ABINGTON HIGH SCHOOL



PROGRAM OF STUDIES

2026-2027

TABLE OF CONTENTS

Administrative Staff, School Committee, Telephone Numbers 1
Letter from Principal 2
Vision of the Graduate 3
Mission Statement and Expectations 4
Accreditation 5
Community Eligibility Provision (CEP) 5
General Guidelines for Selecting Courses 5
Graduation Requirements 6
Massachusetts Competency Determination 7
Scheduling Requirements 7
Evaluation System 7
Course and Level Changes 8
Course and Level Change Appeal Procedure 8
Class Rank 9
Level Descriptions 12
When to Contact a Teacher 13
College Board Advanced Placement Courses 13
Massachusetts Dual Enrollment Program 13
Vocational Education 13
Food Service Management 14
Independent Study 14
Transition Skills and Resources 14
Virtual High School 15
English Language Education 15
Art 17
Business 21
English Language Arts 23
Mathematics and Computer Science 27
Music 33
Science/Technology/Engineering 35
Social Studies 39
Special Education 42
Wellness 45
World Languages 48

Appendix A

Course Offerings Not Running 51

Abington High School
Program of Studies
2026-2027

JONATHAN BOURN, PRINCIPAL
KATE CASEY, ASSISTANT PRINCIPAL

Administrative Staff

Felicia Moschella, Ph.D., Superintendent of Schools
Christopher Basta, E.D., Assistant Superintendent
Sarah J. Gainey, Director of Finance & Operations
James Robbins, Ed.D, Director of Student Services

School Committee

Christopher Coyle, Chair
Heidi Hernandez, Secretary
Pamela Neely
Melanie Whitney
Caroline Ellis

Telephone Numbers

Main Office: 781-982-2160 Fax: 781-982-0061
Guidance Office: 982-2165 Fax: 781-982-2166
Superintendent's Office: 781-982-2150 Fax: 781-982-2157
Special Education Office: 781-982-2175
Athletic Office: 781-982-0070
District Web Site: www.abingtonps.org

ABINGTON HIGH SCHOOL

201 Gliniewicz Way
Abington, MA 02351

781-982-2160
781-982-0061 (fax)
www.abingtonps.org

Dear Students and Parents,

Please review the Program of Studies for the 2026-2027 school year in preparation for course selection this Spring. This reference contains important information regarding course descriptions, graduation requirements, GPA calculations, and post-secondary planning. Your student's guidance counselor is the best contact for questions about course selection, as well as your student's current teachers.

Our Program of Studies is constructed around Abington High School's Vision of the Graduate, that emphasizes the key traits and dispositions for students to be critical thinkers, engaged participants in their learning, socially competent contributors, and self-aware individuals. These learning expectations are woven into the entire high school learning experience, and are featured in our courses as well. We aim to share student progress and capacity in each of these domains to parents as they become more fully developed and familiar to our learning community.

The School Committee, as always, reserves the right to restrict or reduce course offerings, levels, or the number of sections of a course due to the limitations of facilities, staffing, enrollment, and/or budget. If you have any questions during the scheduling process, please call your student's guidance counselor at 781-982-2165.

Regards,

Jonathan Bourn
Principal

It is the policy of the Abington Public Schools not to discriminate on the basis of race, sex, sexual orientation, gender identity, color, religion, national origin, age, handicap, or homelessness in its educational programs, services, activities, or employment practices as required by Chapter 151B of the General Laws; Chapter 622 of the Acts of 1971; Title IX of the State 1972 Educational Amendments; and Section 504 of the Rehabilitation Act of 1973.



CRICITAL THINKER	SOCIALLY COMPETENT CONTRIBUTOR
• Curiously seeks new knowledge • Gathers information from a range of perspectives • Reasons through and weighs evidence before making a decision • Demonstrates an open-minded thought process • Constructs arguments/forms conclusions	• Displays tolerance and empathy • Learns about and values cultural differences • Advocates for needs beyond oneself • Is physicals and intellectually present in daily interactions • Successfully navigates social situations • Builds and maintains healthy relationships • Uses technology to enhance learning for self and others
ENGAGED PARTICIPANT	**SELF-AWARE INDIVIDUAL**
• Seeks new knowledge • Collaborates towards personal and common goals • Uses feedback to adjust behavior • Expresses thoughts, ideas and emotions meaningfully and creatively • Actively involved in school community • Advocates for self and others • Perseveres through daily tasks	• Prioritizes and manages time effectively • Models healthy lifestyle choices • Manages stressful situations • Demonstrates resiliency • Advocates for themselves • Takes intellectual risks

ABINGTON HIGH SCHOOL

MISSION STATEMENT

Our mission is to provide a learning environment that promotes the intellectual, artistic, physical, cultural and emotional development of our students. We seek to create an educational experience based upon a curriculum reflecting the standards set forth in the Massachusetts curriculum frameworks. Recognizing and serving individual differences, interests and abilities, our educational community aims to prepare students to become informed, skilled and responsible citizens.

ABINGTON HIGH SCHOOL STUDENTS WILL:

COMMUNICATE effectively through speaking (CS), writing (CW), the arts (CA) and technology (CT).

DEMONSTRATE high level thinking skills to reason and problem solve (D).

WORK towards mastery of course specific content.

PARTICIPATE productively in their own educational progress.

ACT with respect towards the people, property and safety of our school community.

EXHIBIT appropriate social behavior that reflects kindness and tolerance.

All courses are expected to target school-wide expectations in which students *work toward mastery of course specific content* and *participate productively in their own educational process.* Individual courses may target additional school-wide expectations as indicated in each course summary.

Accreditation

Abington High School is accredited by the New England Association of Colleges and Secondary Schools. Accreditation indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future.

Community Eligibility Provision

Abington Public Schools (APS) is participating in the Community Eligibility Provision (CEP) of the National School Lunch Program. This special provision means that families are no longer required to complete a meal benefit application, and all our students have access to breakfast and lunch at no cost. With the implementation of the Community Eligibility Provision (CEP) for the 2026-2027 school year, fee waivers for transportation, athletics, and other applicable areas will primarily be based on Direct Certification. Direct Certification is the process by which school districts certify students who are members of households receiving assistance from SNAP, TANF/TAFDC, or FDPIR, as eligible for free meals without further application. Direct Certification is based on information provided by the state agencies administering these benefit programs.

If you do not qualify for the Direct Certification benefit and are experiencing financial hardship, please complete the district's hardship application to be considered for assistance with district fees. This form can be found at www.abingtonps.org .

General Guidelines for Selecting Courses

A good rule to follow is: students should take the most demanding and diverse program that is appropriate for their abilities and interests. Abilities can be assessed from previous performance, teacher evaluations, tests, and student and parental perceptions of abilities. Interests may be more difficult to determine, especially in the early high school years.

Students should look at all of their remaining years in high school when planning their courses. Course selections should be taken very seriously because the courses and number of sections offered will be influenced by these selections***. Students should not count on being able to change courses easily after their initial request.*** Therefore, we strongly encourage students to choose a minimum of two alternates for each elective course.

At the high school, a guidance counselor will help students in the course selection process. Group meetings are scheduled with students to discuss curricular offerings. These sessions will enable students to elect a suitable academic program for the following school year. Students are placed in core courses based on teacher recommendations. Appeals can be made to teacher recommended courses/levels until the first Monday following Quarter 4 Progress Reports. Teachers may override course requests and/or placements based on end of year grades/prerequisites.

Listed below are some general requirements for admission to programs of higher learning. They can be used as a guide to help students reach their educational objectives.

The admissions standards for Massachusetts state universities and colleges 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 campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. *It is important to note that admissions standards for the state's community colleges differ. Community colleges may admit any high school graduate or GED recipient.*

	Requirements for college freshmen
Subject	
English	4 courses
Mathematics	4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school
Sciences	3 courses (drawn from Natural Science and/or Physical Science and/or Technology/Engineering), including 3 courses with laboratory work
Social Sciences	2 courses (including 1 course in U.S. History)
World Languages	2 courses (in a single language)
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

A. General Four Year College Requirements:
   1. 4 years English
   2. 4 years of Mathematics
   3. 2 years Social Studies
   4. 2 years Laboratory Science
   5. 2 years World Language

B. Highly Competitive Colleges:
   1. The most difficult courses whenever possible
   2. Math every year
   3. Advanced study in World Language
   4. 3-4 years Science
   5. 3-4 years Social Studies

C. Two-Year Colleges and Certificate Programs:
   The requirements for these programs vary widely depending on educational/vocational objectives. See your counselor to develop appropriate plan.

