or finance. The major areas covered are the theory of elementary functions and the basic concepts and skills of differential and integral calculus. If time permits the study of sequences and series, elementary differential equations and other advanced topics are included. The curriculum covers a typical one semester college program. The use of graphing calculators is required.

**Prerequisite:** Successful completion of Pre-Calculus (H)

### INTRO TO CALCULUS (CP)

COURSE NO.	GRADE	CREDITS
243	12	4

This course is a continuation of Pre-Calculus (CP). The major areas covered are the study of sequences and series, limits and continuity, and the basic concepts and skills of differential and integral calculus. The course is designed for students with an interest in business, science, mathematics, or finance. The curriculum covers a typical one semester college program. The course is designed for students with an interest in business, science, mathematics, or finance. The use of graphing calculators is required.

**Prerequisite:** Successful completion of Pre-Calculus (CP).

### PROBABILITY AND STATISTICS (CP)

COURSE NO.	GRADE	CREDITS
239	12	4

This is an introductory course in the practice of statistics. Students will study methods of organizing and analyzing data, including survey and experimental design. The course will explore the topic of probability including combinatorics. Students will also be introduced to the methods of inference. The topics covered in this course are similar to those studied in a one semester college course. The use of graphing calculators will be required.

**Prerequisite:** Successful completion of Pre-Calculus or Advanced Algebra.

### INTRODUCTION TO PROGRAMMING (H)

COURSE NO.	GRADE	CREDITS
250	10, 11, 12	4

This is a full year course designed to introduce the student to computer programming in the JAVA Language. The student will learn to program a computer to aid in the solution of non routine problems,

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data manipulation, graphic, and advanced programming commands. The completion of several independent projects will be required. Most students find a preliminary course in keyboarding or personal typing beneficial. This course is a prerequisite for AP Computer Science. Students in the mathematics honors program are encouraged to enroll in this course before senior year.

**Prerequisite:** Successful completion of Algebra II or Pre-Calculus.

### **ADVANCED PLACEMENT COMPUTER PROGRAMMING A (AP)**

COURSE NO.	GRADE	CREDITS
251	11, 12	4

This course is designed for students who have an interest in Computer Science as a college major and have demonstrated ability in computer programming. The study of JAVA is the primary emphasis of this course. A partial list of the topics covered follows: Boolean logic, digital electronics and machine language logic. A major research project will be required each term. Students are expected to take the Advanced Placement Examination at the completion of the course. Students should have a grade of at least B- in Introduction to Programming.

**Prerequisite:** Minimum grade of B- in Introduction to Programming.

### **C++ COMPUTER PROGRAMMING (H)**

COURSE NO.	GRADE	CREDITS
252	12	4

This course is designed for students who have an interest in Computer Science as a college major and have demonstrated ability in computer programming. The study C++ is the primary emphasis of this course. A partial list of the topics covered follows: linked lists, queues, binary trees, and GUI applications. A major research project will be required each term.

**Prerequisite:** Successful completion of Advanced Placement Computer Programming A.

Please refer to the Mathematics Curriculum Overview Chart on the following page.

## *Mathematics Curriculum Overview*

	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Honors Program</b>	Advanced Grade 7 Math	Honors Algebra I	<b>Algebra II Honors (229)</b>	<b>Geometry Honors (210)</b>	<b>Pre-Calculus Honors (230)</b>	<b>Calculus BC AP (240)</b>
						<b>Calculus AB AP (241)</b>
					<b>Statistics AP (238) (Elective)</b>	<b>Statistics AP (238)</b>
						<b>Calculus Honors (242)</b>
<b>College Prep Program</b>	Grade 7 Math	Algebra I	<b>Algebra II CP (220)</b>	<b>Geometry CP (211)</b>	<b>Pre-Calculus CP (231)</b>	<b>Intro to Calculus CP (243)</b>
					<b>Adv. Algebra CP (225)</b>	<b>Probability &amp; Statistics CP (239)</b>
	<b>Statistics AP (238)</b>					
Grade 7 Math	Pre-Algebra	<b>Algebra I CP (205)</b>	<b>Geometry Concepts CP (212)</b>	<b>Algebra II CP (220)</b>	<b>Advanced Algebra CP (225)</b>	
<b>MCAS Program</b>			<b>Foundations of Math (259) 2 credits</b>	<b>Problem Solving (261) 2 credits</b>		
<b>Electives</b>				<b>Intro to Programming Honors (250)</b>	<b>Intro to Programming Honors (250)</b>	<b>Investing/Per.Finance (317)</b>
						<b>Math For Life (324) 2 Credits</b>
					<b>Computer Science AP (251)</b>	<b>Math in the Real World (323) 2 Credits</b>
						<b>C++ Programming Honors (252)</b>

**SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012**

**MUSIC COURSE OFFERINGS**

*The Music Department focuses on the core concepts and guiding principles of the Massachusetts Arts Curriculum Framework. The department’s guiding philosophy is that all students have musical capabilities. The program provides a number of courses in chorus, band, appreciation and music technology that address the school expectation of “student as effective speaker/presenter/performer.” In particular, the music department stresses skills in:*

- *Singing*
- *Reading and notation*
- *Playing instruments*
- *Improvisation and composition*
- *Critical response*

*The program also provides expanded performance opportunities at all levels along with enrichment activities.*

<b>Course #</b>	<b>Course Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credits</b>	<b>Grades</b>
<b>850</b>	<b>Symphonic Band 1</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>9,10,11,12</b>
<b>851</b>	<b>H Symphonic Band 2</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>10,11,12</b>
<b>860</b>	<b>Chorale 1</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>9,10,11,12</b>
<b>861</b>	<b>H Chorale 2</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>10,11,12</b>
<b>863</b>	<b>Select Choir</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>10,11,12</b>
<b>866</b>	<b>Music Performance</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>9,10,11,12</b>
<b>872</b>	<b>Voice Class</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>9,10,11,12</b>
<b>873</b>	<b>Music Technology/Recording</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>9,10,11,12</b>
<b>874</b>	<b>Music Technology/Record. 2</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10,11,12</b>
<b>875</b>	<b>Guitar Workshop</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>9,10,11,12</b>
<b>876</b>	<b>Advanced Guitar Workshop</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10,11,12</b>
<b>887</b>	<b>Chamber Music Workshop</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>10,11,12</b>

**SYMPHONIC BAND**

<b>COURSE NO.</b>	<b>GRADE</b>	<b>CREDITS</b>
850	9, 10, 11, 12	4

The Symphonic Band is a performing ensemble made up of wind instrumentalists and percussionists. Quality wind ensemble literature will be explored and performed. Emphasis will be placed on listening skills, balancing the ensemble, and contributing to the group as a whole. Several concerts will take place during the year. Grades will be based on student performance and effort, progress on one’s instrument, and written and playing quizzes.

**SYMPHONIC BAND (H)**

<b>COURSE NO.</b>	<b>GRADE</b>	<b>CREDITS</b>
851	10, 11, 12	4

Students wishing to take Symphonic Band at the Honors level will be expected to reach specific technical standards on their instrument. Honors level students are required to study with a private teacher, or meet once a week with the instructor, outside of rehearsal. Honors Band students must

## SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012

audition for District or SEMSBA Festivals.

**Prerequisite:** Permission of instructor.

### **CHORALE 1**

COURSE NO.	GRADE	CREDITS
860	9	4

Chorale 1 is a select vocal ensemble made up of freshman female singers. Emphasis is placed on achieving a balanced, blended choral sound through a variety of challenging music from the choral repertoire. Lessons are centered around reading music and proper vocal production in small and large ensemble settings. Attendance at all performances and rehearsals of the Chorale is expected, and participation in music festivals and competitions is strongly encouraged. Examinations are both written and oral.

### **CHORALE 2 (H)**

COURSE NO.	GRADE	CREDITS
861	10, 11, 12	4

Chorale II is a mixed chorus of singers. Placement in Chorale II is gained by a successful audition with the director. Emphasis is placed on achieving a balanced, blended choral sound through a variety of challenging music from the choral repertoire. Lessons are centered around reading music and proper vocal production in small and large ensemble settings. Attendance at all performances and rehearsals of the Chorale is expected, and participation in music festivals and competitions is strongly encouraged. Examinations are both written and oral.

**Prerequisite:** Permission of the director.

### **SELECT CHOIR (H)**

COURSE NO.	GRADE	CREDITS
863	10, 11, 12	4

Select Choir is the top choral group at Scituate High School, working toward excellence through the study of masterworks of the choral art. Strong musicianship and a focused attitude are required of all members. Individual singing and part testing is a regular part of the rehearsal. Lessons are centered around reading music and proper vocal production in small and large ensemble settings. Attendance at all performances and rehearsals of the Select Choir is expected, and participation in music festivals and competitions is strongly encouraged. Examinations are both written and oral.

**Prerequisite:** Successful audition with the director.

### **MUSIC PERFORMANCE – SELECT CHOIR AND SYMPHONIC BAND (H)**

COURSE NO.	GRADE	CREDITS
866	9, 10, 11, 12	4

Students may choose to split their time between both Select Choir and Symphonic Band. If this option is chosen, students may be considered for honors level placement through demonstrated mastery of first year music theory and sight-singing skills.