Graduation Requirements

To meet the Department of Education requirements for Time and Learning and to earn a diploma from Abington High School, a student must be enrolled in a minimum of 30 credits each year. Students must earn 27 ½ credits each year totaling 110 credits over four years. The total graduation requirements must include the following:

English	20 credits
Mathematics	20 credits
Science	15 credits
Social Studies	15 credits (including one year of U.S. History)
Physical Education	10 credits (enrolled every year)
World Language	10 credits
Wellness/Health	2.5 credits

Most students find that the time required to complete their high school program is four years. Under extenuating circumstances, provisions can be made for students to be eligible to receive a diploma after three years. (All course, credit and MCAS requirements must be met.) Parents must request in writing that the student be considered for early graduation. The Principal and Guidance Department will consider each case individually. (*Please note that early graduates are not factored into class rank and therefore will not be eligible to speak at graduation. However, they will be given an unweighted GPA.)*

Massachusetts Competency Determination

Students must meet the Abington Public Schools requirements for a competency determination to receive a high school diploma. These requirements are in addition to the graduation requirements.

As defined by the Massachusetts Department of Elementary and Secondary Education:

> *The "competency determination" shall be based on the academic standards and curriculum frameworks for tenth graders and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one, I* administered in 2023, and in any additional areas determined by the board. *M.G.L. c. 69, § 1D(i)*

Students who have previously earned a Competency Determination (CD) through a regular or retest administration of the MCAS (including the November 2024 retest) or through a DESE appeal process, have earned their competency determination.

Students in the Abington Public Schools who have not yet earned their competency determination through previous MCAS administrations must participate in one of the MCAS testing sessions in Biology, ELA & Mathematics, and can meet the requirements for a competency determination through the following:

- Receive a passing final grade in a 9th grade and a 10th grade English course.
- Receive a passing final grade in Algebra I and Geometry courses.
- Receive a passing final grade in a laboratory science course.

The principal may, on a case by case basis, review a student's transcript and determine if the successful completion of a course or courses constitutes a reasonable equivalent for one of the expectations above for a Competency Determination.

Scheduling Requirements

All students are required to fulfill the following scheduling requirements:

- Freshmen and Sophomores are required to take World Language.
- Freshmen are required to take Health.
- All students are required to enroll yearly in physical education courses per Massachusetts state requirements.

Evaluation System

Students are evaluated with a report card four times during the year. Progress reports are issued midway through each term. A progress report may also be issued when a student is not working at a level consistent with his/her ability.

Grades of students at Abington High School are reported as numerical grades on report cards. Each grade represents a range of numerical grades as follows:

90-100	represents a high honor grade, reflecting outstanding work.
80-89	represents an honor grade, indicating a high quality of accomplishment.
70-79	represents average work, indicating accomplishment sufficient to continue in the subject.
60-69	represents passing, but not satisfactory work; not prepared for advanced work in certain sequential subjects.
0-59	represents not passing; no credit allowed.
Incomplete	incomplete due to excused absence or extended illness (must be made up prior to the close of the next term unless an extension is granted by the Principal or his/her designee).
W	withdrawal while passing after one term.
W	withdrawal while failing after one term.

Course and Level Changes

Student Placement in core courses is based on teacher recommendations. Appeals to the recommended placement must be made to the teacher and department head. ***No changes to teacher recommended placements will be made after the first Monday following Quarter 4 Progress Reports.*** Once the school year has begun, a parent must contact the teacher to request a level change.*

A course that is dropped after Term 1 or Term 3 will show on the student's transcript as a "W" or Withdraw.

If a change is deemed necessary, the student must have the teacher or department head contact their guidance counselor. The guidance counselor will then review the request and adjust the student's schedule if the change is possible.

*Schedule changes will not be made except:

- Add a course in place of a Learning Center
- Change a course that was already taken
- Change a course to meet graduation requirements

Requests to change schedules must be made within the first two weeks of the class starting. Requests for changes outside this time period must be initiated by a faculty member.

Course and Level Change Appeal Procedure

Procedure for appealing a teacher's recommendation for placement in a leveled course or admission to a course:

1. If a parent or guardian wishes to appeal a recommendation regarding level placement or admission to a course, the parent should email the Department Head/Director, teacher who recommended the course and the student's guidance counselor requesting a review of the teacher's recommendation.

2. The Department Head/Director, the teacher and the student's guidance counselor will consult, review the student's grades, and if necessary, ask the student to complete an additional assessment facilitated by the Department Head/Director.

3. This assessment, along with the student's grades and a meeting with the student, will provide the Department Head/Director with information to accept or reject the recommendation of the teacher.

4. At the end of the year, if a student does not meet the criteria for remaining at the same level for a course, the student may take an assessment to show knowledge of the course objective.

5. The student must achieve an 80% or better on the exam which will be administered the last day of summer school.

6. If a student requests to move to a higher level course, the same process will be used requiring the student to earn an 80% on the higher level on an assessment as described above.

7. If the parent or guardian wishes to appeal the decision of the Department Head/Director, the parent may appeal to the Principal in writing within forty-eight hours.

8. The Principal will review the recommendations of the teacher, the guidance counselor, and the Director; if necessary, the Principal will meet with the student and render a placement decision.

Class Rank

What is class rank?

A student's rank in class is a measure of his/her academic performance relative to the achievement of others in the same class. It is often used by colleges, trade schools and employers in making admissions or employment decisions.

What data is used to determine the rank?

A student's rank in class is calculated using the final grades in all leveled courses. No unleveled courses are used in determining class rank.

When is it computed?

A student's class rank is computed at the end of grade 11. It is then recomputed quarterly during the student's senior year.

How is class rank computed?

Step 1: A final numerical grade for each student is computed for each leveled course taken. Failing grades are included.

Step 2: Weighted class rank equivalents are assigned for final grades at the appropriate level of difficulties (see grid on next page).

Step 3: The sum of the weighted grade equivalents are divided by the total number of credits attempted to determine the grade point average.

How is class rank calculated for transfer students?

Class rank is a measure of student performance at Abington High School. Grades earned in courses taken in other school systems will not be computed when determining rank. In order to be given an official rank, a student must have been enrolled at Abington High School since the beginning of Grade 11.

Weights for final grades for computation of class rank.

Grades Earned	AP	Level 1	Level 2	Level 3
100	22	20	18	16
99	21.75	19.75	17.75	15.75
98	21.5	19.5	17.5	15.5
97	21.25	19.25	17.25	15.25
96	21	19	17	15
95	20.75	18.75	16.75	14.75
94	20.5	18.5	16.5	14.5
93	20.25	18.25	16.25	14.25
92	20	18	16	14
91	19.75	17.75	15.75	13.75
90	19.5	17.5	15.5	13.5
89	19.25	17.25	15.25	13.25
88	19	17	15	13
87	18.75	16.75	14.75	12.75
86	18.5	16.5	14.5	12.5
85	18.25	16.25	14.25	12.25
84	18	16	14	12
83	17.75	15.75	13.75	11.75
82	17.5	15.5	13.5	11.5
81	17.25	15.25	13.25	11.25
80	17	15	13	11
79	16.75	14.75	12.75	10.75
78	16.5	14.5	12.5	10.5
77	16.25	14.25	12.25	10.25
76	16	14	12	10
75	15.75	13.75	11.75	9.75
74	15.5	13.5	11.5	9.5
73	15.25	13.25	11.25	9.25
72	15	13	11	9
71	14.75	12.75	10.75	8.75
70	14.5	12.5	10.5	8.5
69	14.25	12.25	10.25	8.25
68	14	12	10	8
67	13.75	11.75	9.75	7.75
66	13.5	11.5	9.5	7.5
65	13.25	11.25	9.25	7.25
64	13	11	9	7
63	12.75	10.75	8.75	6.75
62	12.5	10.5	8.5	6.5
61	12.25	10.25	8.25	6.25
60	12	10	8	6

Level Descriptions

Unleveled	• Students accomplish work outlined in MA frameworks and curriculum guides. • See individual course descriptions in *Program of Studies* for expectations.
Academic (Level 3)	• Students accomplish work outlined in MA frameworks and curriculum guides. • Students complete directed reading with frequent teacher directed review. • Students will have homework that focuses on practicing and reviewing instructions. • Students will participate in pre-reading activities in order to provide structure for independent reading. • Students will do pre-writing tasks on a regular basis (*e.g.*, graphic organizers). • Student writing will always require multiple drafts for purposes of revision and editing. • Instruction and assignments that involve analysis, synthesis and evaluation will be highly structured and teacher directed. • Students depend on the teacher for explicit connections between and among subject areas, individual tasks and personal experience.
Academic (Level 2)	• Students accomplish work outlined in MA frameworks and curriculum guides. • Students will read independently, with teacher direction to clarify questions. • Students will have homework that focuses on preparing for, practicing and reviewing instruction. • Students require some review prior to application of knowledge and skill. • Student writing will sometimes require multiple drafts for purposes of revision and editing. • Instruction and assignments that involve analysis, synthesis and evaluation will be structured and teacher directed; students will work independently to gather the information necessary for these tasks. • Complex tasks are structured. • Instruction and assignments are balanced between teacher directed and teacher facilitated. • Students are prepared to participate in teacher facilitated discussion of knowledge and comprehension. Discussion of analysis, synthesis and evaluation must be teacher directed. • Students can sometimes discern the connections between and among subject areas, individual tasks and personal experience; sometimes they require direct instruction in order to see these connections.
Honors (Level 1)	• Students accomplish work outlined in MA frameworks and curriculum guides. • Students will complete reading tasks independently, with little pre-reading or review. • Students will have homework that focuses on preparing for and extending instruction. • Students will initiate and conduct discussion based on knowledge and comprehension, and move easily to a discussion of analysis, synthesis and evaluation. • Students will be able to conduct deep revision of writing assignments. • Students will be able to work on tasks requiring analysis, synthesis and evaluation independently or with a minimum of teacher guidance. • Students are able to discern the complex nature of tasks and plan accordingly. • Students see the relationships between and among subject areas, individual tasks, and personal experience with a minimum of teacher facilitation. • Students can conduct revision on their work and the work of their peers as well as edit standard written English.
AP	• Students accomplish work outlined in MA frameworks and curriculum guides. • Instruction takes place on a sophisticated level; assessments prepare for and match the intensity of AP examinations, especially timed essay writing. • Students will have homework that focuses on preparing for and extending assigned tasks; homework will include frequent completion of independent tasks. • Students read aggressively. • Students begin discussions on a level of analysis and move easily to evaluation. • Students pursue and create assignment of complexity, plan accordingly and execute tasks efficiently. • Students see the relationships between and among subject areas, individual tasks, and personal experience. • Students can conduct deep revision on their work and the work of their peers, as well as edit standard written English.

When to Contact a Teacher

When a student or parent has a concern about instruction or a course, it should be shared first with the teacher. When a disagreement arises that cannot be resolved by teacher/student/parent discussion, the student or parent should share the concern with the Director. If the problem remains unresolved, the parent should then contact the principal who will review the situation. Teacher changes are very difficult due to the necessity for balancing class enrollment and are, therefore, rarely made.

College Board Advanced Placement Courses

A number of challenging college level courses that meet the College Board criteria may be offered at Abington High School: Art Studio, Biology, Calculus, Computer Science Principles, Literature and Composition, Language and Composition, Psychology, Spanish, Statistics, European History and United States History.

Many of the nation's colleges and universities award credit, advanced standing, or both based on successful performance on the AP Exams, which are administered in May at the high school. Beginning in 2020-2021 it is ***not*** mandatory to take the AP Examination in order to receive AP credit. The College Board charges an exam fee of approximately $99.00 per exam.

A detailed description of the individual AP courses offered at Abington High School is located in the department course listings. For additional information students should consult a guidance counselor or www.collegeboard.org.

Massachusetts Dual Enrollment Program

Students interested in taking courses at a Massachusetts public college or university for both high school and college credit may be eligible for the Dual Enrollment Program. Ask your guidance counselor for more information if you would like to be considered for this program. Courses taken in the Dual Enrollment Program will be granted five credits and considered level 1.

Vocational Education

The South Shore Technical High School is located in Hanover. This school offers programs of a more vocational or technical nature which are not available on many of the high school campuses of the contributing communities of Abington, Cohasset, Hanover, Hanson, Norwell, Rockland, Scituate, and Whitman.

Applicants for admission must be at least 14 years of age, and have satisfactorily completed Grade 8 or 9. Pupils in Grade 9 or beyond may apply and must spend a minimum of three years in the Vocational School. Courses offered include: Auto Body, Automotive Mechanics, Carpentry, Cosmetology, Culinary Arts, Drafting, Electrical, Electronics, Graphic Arts, Health Careers Technology, Heating/Ventilation and Air Conditioning, Industrial Electronics, Industrial Technology, Machine Shop, and Metal Fabrication/Welding.

Students may also pursue training at Norfolk County Agricultural High School in Walpole which offers courses for those interested in agricultural careers. Application for this school must be made in February prior to the year of intended enrollment. Interested students should notify guidance counselors when making course selections for the following year.

FOOD SERVICE MANAGEMENT #824 UNLEVELED
GRADES 10 – 12 2.5 CREDITS

In the "Green Market Café," this course integrates students from the Co-op Program and offers a small sandwich take-out service for staff at Abington High School. Students will learn the attendant skills of a small business including record keeping, purchasing, budget management and customer service as well as food preparation techniques, menu planning, and nutrition. Enrollment will be limited to those students who are recommended by a guidance counselor and/or Co-op Program staff.

Targeted Student Expectations (see page 5): CS, CW

INDEPENDENT STUDY #700 LEVEL 1
GRADES 11 – 12 2.5/5 CREDITS

A student may enrich his/her educational program by designing a sound proposal and enlisting the interest and support of a faculty member who will volunteer as the student's mentor and evaluator. The student must submit a written proposal to the faculty member describing the project, time involvement expected, method of research to be utilized, anticipated outcomes, and expected course credit. The proposal will be reviewed by the appropriate director and approved by the principal. Independent study is an unusual, rigorous option; proposals will be considered only under exceptional circumstances and availability of faculty mentors. Independent study proposals may not duplicate course offerings available in the Program of Studies. *Department Head/Director and Principal approval required.*

ATHLETIC DEPARTMENT #703 (Semester) UNLEVELED
GRADES 10 – 12 2.5 CREDITS

Students interning for the Athletic Department will work collaboratively with the Athletic Director (AD) in the AD Office or Library on projects that help promote the athletic department. The class will focus on communications using various forms of media including written word, graphic design, videos and social media. Students will produce publishable materials, including original content for twitter, the video display boards, articles that can be published in the school newspaper or other media forms, and materials for publication at athletic contests. Students will be expected to engage in critical and creative thinking, possess organizational and planning skills, have the ability to manage multiple daily and ongoing projects, and collaborate with high school students.

Independent Study in the Athletic Department is limited to three students per semester. Department Head/Director and Principal approval required.

YEARBOOK #704 (Semester) UNLEVELED
GRADE 12 2.5 CREDITS

Students enrolled in this course will design and create the Senior Class Yearbook. A majority of the work will be done using computers, library tech lab, laptops, etc. as well as a camera.

Yearbook will be limited to four students per semester. Yearbook Advisor and Principal approval required.

TRANSITION SKILLS AND RESOURCES #520 UNLEVELED
GRADES 9 – 12 2.5 CREDITS

This course is designed to help students plan their future. It will teach students the skills they need to take charge of their own transition planning. Dependent upon individual post-graduate vision, students will participate in instruction to acquire the skills to transition to post secondary education or competitive/supported employment. Course activities include, but are not limited to career assessment including interest, abilities and aptitude, college/employment expectations,

interviewing skills, job seeking skills, personal budgeting, knowledge of local community resources, and reasonable ADA accommodations. (*By recommendation only)*
Targeted Student Expectations (see page 5): CS, CW, CT

VIRTUAL HIGH SCHOOL **#794** **ADVANCED PLACEMENT**
GRADES 10 – 12 **#795** **LEVEL 1**
2.5/5 CREDITS

Abington High School offers students in grades 10 – 12 the opportunity to take a course for credit through the "Virtual High School" (VHS). These courses augment the existing high school curriculum, so students can study in areas that are not currently available to them at Abington High School. Since all instruction and interaction takes place over the Internet, through the VHS World Wide Web site, students must be independent, responsible, and organized to succeed.