**Prerequisite:** Permission of the instructors.

## SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012

### VOICE CLASS

COURSE NO.	GRADE	CREDITS
872	9, 10, 11, 12	2

Voice class is a diversified investigation into the proper techniques for good vocal production, with emphasis on good solo instruction and performance. Students prepare representative songs from all stylistic periods, classical to popular. Evaluation is based upon the amount and quality of home practice and participation in class. Final examinations are written and oral. There is no prerequisite and this course is recommended for both the experienced and inexperienced singer.

### MUSIC TECHNOLOGY AND RECORDING

COURSE NO.	GRADE	CREDITS
873	9, 10, 11, 12	2

This course focuses on the science and technology of electronic sound production, with emphasis on the understanding and operation of electronic instruments and recording devices. Current trends in audio technologies are examined, while tracing their historical development. Students will be exposed to many musical software programs that are used to compose, record and mix sounds. Elements of MIDI (Musical Instrument Digital Interface) will be explored, as well as 4-track tape recording and digital multi-track recording. All homework and examinations are project oriented or web-based. The culminating project for the course is a multi-track recording that will utilize all knowledge learned in class.

### MUSIC TECHNOLOGY II

COURSE NO.	GRADE	CREDITS
874	10, 11, 12	2

This course is for students who are interested in exploring music software and recording techniques at an advanced level. Writing music using technology will be the emphasis of this class. Students who are interested in composing their own music or recording their own musical performances are encouraged to take this class. Software programs including Finale, Reason, FL Studio, and Pro Tools will be explored.

**Prerequisite:** Permission of the instructor and successful completion of Music Technology & Recording.

### GUITAR WORKSHOP

COURSE NO.	GRADE	CREDITS
875	9, 10, 11, 12	2

This course is offered for guitar and bass players of all levels who are interested in learning a variety of styles from classical to rock. Emphasis is placed on reading music from chord charts, tablature and traditional notation. Amplifiers, effects, recording, history, careers in music and repair are discussed in detail. Accompaniment technique and finger picking styles as well as solo and group playing are stressed on both acoustic and electric instruments. Students are encouraged to use their own instruments in class and performance. Daily practice is required and there are both written and playing examinations.

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### ADVANCED GUITAR WORKSHOP

COURSE NO.	GRADE	CREDITS
876	10, 11, 12	2

This course is a continuation of Guitar Workshop, with emphasis on preparing students for the professional music world. Emphasis is placed on group playing, as well as advanced techniques for solo playing. Final projects center on the recording studio experience in both acoustic and electric guitar playing. Students must own their own instruments and regular practice and performance are expected. This course is designed for the serious music student.

### CHAMBER MUSIC WORKSHOP

COURSE	GRADE	CREDITS
877	10,11,12	2

This course is for students who play a wind instrument or orchestral stringed instrument and want to explore musical literature for their instrument in small ensembles. The class will study, read and perform duets, trios, quartets and quintets from many periods in music, including the Renaissance and Baroque periods, as well as contemporary styles including jazz improvisation. Renowned artists on each instrument will be explored, and a final concert performance will be included at the end of the semester.

**Prerequisite:** Permission of the instructor

## SCIENCE COURSE OFFERINGS

*The science department is continuing with the reorganization of the sequence of courses offered to the students. Beginning this year all incoming freshmen will take an introductory physics class. The "Physics First" philosophy has the students go through a sequence of Physics, Chemistry, and Biology. The science sequence will build on fundamental skills and concrete experiences to prepare students to encounter increasingly abstract subject matter. This sequence will take the student from the visible, physics, to the invisible, biology. Students will be able to use the physics lessons on energy transfer to understand chemical equilibrium and then apply this learning to ecosystems in biology.*

*The scientific and technological revolution occurring today requires the average person to understand and use a wide variety of scientific concepts to assess the value and implications of the developments of the revolution. The science department intends to aid students in their ability to access, analyze and use these developments in the following ways:*

- *Develop within students a broad base of knowledge in the sciences by providing science related information.*
- *Develop within students the ability to think independently and critically, problem-solve creatively, work cooperatively and communicate effectively and clearly concerning matters of a scientific nature.*
- *Develop within students the ability to "find the answer" among the ever growing volumes of scientific information.*

## SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012

*A core curriculum of physics, chemistry, and biology is offered at the College Preparatory, Honors, and Advanced Placement levels. Along with the core courses, the department will also offer electives that provide for coverage in all areas of science.*

*With the current restructuring, our science courses will emphasize the interrelationships of biology, chemistry, and physics. Classes also require an active involvement on the part of the student to develop critical thinking skills, problem-solving techniques, experimentation, observation and analysis skills, and the ability to communicate these ideas clearly.*