Students enrolled in VHS courses will be charged a refundable $200 fee for each VHS course. After the completion of the VHS course, the $200 will be refunded to the student's family or caregivers. For students and families seeking a fee waiver or reduction, please review the information on Community Eligibility Provision on page 5 of this document.

Interested students and parents are encouraged to visit www.govhs.org for additional information, and consult with their guidance counselors as they select courses.
Targeted Student Expectations (see page 5): CW, CT

ENGLISH LANGAUGE EDUCATION

ENGLISH LANGUAGE EDUCATION (ELE 1) **#831 (Semester)** **UNLEVELED**
2.5 CREDITS
GRADES 9 – 12

ELE 1 is a course designed to provide direct and explicit instruction of the English Language to English Learners (ELs) at the WIDA ELD levels of Entering (Level 1). The curriculum objectives align with the WIDA English Language Development (ELD) Standards, which represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The objectives aim to develop English communicative competency for social and instructional language (ELD Standard 1) and academic language and skills necessary for successful achievement in grade level content area instruction (WIDA ELD Standards 2-5). The Massachusetts English Language Arts Curriculum Frameworks also serve as a foundation for the course and help to define the course objectives.

The curriculum resources for ELE 1 will include the Inside the USA Newcomer Workbook and the EDGE Fundamentals Textbook. Teachers are also encouraged to utilize additional resources from the web and core academic content areas to support the objectives. The curriculum will include formative and summative assessments in the areas of English Proficiency in Reading, Writing, Speaking and Listening directly connected to the classroom objectives and instruction.
Targeted Student Expectations (see page 5): CS, CW

ENGLISH EDUCATION EDUCATION (ESL 2) **#832 (Semester)** **UNLEVELED**
2.5 CREDITS
GRADES 9 – 12

ELE 2 is a course designed to provide direct and explicit instruction of the English Language to English Learners (ELs) at the WIDA ELD levels of Beginning (Level 2). The curriculum objectives align with the WIDA English Language Development (ELD) Standards which represent the social, instructional, and academic language that students need to engage with peers,

educators, and the curriculum in schools. The objectives aim to develop English communicative competency for social and instructional language (ELD Standard 1) and academic language and skills necessary for successful achievement in grade level content area instruction (WIDA ELD Standards 2-5). The Massachusetts English Language Arts Curriculum Frameworks also serve as a foundation for the course and help to define the course objectives.

The curriculum resources for ELE 2 will include the EDGE Level A Textbook. Teachers are also encouraged to utilize additional resources from the web and core academic content areas to support the objectives. The curriculum will include formative and summative assessments in the areas of English Proficiency in Reading, Writing, Speaking and Listening directly connected to the classroom objectives and instruction.
Targeted Student Expectations (see page 5): CS, CW

ENGLISH LANGUAGE EDUCATION (ESL 3) **#833 (Semester)** **UNLEVELED 2.5 CREDITS**
GRADES 9 – 12

ELE 3 is a course designed to provide direct and explicit instruction of the English Language to English Learners (ELs) at the WIDA ELD levels of Developing (Level 3). The curriculum objectives align with the WIDA English Language Development (ELD) Standards which represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The objectives aim to develop English communicative competency for social and instructional language (ELD Standard 1) and academic language and skills necessary for successful achievement in grade level content area instruction (WIDA ELD Standards 2-5). The Massachusetts English Language Arts Curriculum Frameworks also serve as a foundation for the course and help to define the course objectives.

The curriculum resources for ELE 3 will include the EDGE textbooks, Level C. Teachers are also encouraged to utilize additional resources from the web and core academic content areas to support the objectives. The curriculum will include formative and summative assessments in the areas of English Proficiency in Reading, Writing, Speaking and Listening directly connected to the classroom objectives and instruction.
Targeted Student Expectations (see page 5): CS, CW

ENGLISH LANGUAGE EDUCATION (ESL 4) **#834 (Semester)** **UNLEVELED 2.5 CREDITS**
GRADES 9 – 12

ELE 4 is a course designed to provide direct and explicit instruction of the English Language to English Learners (ELs) at the WIDA ELD levels of Expanding (Level 4) and Bridging (Level 5). The curriculum objectives align with the WIDA English Language Development (ELD) Standards which represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The objectives aim to develop English communicative competency for social and instructional language (ELD Standard 1) and academic language and skills necessary for successful achievement in grade level content area instruction (WIDA ELD Standards 2-5). The Massachusetts English Language Arts Curriculum Frameworks also serve as a foundation for the course and help to define the course objectives.

The curriculum resources for ELE 4 will include the EDGE Level C textbooks. Teachers are also encouraged to utilize additional resources from the web and core academic content areas to support the objectives. The curriculum will include formative and summative assessments in the

areas of English Proficiency in Reading, Writing, Speaking and Listening directly connected to the classroom objectives and instruction.
Targeted Student Expectations (see page 5): CS, CW

ENGLISH LANGUAGE EDUCATION SLIFE **#835 (Semester)** **UNLEVELED 2.5 CREDITS**

ELE SLIFE (Students with Limited or Interrupted Formal Education) is a course designed to provide direct and explicit instruction of the English Language to English Learners (ELs) who have had significant limited or interrupted formal education.

The curriculum objectives align with the WIDA English Language Development (ELD) Standards, which represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The objectives aim to provide intensive instruction in literacy development, consistent instruction in numeracy, and instruction in foundational concepts in Science and Social Studies.

The curriculum resources for ELE SLIFE will include the Inside the USA Practice Book and Resource Kit. Teachers are also encouraged to utilize additional resources from the web and core academic content areas to support the objectives. The curriculum will include formative and summative assessments in the areas of English Proficiency in Reading, Writing, Speaking and Listening directly connected to the classroom objectives and instruction.
Targeted Student Expectations (see page 4): CS, CW

ART

The variety of art course offerings at Abington High School provides distinctive experiences and knowledge for all students regardless of their artistic ability and career interests. The vague notion of talent is not a prerequisite for electing a course, but interest and enthusiasm are essential. Students can elect art courses for personal development, cultural and creative exploration and enrichment and portfolio development for college admission.

Each course incorporates art making, art appreciation, and art evaluation, using a fine art creative problem-solving approach in which art projects have no single solution. Field trips to art museums and exhibits are scheduled, and professionals in commercial and fine art are invited to discuss and demonstrate their work.

Instruction in all art courses embodies many of the high school academic expectations by enabling students to authentically communicate in the arts, demonstrate critical thinking skills, and participate productively in their own educational progress. The Massachusetts Arts Curriculum Frameworks (July 2019) state All Massachusetts students will develop artistic literacy through active participation in the arts, expressing creative ideas with skill, confidence, and artistic intent. A high-quality arts education empowers students to take artistic risks and supports the social emotional and learning needs of all students.

Advanced courses may be repeated for additional study and credits. Students interested in preparing an art portfolio for college admissions are recommended to take an art course each year in high school.