<b>Course #</b>	<b>Course Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credits</b>	<b>Grades</b>
<b>761</b>	<b>H Physics First</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>9</b>
<b>762</b>	<b>CP Physics First</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>9</b>
<b>730</b>	<b>AP Chemistry</b>	<b>AP</b>	<b>All</b>	<b>4</b>	<b>11,12</b>
<b>731</b>	<b>H Chemistry</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>10,11,12</b>
<b>732</b>	<b>CP Chemistry</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>10,11,12</b>
<b>710</b>	<b>AP Biology</b>	<b>AP</b>	<b>All</b>	<b>4</b>	<b>11,12</b>
<b>711</b>	<b>H Biology</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>11,12</b>
<b>712</b>	<b>CP Biology</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>11,12</b>
<b>740</b>	<b>H Anatomy &amp; Physiology</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>12</b>
<b>750</b>	<b>AP Physics</b>	<b>AP</b>	<b>All</b>	<b>4</b>	<b>11, 12</b>
<b>751</b>	<b>H Physics</b>	<b>H</b>	<b>All</b>	<b>4</b>	<b>11,12</b>
<b>752</b>	<b>CP Physics</b>	<b>CP</b>	<b>All</b>	<b>4</b>	<b>11,12</b>
<b>771</b>	<b>Environmental Science</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>11, 12</b>
<b>772</b>	<b>Meteorology</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>11, 12</b>
<b>773</b>	<b>Oceanography</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>11, 12</b>
<b>780</b>	<b>Astronomy</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>11, 12</b>
<b>781</b>	<b>Science MCAS Prep</b>	<b>CP</b>	<b>Semester</b>	<b>2</b>	<b>9, 10,11,12</b>

<b>Science Prerequisite Guidelines -based on Student Averages after Term III</b>
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<b>B- or better in an AP class = continue in AP</b> <b>B+ or better in an Honors = select AP</b> <b>B- or better in an Honors = continue in Honors</b> <b>A- or better in CP = select AP</b> <b>B+ or better in CP = select H</b>
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## SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012

### PHYSICS FIRST (H)

COURSE NO.	GRADE	CREDITS
761	9	4

This is an honors level course for ninth grade students with a strong interest and ability in science and mathematics. Most assignments, tests, and class work deal with problem solving using mathematical relationships and conceptual understanding. Students are expected to be comfortable with using algebra to solve problems and to work independently and be self motivated. The trigonometry needed to solve problems will be taught in the course. Topics include: mechanics, electricity, magnetism, heat, and waves. Students will be required to design and conduct their own experiment that will be presented in the Scituate High School Science Fair. Students will be prepared to demonstrate proficiency on the Introductory Physics MCAS exam.

**Recommendation** from the 8<sup>th</sup> grade science teacher.

### PHYSICS FIRST (CP)

COURSE NO.	GRADE	CREDITS
762	9	4

This is a conceptual Physics course that emphasizes concepts in physics which are seen in everyday life. One of the primary goals of the course is to help students understand the application of these concepts to problem-solving. A significant portion of the course will stress the development of conceptual understandings of physical laws and relationships. Topics addressed in this course include: mechanics, electricity, magnetism, heat, and waves. Students will be required to design and conduct their own experiment that will be presented in the Scituate High School Science Fair. Students will be prepared to demonstrate proficiency on the Introductory Physics MCAS exam.

**Recommendation** from the 8<sup>th</sup> grade science teacher.

### ADVANCED PLACEMENT CHEMISTRY (AP)

COURSE NO.	GRADE	CREDITS
730	11, 12	4

This course follows the Advanced Placement Chemistry curriculum and prepares students for the Advanced Placement Chemistry examination. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the developments of students' abilities to think clearly and express ideas, orally and in writing, with clarity and logic.

**Prerequisite:** Successful completion of Chemistry; or recommendation from current Science teacher and Department Chair; see above guidelines for an AP Course selection..

### CHEMISTRY (H)

COURSE NO.	GRADE	CREDITS
731	10, 11, 12	4

This accelerated course places heavy emphasis upon mathematical analysis and upper level thinking skills. The content of the course includes scientific observation, kinetic theory, gas laws, mole concept, atomic theory and structure, periodicity, bonding, chemical equations, chemical equilibrium, acids and bases, energy changes and reaction rates, and nuclear chemistry. Laboratory experiments are performed regularly using both traditional materials and computers. Students will be expected to perform an independent research project. Evaluation of the student will be based upon tests, quizzes, laboratory

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reports, project grades, homework, and class participation.

**Prerequisite:** Minimum grade of B- in Algebra II; should currently be enrolled in Geometry (H), or Pre-Calculus (H); see above guidelines for an Honors course selection.

### **CHEMISTRY (CP)**

COURSE NO.	GRADE	CREDITS
732	10, 11, 12	4

This course provides a basic background in chemical concepts through discussion and laboratory experiences. Topics covered in the course include techniques of observation and description, periodicity of elements, atomic theory and structure, bonding, the mole concept, balancing chemical equations, stoichiometry, the gas laws, acid-base reactions and nuclear chemistry. Effort is made to help the students relate chemical knowledge to the problems and issues of modern society. Laboratory experiments are performed regularly. Student evaluation is based on tests, quizzes, laboratory reports, homework, and class participation.