DRAWING I **#622 (Semester)** **UNLEVELED |**
Grades 9 – 12 **2.5 Credits**

This introductory course focuses on developing observational drawing skills and understanding the foundational language of visual art. Students will explore various drawing media, including pencil, charcoal, ink, and pastels, while learning techniques such as shading, perspective, and composition. Projects are designed to enhance students' ability to represent objects, spaces, and ideas visually. This course serves as a foundation for advanced art studies or as an opportunity for personal creative enrichment.
Targeted Student Expectations: CA, D

PAINTING I **#623 (Semester)** **UNLEVELED |**
Grades 9 – 12 **2.5 Credits**
This introductory course focuses on exploring the fundamentals of painting and color theory. Students will use a variety of painting media, such as acrylics, watercolors, and tempera, to create expressive and observational works. Emphasis is placed on understanding techniques, composition, and the use of color to convey ideas. This course is ideal for students looking to advance to future art courses or for those pursuing personal creative development.
Targeted Student Expectations: CA, D

DRAWING AND PAINTING II **#601** **UNLEVELED**
GRADES 10 – 12 **5 CREDITS**
This course is designed for students who wish to further their exploration of new visual possibilities with projects that promote more in-depth experiences. Emphasis is placed on developing sensitive observation skills, creative and critical thinking capabilities, and an awareness of the compositional elements and principles of drawing and painting. Quality art work of past and present artists will be studied for appreciation and reference. *Prerequisite: Successful completion of Drawing I or Painting I in a previous year and consent of the high school art teacher. Advanced courses may be repeated for additional study and credits.*
Targeted Student Expectations (see page 5): CA, D

SCULPTURE I **#604 (Semester)** **UNLEVELED**
GRADES 9 – 12 **2.5 CREDITS**
This course for beginning and advanced students introduces a variety of sculpture materials and processes. Projects are designed to expand the student's ability to express ideas in a three-dimensional format. Basic skills are exercised and three-dimensional concepts explored utilizing art work from the history of sculpture as a standard for high quality.
Targeted Student Expectations (see page 5): CA, D

SCULPTURE II **#605** **UNLEVELED**
GRADES 10 – 12 **5 CREDITS**
This course offers students more in-depth explorations into sculptural materials, processes and ideas. Emphasis is placed on developing sensitive observational and tactile skills, creative and critical thinking capabilities, and awareness of the compositional elements and principles of three-dimensional art. Quality art work of past and present artists will be studied for appreciation and reference. *Prerequisite: Successful completion of Sculpture I and permission from the high school art teacher. Advanced courses may be repeated for additional study and credits.*
Targeted Student Expectations (see page 5): CA, D

DIGITAL ART **#609 (Semester)** **UNLEVELED**
AND PHOTOGRAPHY I **2.5 CREDITS**
GRADES 9 – 12
In this course students learn to see and explore their ideas and environment through the study of art and technology by creating original digital images and graphic designs. A variety of tools will be utilized including the computer, scanner, digital camera, color printer and a range of software

and the Internet. The course emphasizes the artistic and technical aspects of recording and making images and the creative application of the visual art language and image manipulation. A variety of open-ended themes will be studied along with artists from the past and present as they relate to each project.
Targeted Student Expectations (see page 4): CA, CT, D

DIGITAL ART AND PHOTOGRAPHY II #610 UNLEVELED
GRADES 10 – 12 5 CREDITS
This course will emphasize the artistic and technical knowledge acquired in Digital Art and Photography I along with experimentation and exploration of new visual content, techniques and technologies including digital video. Students are expected to develop more self-direction, individual interests and technical control through the personal interpretation of photographic and art making assignments. Visual art content, compositional considerations and image quality will be discussed during individual and class critiques. Visual art of the past and present will be studied as it relates to each art making assignment. *Prerequisite: Successful completion of Digital Art and Photography I and permission from the high school art teacher. Advanced courses may be repeated for additional study and credits.*
Targeted Student Expectations (see page 5): CA, CT, D

GRAPHIC AND DIGITAL DESIGN #611 (Semester) UNLEVELED
GRADES 9-12 2.5 CREDITS
This course explores the art of digital design, graphics, typography, illustration, web page design and photography. The projects in this course will emphasize visual communication and creative design using the visual art language, technology and the world of ideas. High quality examples of the commercial arts from many cultures of the past and present will be studied in this course.
Targeted Student Expectations (see page 5): CA, CT, D

GRAPHIC AND DIGITAL DESIGN II #613 UNLEVELED
GRADES 10-12 5 CREDITS
This course offers students an expanded exploration into the field of Graphic Design. It will build off the technical skills acquired in Graphic and Digital Design 1. Students learn the skills, methodology and artistry to creatively solve visual problems on behalf of fictional clients. Emphasis will be placed on developing a personal style, a deeper understanding of the graphic design industry, and a wider knowledge of the elements and principles of design. *Prerequisite: Successful completion of Digital Art and Photography I and permission from the high school art teacher. Advanced courses may be repeated for additional study and credits.*
Targeted Student Expectations (see page 5): CA, CT, D

DIGITAL ART AND PHOTOGRAPHY PORTFOLIO DEVELOPMENT
#615 (Semester) LEVEL 1
GRADES 10 – 12 2.5 CREDITS
DRAWING & PAINTING PORTFOLIO DEVELOPMENT
#617 LEVEL 1
GRADES 10 – 12 5 CREDITS
SCULPTURE PORTFOLIO DEVELOPMENT
#619 LEVEL 1
GRADES 10 – 12 5 CREDITS
Portfolio Development courses are for students who are considering more rigorous art study and a career in art and who are preparing portfolios for college admissions. Demanding and advanced art projects are tailored for each student. These courses are designed to further develop the individual artistic thinking, exploration and vision of students in the pursuit of high quality art

work. Portfolio Development distinction may be selected in Drawing and Painting, Digital Art and Photography II and Sculpture II.
Prerequisite: Successful completion of an advanced art course the previous year and a recommendation by the high school art teacher. Portfolio courses may be repeated for additional study and credits.
Targeted Student Expectations (see page 5): CA, D

ADVANCED PLACEMENT ART AND DESIGN
(DRAWING)
(2-D ART AND DESIGN)
(3-D ART AND DESIGN)
GRADE 12 #612 5 CREDITS

AP Drawing is an introductory college-level drawing course. Students refine and apply skills and ideas they develop throughout the course to produce drawings.

AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design.

AP3-D Art and Design is an introductory college-level three-dimensional course. Students refine and apply skills and ideas they develop throughout the course to produce three-dimensional art.

AP Art and Design is a course study established and copyrighted by the College Board. The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design and Drawing. These options are designed for students who are seriously interested in the practical experience of art, wish to pursue serious study in the arts, and require a more significant commitment of time and effort than other courses. These courses enable initiative-taking students to perform at the college level while still in high school. Students enrolled in this course will work toward a performance-based portfolio exam which includes two sections assessing sustained investigation and selected works. Students submit portfolios for evaluation at the end of the school year.
Prerequisite: Successful completion of two years of advanced art courses, a recommendation by the high school art teacher, and parent permission.
Targeted Student Expectations (see Page 5): CA, D

Art Department Course Offerings

Course Offerings	Credits	Grade 9	Grade 10	Grade 11	Grade 12	Level	Course #
Drawing I	2.5	*	*	*	*	Unleveled	622
Painting I	2.5	*	*	*	*	Unleveled	623
Drawing and Painting II	5		*	*	*	Unleveled	601
Sculpture I	2.5	*	*	*	*	Unleveled	604
Sculpture II	5		*	*	*	Unleveled	605
Digital Art and Photography I*	2.5	*	*	*	*	Unleveled	609
Digital Art and Photography II	2.5		*	*	*	Unleveled	610
Graphic and Digital Design*	2.5	*	*	*	*	Unleveled	611
Graphic and Digital Design II	5		*	*	*	Unleveled	613
Digital Art and Photography Portfolio Development	2.5		*	*	*	Level 1	615
Drawing & Painting Portfolio Development	5		*	*	*	Level 1	617
Sculpture Portfolio Development	5		*	*	*	Level 1	619
AP Art and Design (AP Drawing and AP 2-D & AP-3D Art and Design)	5				*	AP	612

*Consent of the Middle School art teacher.
It is recommended that students interested in preparing an art portfolio for college admission, take an art course each year.

BUSINESS

Regardless of your career plans, the Business Department offers courses that will help you fulfill many of your professional and personal goals. All courses are scheduled in the business computer lab enabling web-based instruction. The Business Department strives to help Abington High School students achieve the district mission of preparing students to become informed, skilled and responsible citizens.

In response to National Business Educator Association initiatives, our goal is to provide students with curricula that reflect the application of course content to realistic business situations and engages students in learning situations that promote both academic and career success. Exploration of career possibilities is an integral component in all courses.

Business courses develop the critical thinking skills, human relation skills and positive attitudes needed for career satisfaction and advancement in our complex and constantly changing workplace. Every student at Abington High School can benefit from the courses described below.

ACCOUNTING I **#511 (Semester)** **LEVEL 1**
GRADES 11 – 12 **2.5 CREDITS**

This course will provide the foundation needed for post-secondary business programs. The course covers the fundamental principals of accounting procedures used to solve business problems and make business decisions. Topics of study include the accounting equation, journals, ledgers, worksheets, financial statements, special journals, payroll and taxes for a business set up as a sole proprietorship or partnership. This course also includes casework as well as computer lab projects. *Strong recommendation that students have taken at least two level 1 math classes or have approval of most recent math teacher.*

Targeted Student Expectations (see page 5): CS, CT

PERSONAL FINANCE AND BANKING **#543 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**

This course will provide the foundation to help students make sound personal financial decisions. Case analysis, career exploration, stocks, bonds, insurance, taxes, as well as current financial and economic topics will be presented.

Targeted Student Expectations (see page 5): CS, CT

SPORTS AND ENTERTAINMENT MARKETING **#510 (Semester)** **UNLEVELED**
2.5 CREDITS

In this course students develop a thorough understanding of fundamental marketing concepts and theories as they relate to sports and entertainment industries. Students will learn about basic marketing functions such as product/service management, distribution, selling, marketing-information management, financing, pricing, and promotion. By presenting key marketing concepts using real examples from sports and entertainment, learning becomes easier and more permanent. The course will also include market research, branding, social media, sponsorships, endorsements as well as marketing campaigns and promotion plans for sports and entertainment events during the semester.

Targeted Student Expectations (see page 5): CS, CT

ENTREPRENEURIAL STUDIES **#594 (Semester)** **UNLEVELED**
GRADES 9 – 12 **2.5 CREDITS**

Entrepreneur: An individual who is willing to take the risk of investing time and money in a business that has the potential to make a profit or incur a loss. This course will acquaint students with the basics needed to start their own business. It will examine the role of an entrepreneur working within the free enterprise system. Entrepreneurship will be studied from the perspective of an emerging entrepreneur discussing such topics as entrepreneurship as a career, the necessary personal characteristics of successful entrepreneurs, using creativity, analyzing markets and competition, planning a new enterprise, marketing a product or service, obtaining financing and preparing a financial plan.

Targeted Student Expectations (see page 5): CS, CT

SMALL BUSINESS RETAILING **#595 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**

This course provides an opportunity for students to participate in a real-world setting as managers of a retail business, the AHS school store. This course will prepare students with the skills and competencies needed to be successful in a small business environment. Through these learning opportunities, students will be better prepared to enter the work force and to participate in meaningful job duties and tasks. This class will provide students the opportunity to operate a real business, with real money, that also teaches how to deal with the day-to-day challenges of operating a successful business. Students will be selecting and designing the merchandise to be sold in the school store, as well as the marketing materials used to drive in customers. This course is designed to provide students with an opportunity to explore the management process of planning, organizing, promoting and controlling a retail operation. Students accept full responsibilities for this operation, using a team-based management approach. *Prerequisite: Enrollment will be limited to those students who are recommended by a guidance counselor or history / business faculty.*

Target Student Expectations (see page 5): CS, CW, CT, D

ENGLISH LANGUAGE ARTS

As an English Language Arts department, we are united in our goal to invite students to become:

*lifelong readers who can independently choose texts that interest them,
*effective speakers and writers who can advocate for themselves and others,
*and compassionate people who listen to others with empathy.

Our departmental essential question focuses on the purpose of reading literature: What does this text tell us about the human condition and ourselves? We promote literature for learning about ourselves and others, guided by artists of the spoken and written word from antiquity to the present time. We believe in the power of books as conceived by Dr. Rudine Sims Bishop, in her essay, "Windows, Mirrors, and Sliding Glass Doors:"

> Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created and recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books. (Sims Bishop, 1990, p. ix)

Our academic curriculum is designed to prepare students to be proficient in reading, writing, speaking, listening, and using language in a variety of contexts, including technology. All English courses will evolve in conformity with these guidelines recommended by the Massachusetts Curriculum Framework for English Language Arts and Literacy, (2017).

Students who are proficient in the English Language Arts can:

*Demonstrate independence in reading comprehension and writing;
*Build strong content knowledge;
*Grow their vocabulary;
*Respond in writing, speaking and multimodal coding to the varying demands of audience, task, purpose and discipline;
*Comprehend as well as critique a variety of texts as readers and listeners;
*Value evidence in a variety of communication situations;
*Use technology and digital media strategically and capably, and
*Demonstrate understanding of other perspectives and cultures through self-knowledge, empathy, perspective, explanation, interpretation, and application

--based on Massachusetts Curriculum Framework for English Language Arts and Literacy, (2017).

We focus on reading comprehension of complex literary and informational texts by reading closely for key ideas and details, developing reading skill at both literal and inferential levels so that all students can critically read independently and proficiently. Vocabulary instruction emerges from the context of reading. Every student will read widely from a range of texts, and these texts will become models for student writing.

The English department fosters the expectation that all students will learn to communicate effectively in writing in every English Language Arts course, at every level. We recognize and capitalize on the connections among the language arts in an integrated ELA program of instruction and assessment.

Our goal for writing is to promote student creation of a variety of text types for a wide range of audiences and purposes. Students will engage in processes of creation, innovation, and proactive communication ranging from narratives, informative/explanatory essays, and arguments to texts which require the skills of combining verbal and visual materials such as infographics, timelines, and storyboarding. Writing instruction will target specific skills relating to organization, style, grammar, usage, and mechanics. Students will write routinely over extended time frames with time for research, reflection, and revision as well as shorter time frames for a range of tasks. Students will continue to participate in a writing process that culminates in critical reflection and self-assessment of their work.

The proficient use of technology supports spoken and written communication; students explore and create various digital media products to express themselves and engage in the exchange of ideas as the types of communication processes continue to evolve. Currently, students word process essays, use presentation software, seek information on the Internet and in databases; they read digital texts and engage in collaborative discussions online through Canvas and submit assignments by uploading them to Canvas; they analyze and create short films to demonstrate their understanding of and their ability to apply skills to new tasks and situations.

The English department fosters achievement of the AHS Academic Expectation that all students will learn to communicate effectively in writing in every English Language Arts course, at every level. We recognize and capitalize on the connections among the language arts in an integrated ELA program of instruction and assessment and promote the transfer of these writing skills to both content areas coursework and authentic writing situations.

ENGLISH 9 **#011** **LEVEL 1**
#012 **LEVEL 2**
5 CREDITS

English 9 focuses on developing critical reading skills and using a variety of writing strategies. Students read work representing a range of cultures, from ancient to contemporary, in a variety of genres in this thematically based course, which explores connections between literature and life. In addition, students expand their skills in research methods, discussions, and oral presentations.

Library orientation and introduction to department procedures such as Sustained Silent Reading, annotations, note-taking, and exam writing are also part of the curriculum.
Targeted Student Expectations (see page 5): CW

ENGLISH 10 **#021** **LEVEL 1**
#022 **LEVEL 2**
5 CREDITS

English 10 is a continuation of the development of higher-level thinking skills in reading and writing. Students will read regularly from various genres, including documentary films, and focusing on literary concepts that emerge from diverse communities. Students will write frequently in response to a wide range of assignments and projects, including research. Students will also read and write about connections between classic and contemporary literature in the

global community. They will participate in discussions, conduct oral presentations, create visual presentations, and develop interdisciplinary projects.
Targeted Student Expectations (see page 5): CW 23

ENGLISH LANGUAGE AND COMPOSITION AP **#036** **ADVANCED PLACEMENT 5 CREDITS**
GRADE 11

*Prerequisites: A recommendation of an English teacher based on academic essay writing scores, and a timed writing sample. It is **not** mandatory to take the AP Examination in order to receive AP course credit. This course takes the place of a regularly scheduled grade 11 English course.*

The AP course begins during the summer with a required intensive summer reading and writing project which establishes a student's reading and writing baseline. Failure to complete the summer reading project is not an adequate reason to drop the class once it has been scheduled, as the student is still responsible for demonstrating understanding of the content and skills of the summer assignment as part of their course grade.