**Prerequisite:** Successful completion of Physics First.

### **ADVANCED PLACEMENT BIOLOGY (AP)**

COURSE NO.	GRADE	CREDITS
710	11, 12	4

This course follows the Advanced Placement Biology curriculum and prepares students for the Advanced Placement Biology examination. Students will study a variety of topics: cells, biochemistry, genetics, evolution, ecology, and several other aspects of biology. This course should contribute to the developments of students' abilities to think clearly and express ideas, orally and in writing, with clarity and logic.

**Prerequisite:** Successful completion of Chemistry and Biology; or recommendation from current Science teacher and Department Chair; see above guidelines for AP course selection.

### **BIOLOGY (H)**

COURSE NO.	GRADE	CREDITS
711	11,12	4

This accelerated course places heavy emphasis upon scientific analysis and upper level thinking skills. This course is designed to give students an in-depth look at biology and how it relates directly to the workings of the living world. This course is primarily intended for students who plan to take one or two Advanced Placement science courses. Students will specifically learn how biology relates to important fields such as health, medicine, the environment, and nature. This course will consist largely of laboratory activities and projects designed to help demonstrate the importance of the biological sciences and to help the students master the subject material. Topics to be explored include biochemistry, cell biology, genetics, evolution & ecology, and anatomy & physiology. The students will be expected to participate in out-of-school activities which will be mastered independently. These activities may include term papers, projects and various current biological science topics and material not covered in class. Honors Biology is designed to be a first year biology course. No previous biology background is necessary. Since it is an honors course, the amount of depth that is covered of the topics below will be greater than that of the college preparatory course. Students will be required to complete at least one research paper.

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**Prerequisite:** Successful completion of Chemistry; see above guidelines for an Honors course selection.

### **BIOLOGY (CP)**

COURSE NO.	GRADE	CREDITS
712	11, 12	4

This is a college preparatory course based on the study of biological concepts, principles, and interrelationships between organisms and their environment, with special emphasis on systems of the human body. Mankind's place in the living world is emphasized through better understanding of the individual and his or her environment, including social implications of major biological problems. Outside written and reading assignments augment the classroom and laboratory work. Laboratory activities include the study of the cell, tissues, organs and a variety of organisms; dissection of various organisms will also be carried out by the students. Student evaluation is by chapter tests, quizzes, laboratory reports, special reports where appropriate, and class participation.

### **ANATOMY & PHYSIOLOGY (H)**

COURSE NO.	GRADE	CREDITS
740	12	4

This course explores the major systems of the body and is designed for those students who plan on furthering their education in the fields of human biology (nursing, medicine, physical therapy, etc.). Each student will be required to complete two term papers. Some of the topics covered will include the nervous system, muscular system, circulatory system, respiratory system, reproductive system, and skeletal system. Evaluation of the students' progress will be based on regular quizzes, tests and term reports. The class includes an in-depth dissection of the cat or fetal pig.

**Prerequisite:** See above guidelines for an Honors course selection.

### **PHYSICS (H)**

COURSE NO.	GRADE	CREDITS
751	11, 12	4

This course is for students who are considering post-secondary studies in the physical or biological sciences, medicine or engineering. It is a survey of fundamental physical principles, models and theories. Honors Physics is mathematical in context, and assumes a solid understanding of chemical principles and graphical analysis. Laboratory activities are inquiry oriented and are an integral part of the course. The student's progress is evaluated using tests, quizzes, laboratory reports, and special reports on current articles of scientific discoveries, research findings, term papers and class participation.

**Prerequisite:** B- or better in Geometry. See above guidelines for an Honors course selection.

### **PHYSICS (CP)**

COURSE NO.	GRADE	CREDITS
752	11, 12	4

This course offers students the opportunity to develop a basic understanding of physical principles. Considerable laboratory time is provided for investigations, and activities are done on an optional basis, using film loops, reference material and a wide variety of laboratory apparatus. The forces that cause motion are explored and applied to the earth and the whole universe through building thought and

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mathematical models to explain theories and laws. A clearer understanding of the world and universe will be developed through the study of the model building and refining, light, electricity, and magnetism. Evaluation of the student progress is through tests, quizzes, laboratory and activity reports, problem solving, reading assignments and class participation.

**Prerequisite:** C+ or better in Geometry.

### **ADVANCED PLACEMENT PHYSICS C - Mechanics (AP)**

COURSE NO.	GRADE	CREDITS
750	11,12	4

This course follows the Advanced Placement Physics curriculum and prepares students for the Advanced Placement Physics examination. This course offers students the opportunity to continue their basic understanding of physical principles. Extensive use of algebra will be used in class, as well as trigonometry and calculus to model and solve real-world physical problems. The course will present a more detailed approach to many of the topics covered in Physics I as well as introduce a variety of new topics including, but not limited to, varying forces, the Work-Energy theorem, statistical center of mass, and rotational motion. Considerable laboratory time is provided for investigations using a variety of laboratory apparatus. Evaluation of the student will be done by tests, quizzes, laboratory and activity reports, problem solving, and reading assignments.

**Prerequisite:** Successful completion of Physics; or recommendation from their Physics First teacher and Department Chair; enrolled in Pre-Calculus *concurrently*; see above guidelines for an AP course selection.

### **ASTRONOMY (CP)**

COURSE NO.	GRADE	CREDITS
780	11, 12	2

This is a college preparatory one-semester course covering the unique astronomy of the Northern Hemisphere. The topics studied will be the constellations and their history, the evolution of the universe and theories surrounding it, the planets, the life cycles of stars, and the moon and its effects on the earth. The course will continually look at the role of space exploration as well as potentially other life forms in the universe. We will be performing outdoor labs at night, using the internet continually, and finish the semester with a field trip. Evaluation will be based on the night labs, internet assignments, quizzes and tests.

### **ENVIRONMENTAL SCIENCE (CP)**

COURSE NO.	GRADE	CREDITS
771	11, 12	2

This semester-long course is for students who are interested in understanding the basic concepts of Ecology. It is intended for students at all levels who are motivated to learn more about man and his environment. The course is designed to include the ecology of the local communities so that the students may investigate local environmental problems. Field trips will be used for this purpose. Appropriate laboratory activities will be utilized as an integral part of the course. The major areas of study will include the following topics (1) Ecosystems (2) Habitats and Niches (3) Populations and communities (4) Pollution (5) Biomes (6) Man's role in the environment. Particular emphasis will be placed on the practical aspects of the listed topics and their relationship to our community. The students' progress will be measured using tests, quizzes, and class participation.

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### **OCEANOGRAPHY (CP)**

COURSE NO.	GRADE	CREDITS
773	11, 12	2

Oceanography is branch of science dealing with the physical, chemical, geological, and biological features of the oceans. This semester-long course is for students who are interested in developing an understanding of the basic concepts of the ocean. It is intended for students at all levels who are motivated to learn more about the oceans of the world and organisms that live in them. The course is designed to include the study of the marine organisms of our own coastal area. Field experiences and laboratory activities may be an integral part of the course. The major areas of study will include the following topics: (1) The World's Oceans, (2) Chemical and Physical Factors, (3) Evolution of Life, (4) Marine Plants, (5) Invertebrates, (6) Marine Vertebrates (fish, reptile, bird, and mammal), (7) Marine Ecology, (8) Sand Beaches, Dunes, Rocky Shores, Coral Reefs, and Marine Biomes. The student's progress will be evaluated using tests, quizzes, in and out of class participation, and projects, where applicable.

### **METEOROLOGY (CP)**

COURSE NO.	GRADE	CREDITS
772	11, 12	2

This is college preparatory one-semester course cover the meteorology (weather) of the world. We will have concentration on the unique weather of New England as well. The topics studied will be Earth's Atmosphere, Temperature, Humidity, Clouds and Cloud Identification, Air pressure and Winds, Air Masses and fronts, Weather forecasting, Thunderstorms, Tornadoes, Hurricanes, and Global Climate. We will be performing outdoor labs and observations, going on a field trip, and using technology throughout. Evaluation will be based on homework, labs, quizzes and tests. A semester long weather observation project will culminate the class.

### **SCIENCE MCAS PREP**

COURSE NO.	GRADE	CREDITS
781	9, 10, 11, 12	2

This course is designed to provide academic support to those students who did not pass either the MCAS Biology, or the MCAS Introduction to Physics State Examination. In addition to a general review of the major content areas, various test taking strategies will also be employed to meet the individual needs of the student. This course is taken in addition to the Science core requirements for graduation.

## **SPECIAL EDUCATION COURSE OFFERINGS**

*ACADEMIC STRATEGIES: This course provides small group and/or individualized instruction with an emphasis on the student's learning style and academic needs. Pre and post-testing is completed to determine the student's strengths and weaknesses in specific areas. Placement in an Academic Resource Center class is made through a TEAM evaluation process or the review of a student presently*

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*on an individualized education plan.*

Course #	Course Title	Level	Semester	Credits	Grades
045	Academic Strategies-Half Time	CP	Semester 1	1	9,10,11,12
046	Academic Strategies-Half Time	CP	Semester 2	1	9,10,11,12
047	Academic Strategies-Full Time	CP	Semester 1	2	9,10,11,12
048	Academic Strategies-Full Time	CP	Semester 2	2	9,10,11,12
151	Pre-Vocational Education		All	4	9,10,11,12
152	Special Needs Vocational Course		All	4	9,10,11
153	Special Needs Vocational Practicum		All	4	11,12

### **ACADEMIC STRATEGIES**

COURSE NO.	GRADE	CREDITS
045, 046, 047, 048	9,10,11,12	2 or 4

This course consists of an individualized program based upon the needs of the student as identified by the goals and objectives in the student's educational plan. Participation is to be determined on an individualized basis as recommended by the TEAM.