We teach the AP Language course according to a College Board audited syllabus based on the definition that follows:

"An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

Students develop the skills of rhetorical analysis and composition as they repeatedly practice analyzing others' arguments, then compose their own arguments.

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods,"
Advanced Placement English Language and Composition Course Description, The College Board (December 2019).
Targeted Student Expectations (see page 5): CW

AMERICAN LITERATURE **#031** **LEVEL 1**
GRADE 11 **#032** **LEVEL 2**
5 CREDITS

This course is designed to motivate students to think about their place as citizens in society and about the issues with which the United States still struggles. Students in this course will look at cultural practices and problems in the U.S. through various lenses in order to address the philosophical questions "What is American literature? Whose story is it? What will become of the next generation? What keeps these issues alive? Who is responsible?" They will conduct seminar-style discussions and focus on arguing to answer philosophical questions in their writing, presentations, and projects.

Students will read about issues such as alienation, bias, citizenship, poverty, immigration and family structure through various genres of literature, film, documents and journalism emerging from current and past events in American history.
Targeted Student Expectations (see page 4): CW

ENGLISH 12 **#041** **LEVEL 1**
GRADE 12 **#042** **LEVEL 2**
5 CREDITS

Students in this course explore and answer the departmental essential question for reading: What does literature reveal to us about humanity and ourselves? Students read to answer this essential question as they examine a variety of print and digital texts, including those from the classic canon, and contemporary essays, poetry, Ted Talks, Humans of New York posts, film, infographics, and scholarly articles that represent diverse perspectives. Student writing, in response to reading, will include independent literary analysis; collaborative evaluation evolving from analytical discussions of narrative, drama, poetry, creative non-fiction; and visual texts such as websites, podcasts, video, and film.

Students will reflect on their own writing, past and present, to track improvements and areas that still need to be addressed. They will explore and answer these essential writing questions: What are my strengths and weaknesses as a writer? What kind of progress have I made? What are my long-term writing goals?
Targeted Student Expectations (see page 5): CS, CW

ENGLISH LITERATURE AND COMPOSITION AP **#047** **ADVANCED PLACEMENT**
5 CREDITS
GRADE 12
*Prerequisites: A recommendation of an English teacher based on academic essay writing scores in a previous class as well as a timed writing sample. Admission to AP Language and Composition for grade 11 does not guarantee admission to this course. It is **not** mandatory to take the AP Examination in order to receive AP course credit.*

The AP Literature class begins during the summer with the completion of a required intensive reading and writing summer project which establishes a student's reading and writing baseline. Failure to complete the summer reading project is not an adequate reason to drop the course once it has been scheduled, as the student is still responsible for demonstrating understanding of the content and skills of the summer assignment as part of their course grade.

We teach the AP Literature course according to a College Board audited syllabus that is based on the description that follows:

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry… provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings.

Students develop the skills of literary analysis and composition as they repeatedly practice analyzing poetry and prose, then compose arguments about an interpretation of a literary work."
AP Literature and Composition Course and Exam Description, (The College Board, 2019).
Targeted Student Expectations (see page 5): CW

HORROR IN LITERATURE AND FILM **#080 (Semester)** **LEVEL 1**
2.5 CREDITS
GRADES 11 – 12

The macabre and terrifying has haunted the collective human consciousness for millennia. Starting with gothic literature in the early 1600s, horror has changed and evolved. From Edgar Allan Poe to Shirley Jackson, to Stephen King; there have been many writers that accurately capture our anxieties about the known and unknown. Their counterparts in film include the likes of John Carpenter, Jordan Peele, Jennifer Kent, and Wes Craven. By turning these anxieties into art, many authors and filmmakers have shown us ways to heal and cope with some of the darkest parts of the human condition.

In this course, students will study both horror literature and film through a critical lens. Through the study of these works, students will pinpoint exactly why and how these films and stories comment on both society and our own inner turmoil. By the end of the course, students will write or record their own piece of horror fiction that reflects an issue they see in themselves, or in society, and demonstrate the importance of confronting these issues.
Targeted Student Expectations (see page 5): CA, CS

English Department Course Offerings

Course Offerings	Credits	Grade 9	Grade 10	Grade 11	Grade 12	Level	Course Number
English 9	5	*				1,2	011,012,013
English 10	5		*			1,2	021,022,023
AP English Language & Composition	5			*		AP	036
American Literature	5			*		1,2	031,032
AP English Literature Comp	5				*	AP	047
English 12	5				*	1,2	041, 042
Journalism/Media Production	5	*	*	*	*	Unleveled	048
Horror in Literature and Film	2.5			*	*	1	080

MATHEMATICS AND COMPUTER SCIENCE

"As science and technology have come to influence all aspects of life, from health and environment to financial affairs and national defense, so mathematics has come to be of vital importance to the educational agenda of our nation." Recognizing that mathematics is the foundation of science and technology and that mathematical literacy is essential in this technological age. All mathematics courses will allow students to meet the following academic

expectations as stated in the school's mission statement: Demonstrate high level thinking skills to reason and problem solve and work toward mastery of course specific content. *NOTE: STUDENTS WISHING TO SELECT NON-SEQUENTIAL MATH COURSES SHOULD CONSULT WITH THE MATHEMATICS DEPARTMENT HEAD.*

ACCELERATED ALGEBRA I #210 LEVEL 1
GRADE 9 5 CREDITS

This course is designed for students who have previously demonstrated above average performance in mathematics. It is a fast-paced, rigorous course in which there is an emphasis on work done outside of class. This course focuses on the application of linear, quadratic and exponential functions. Topics include the real number system, arithmetic & geometric sequences, polynomial functions, systems of equations and data analysis. In addition, students will learn about transformations of functions, rational exponents, expanding binomials, division of polynomials, solving quadratic functions, operations of functions, and complex numbers. A calculator is required. *Prerequisite: 83% or better in Accelerated Math in Grade 8.*
Targeted Student Expectations (see page 5): D

ALGEBRA I #211 LEVEL 2
GRADE 9 5 CREDITS

This is a course designed for students who have previously demonstrated average performance in mathematics. This course focuses on the application of linear, quadratic and exponential functions. Students will learn about the real number system, arithmetic & geometric sequences, polynomial functions, systems of equations and data analysis. A scientific or graphing calculator is required.
Targeted Student Expectations (see page 5): D

MATH BOOT CAMP #212 LEVEL 3
GRADE 9 2.5 CREDITS

This course is designed for those who struggle with the basic skills of math or could use some time learning the target language needed to be successful in Algebra. This course will focus on the language of mathematics, basic operations, fractions, decimals and signed numbers. This course leads into Algebra 1, Part 1 in the spring semester. Students will then take Algebra 1 Part 2 and Geometry as sophomores.
Targeted Student Expectations (see page 5): CT, D

ALGEBRA I: Part 1 #213 LEVEL 3
GRADE 9 2.5 CREDITS

This course is designed for students who have previously demonstrated average ability in mathematics. This course focuses on the application of linear, quadratic and exponential functions. Topics include the real number system, arithmetic & geometric sequences, and applications of exponential functions. This course is a pre-requisite to Algebra I: Part 2. Students who successfully complete this course should take Algebra I part II the following semester. Algebra I: Parts 1 and 2 count as a full year of math and can be applied toward the requirement for graduation. A calculator is required for this course.
Targeted Student Expectations (see page 5): D

ALGEBRA I: Part 2 #214 LEVEL 3
GRADE 9 2.5 CREDITS

This course is a continuation of Algebra 1 Part 2 (L3). This course focuses on the application of linear, quadratic and exponential functions. Topics include operations of polynomial functions, systems of equations, graphing quadratic functions and data analysis. This course can only be

taken after successful completion of Algebra I part 1. Students who successfully complete Algebra I Part 1 should take Algebra I part 2 the following semester. Algebra I parts 1 and 2 count as a full year of math and can be applied toward the requirement for graduation. A calculator is required for this course.
Targeted Student Expectations (see page 5): D