### **PRE-VOCATIONAL EDUCATION**

COURSE NO.	GRADE	CREDITS
151	9, 10, 11	4

This course provides information and training designed to assist the special need student in acquiring skills and attitudes necessary to procure and maintain employment. In addition, it allows the student an opportunity to examine his/her interests, strengths and preferences in relation to the world-of-work. The student will complete a developmental sequence appropriate to his/her individual needs in the areas of Daily Living Skills., Functional Work Skills, Interpersonal Skills and Employment Skills. A TEAM recommendation is required for student participation in this course.

### **SPECIAL NEEDS VOCATIONAL COURSE**

COURSE NO.	GRADE	CREDITS
152	9, 10, 11	2

The vocational course offering will be available to students who have successfully completed the pre-vocational courses at SHS or the equivalent course. It may involve shadowing which involves supervising other students on the job, offering coaching in the areas of nutrition, health, appearance and personal hygiene, time management skills, money skills, interpersonal relationships and communication skills. Exploratory work-sites and training experience will also be scheduled for the student. A TEAM recommendation is required for student participation in this course.

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### SPECIAL NEEDS VOCATIONAL PRACTICUM

COURSE NO.	GRADE	CREDITS
153	11, 12	2

This work study course is designed to give the special needs student credit for vocational experiences within the community. This work may take place during and after school hours. This placement may develop into a work study experience which will be approved through permission of the principal. After the initial placement and training, the students are monitored at least quarterly by the Special Needs Department Staff to insure a satisfactory experience to both employer and student. Prerequisite for this course: Successful completion of Prevocational Education, Special Needs Vocational Course and a TEAM recommendation.

## TECHNOLOGY EDUCATION COURSE OFFERINGS

*Our technology education classes provide the student with opportunities to enhance problem solving techniques and critical thinking skills. The intent of these courses is to aid students with rapidly emerging technologies that are available as problem solving, communication and research tools.*

Course #	Course Title	Level	Semester	Credits	Grades
552	Computer Aided Design 1	CP	Semester	2	9, 10, 11, 12
553	Computer Aided Design 2	CP	Semester	2	9, 10,11,12
560	Architectural Technology	CP	Semester	2	10,11,12
570	Engineering Design	CP	Semester	2	10,11,12
585	Power Technology	CP	Semester	2	9,10,11,12
586	Robotics 1	CP	Semester	2	9,10,11,12
587	Robotics 2	CP	Semester	2	9,10,11,12

### COMPUTER AIDED DESIGN - 1 (CAD - 1)

COURSE NO.	GRADE	CREDITS
552	9, 10, 11, 12	2

In this introductory course, each student will be taught the basics of design and mechanical drawing. Students will be instructed in how to visualize in two and three dimensional forms as a way of communicating ideas and turning those ideas into graphic solutions. Each student will receive instructions in the basics of C.A.D. using a program called AUTOCAD, which is the industry standard. Students may design and draw vehicles, machine parts, sheds, packages, cards, and floor plans. Design skills are used by engineers, architects, designers, drafters, construction and manufacturing trade people.

### COMPUTER AIDED DESIGN - 2 (CAD - 2)

COURSE NO.	GRADE	CREDITS
553	9, 10, 11, 12	2

This is a continuation of Computer Aided Design - 1 (CAD - 1), whereas students will be presented with

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more in-depth studies of energy systems and the engineering design process.

**Prerequisite:** Successful completion of Computer Aided Design - 1

### ARCHITECTURAL TECHNOLOGY

COURSE NO.	GRADE	CREDITS
560	10, 11, 12	2

This course is designed for those students who want to learn how a residential house is designed and built. Each student will receive instruction on how to properly design and draw a floor plan and elevations for a single-family home. Students will also design their own floor plan using AUTOCAD exclusively. This course may also include the construction of a 8'x10' tool shed, build by the students. This unit will cover framing, shingling, roofing, window and door installation, etc. This course is a complete introduction to the building trades.

### ENGINEERING DESIGN

COURSE NO.	GRADE	CREDITS
570	10, 11, 12	2

Students will work on a series of more elaborate and more challenging design problems, using C.A.D. and applying the skills they were initially exposed to in introductory AUTOCAD instruction. Students will be generating multi-view and isometric drawings, as well as sectional and mechanical views. Students may design and build their own bridge, or other similar project. This class may also be involved in the building of a tool shed, as much engineering design work must go into a well built, building code-approved structure. Beams, rafters, studs, braces and other construction engineering techniques will be discussed and demonstrated. Any student who is interested in becoming an engineer, architect, or engineering technician should elect this course.

**Prerequisite:** Successful completion of Computer Aided Design - 1.

### POWER TECHNOLOGY

COURSE NO.	GRADE	CREDITS
585	9, 10, 11, 12	2

In this course, students will learn how power is created and applied through extensive work with electricity and small gas engines. Experiments with electricity will include the study of magnetism and motors, soldering components onto printed circuits, robotics, and house wiring. Small engine work will include theory, disassembly and reconstruction, and maintenance of a 4-stroke engine. Wind and solar power may also be included. Students will design and build their own wind turbine and test their designs for efficiency. Discussions include alternative forms of energy and their applications, and the future of power sources.

### ROBOTICS - 1

COURSE NO.	GRADE	CREDITS
586 - CPI	9, 10, 11, 12	2

Students are introduced to robotic terms and concepts through the construction and programming of a BaseBot. There is an academic component where students learn/review the basic concepts of physics and programming as they relate to robotics. Using sensors, which are added to the BaseBot, students

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will learn how to program various specific responses. Toward the end of the semester, a lifting arm is constructed on the BaseBot. A final semester project is required.

### **ROBOTICS – 2**

**COURSE NO.**

587 – CP1

**GRADE**

9, 10, 11, 12

**CREDITS**

2

Robotics – 2 is a continuation of Robotics - 1. Students will receive an introduction to electronics followed by expanded concepts in the constructing of various gearing configurations. Additional programming concepts are added to what was included in Robotics I. Several projects are incorporated that require students to use concepts previously presented.

**Prerequisite:** Successful completion of Robotics 1.

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**SCITUATE HIGH SCHOOL – PROGRAM OF STUDIES 2011-2012**

**COURSE SELECTION WORKSHEET**

*Use this form below to map out your course selections. Each student must carry between 24-28 credits each year. 96 credits are needed to graduate. Refer to the Program of Studies 11-12 for core graduation requirements. Note: Your final choices for next year must be entered online on your Naviance/Family Connection account.*

<u>SUBJECT</u>	<u>GRADE 9</u>	<u>Credits</u>	<u>GRADE 10</u>	<u>Credits</u>	<u>GRADE 11</u>	<u>Credits</u>	<u>GRADE 12</u>	<u>Credits</u>
<u>English</u>	English 1	4	English 2	4	English 3	4	English AP (4) or Selectives (2)	4
<u>Math</u>				4				
<u>Social Studies</u>	World History 2	4	US History 1	4	US History 2	4		
<u>Science</u>	Physics First	4						
<u>Foreign Language</u>								
<u>Health/ Wellness (PE)</u>	Health	1	Health 9/10	1	Health 11/12:	1	Health 11/12:	1
	PE 9/10	1	PE 9/10	1	PE 11/12:	1	PE 11/12:	1
<u>Electives</u>								
<u>Electives</u>								
<u>Electives</u>								
	<u>Projected Total Credits:</u>		<u>Projected Total Credits:</u>		<u>Projected Total Credits:</u>		<u>Projected Total Credits:</u>	

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### SELECTING COURSES THROUGH YOUR FAMILY CONNECTION/NAVIANCE ACCOUNT

Log onto your account at [www.connection.naviance.com/scituate](http://www.connection.naviance.com/scituate) and type in your username and password.

Your “Welcome Screen” will appear with your name on it.

On the top, click > “**Courses.**” (This is where you make course selections.)

On the left, click > “**Course Requests**”

You will see:

#### “**Courses Recommended For You**”

These are the courses your current classroom teachers are recommending you to take next year.

#### **All Courses by Subject**

Go through each subject and select the course your teacher has recommended for you for REQUIRED courses.\*

#### **Elective Courses**

Then select your elective choices.

Click > “**Save and validate requests.**”

\*\*\*\*\*

**Once you are satisfied with your choices AND PARENTS HAVE REVIEWED THEM...**

Click > “**Submit for approval.** (At this point, you will NOT be able to make any further changes to your selections.)

Your course requests will be sent to your counselor for approval.

You will be notified **via an Alert Now message** when your requests have been approved by your counselor.

**After** your requests have been approved, students must print off “Parent Signature Page” and return to their homeroom teacher.

**\*NOTE: Level change requests and alternative elective choices *must* be written on the “Parent Signature Page”. Department Chairs will follow up with you regarding level change requests. Course Recommendations are subject to final approval of Department Chairs, pending student’s final grades and teacher evaluations.**