ACCELERATED GEOMETRY #221 LEVEL 1
GRADE 10 5 CREDITS

This course will apply the knowledge learned in Accelerated Algebra I to geometric and trigonometric concepts. It is taught in an inquiry-based style exploring topics of plane geometry, transformational geometry, coordinate geometry, vectors and trigonometry. This is a fast paced, rigorous course, with a concentration on proofs and geometry through an algebraic perspective, in which there is emphasis on work done outside the class. A scientific or graphing calculator is required for this class. *Prerequisite: 83% or better in Accelerated Algebra 1 in grade 9.*
Targeted Student Expectations (see page 5): D

GEOMETRY #222 LEVEL 2
GRADE 10 5 CREDITS

The classic study of two and three dimensional space. Euclidean postulates lead to a study of the relationship between points, lines, polygons, coordinate geometry, circles, polyhedral and trigonometric ratios. In particular, a careful study of various triangles and their respective properties is done throughout the year. A scientific or graphing calculator is required for this class. *Prerequisite: 70% or better in Algebra I, level 2.*
Targeted Student Expectations (see page 5): D

GEOMETRY #223 LEVEL 3
GRADE 10 5 CREDITS

Geometry is studied with emphasis on factual knowledge of spatial relationships. The same topics as in Level 2 Geometry are included but with more attention to applications and less emphasis on deductive proof. A scientific or graphing calculator is required for this class.
Targeted Student Expectations (see page 5): D

ACCELERATED ALGEBRA II #231 LEVEL 1
& TRIGONOMETRY 5 CREDITS
GRADE 11

This course finishes the topics from Algebra II and completes the topics in Pre-Calculus. This course is for juniors planning on taking AP Calculus in their senior year. This course provides a rigorous study of mathematical reasoning and structure that includes quadratic functions, radical equations, polynomials, logarithms, matrices, trigonometric functions, and rational functions. A graphing calculator is required for this course. *Prerequisite: Successful completion of Accelerated Algebra I and Accelerated Geometry, level 1, with an 83% or better.*
Targeted Student Expectations (see page 5): D

ALGEBRA II & TRIGONOMETRY #232 LEVEL 2
GRADE 11 5 CREDITS

In this course students will explore a variety of functions and equations that model the way math can be seen in the real world. Through a study of functions such as quadratic, polynomial, radical, exponential, trigonometric, and rational functions, students will be able to access real world topics like motion, nature and optimization. In addition, topics such as complex numbers, logarithmic functions, inverse functions and transformations will also be covered. A graphing calculator is required for this course. *Prerequisite: 70% or better in Algebra 1, level 2.*

Targeted Student Expectations (see page 5): D

ALGEBRA II **#233** **LEVEL 3**
GRADE 11 **5 CREDITS**

This course provides an extensive review and expansion of elementary topics covered in Algebra I Level 3 followed by a study of quadratic equations, complex numbers, polynomials, and rational exponents. Trigonometry is not included in this course. A graphing calculator is required for this course.
Targeted Student Expectations (see page 5): D

CALCULUS **#240** **ADVANCED PLACEMENT**
GRADE 12 **#250** **LEVEL 1**
7.5/5 CREDITS

Calculus is a powerful mathematical tool used in art, business, foreign policy and many natural, social sciences and STEM (Science, Technology, Engineering and Mathematics) careers. This is a fast-paced course with an emphasis on work completed outside the class. The technology of the hand-held graphing calculator is used extensively to explore derivatives, integration, related rates and volume. Students who are taking the class for Level 1 credit will receive modified homework assignments and assessments but the pace and depth of the class will follow the course description for AP as designated by the College Board. Students who choose to take Calculus at the AP level will have a double class second semester. *It is **not** mandatory to take the AP Examination in order to receive AP course credit.* A graphing calculator is required for this course. *Prerequisite: 80% or better in Accelerated Algebra II and Trigonometry, level 1.*
Targeted Student Expectations (see page 5): CT, D

PRE-CALCULUS **#242** **LEVEL 2**
GRADE 12 **5 CREDITS**

Calculus is a powerful mathematical tool used in art, business, foreign policy and many natural, social sciences and STEM careers. This is a pre-calculus course which encompasses a study of trigonometric functions and their identities, systems of equations and matrices, conic sections and parametric functions, vectors, polar coordinates, and rational functions. This course presupposes a solid foundation in Algebra 2 and geometry. A graphing calculator is required for this course. *Prerequisite: 70% or better in Algebra II and Trigonometry, level 2.*
Targeted Student Expectations: D

ADVANCED ALGEBRA **#243** **LEVEL 3**
AND TRIGONOMETRY **5 CREDITS**
GRADE 12

This course incorporates the study of logarithmic exponential, rational and trigonometric functions and extends many of the topics covered in Algebra II, Level 3. Emphasis is placed on analysis with the use of a graphing calculator. Students considering STEM careers or Allied Health careers should strongly consider this course. *Prerequisite: 70% or better in Algebra II, level 3.*
Targeted Student Expectations (see page 5): D

DISCRETE MATHEMATICS **#244** **LEVEL 2**
GRADE 12 **5 CREDITS**

Discrete math is the study of models and techniques to attack problems of counting, sorting and searching. It also involves the probabilities of winnings and algorithms for efficiency. Topics such as the mathematics of voting, scheduling, circuit theory, graph theory, growth and symmetry, fair

division schemes, probability, statistics and the mathematics of money are covered in this course. *Prerequisite: 70% or better in Algebra II and Trigonometry, level 2.*
Targeted Student Expectations (see page 5): D

QUANTITATIVE LITERACY **#253** **LEVEL 3**
GRADE 12 **5 CREDITS**

This course is designed to increase the awareness of how numbers in the world around us can affect our life. Do you know how much your car payment will be? How many license plate numbers do we need? What is better for the economy, inflation or deflation? This course covers these items and more including financial literacy, problem solving, probability and mathematical modeling. *Prerequisite: Successful completion of Algebra II.*
Targeted Student Expectations (see page 5): CT, D

STATISTICS **#274** **ADVANCED PLACEMENT**
GRADE 12 **#275** **LEVEL 1**
5 CREDITS

This course will introduce students to the concepts and tools used to collect, analyze, and draw conclusions from data. Students planning to continue studying in the fields of social sciences, health sciences, and business, as well as those planning a major in science, engineering, or mathematics would benefit from this course. Effective use of technology, including the use of spreadsheet software and graphing calculator, will be integral to the course. This course is rigorous and will prepare students for the AP Statistics exam. The pace of this class is predetermined by the College Board, i.e., at the AP level. Students who are taking the course for Level 1 credit will receive modified homework assignments and assessments, but the pace and depth of the class will follow the course description for AP as designated by the College Board. A graphing calculator is required for this course. *It is **not** mandatory to take the AP Examination in order to receive AP course credit. This course is open to students who are currently enrolled in course #231, #242, or seniors who have successfully completed #232.*
Targeted Student Expectations (see page 5): CT, D

COMPUTER PROGRAMMING **#261 (Semester)** **LEVEL 1**
GRADES 9 - 12 **#262 (Semester)** **LEVEL**
2.5 CREDITS

Did you enjoy the Hour of Code? Do you wonder how apps work? If so, perhaps Computer Programming is for you. Computer Programming is a semester course that explores the language of Python. In this project-based class, students will learn fundamental programming concepts such as functions, variables, if statements, loops, and events. Projects include a 20 Questions game, an encryption program, and creating apps for your phone such as a voice translator app or creating a 'Choose your own Adventure' app. Students who are taking the class for Level 2 credit will receive modified projects and assessments, but the content remains the same. Students who are taking the course for Level 3 credit will be using a block-based language with scaffolded projects and assignments and move at a modified pace. *Prerequisite for level 1: 83% or better in current math course. Prerequisite for level 2: 70% or better in current level 2 math course.*
Targeted Student Expectations (see page 5): CT, D

WEB DEVELOPMENT **#281 (Semester)** **LEVEL 1**
GRADES 9 – 12 **#282 (Semester)** **LEVEL 2**
2.5 CREDITS

Have you ever thought about how a website is designed? If so, this is the course for you! Come learn how to develop a website using the languages of HTML, CSS, and JavaScript. Students will begin the course by developing the basic skills needed to create a simple web page. As the course

progresses, students will learn how to include elements such as images, lists, hyperlinks, tables, and videos on a page. These skills will culminate in a final project of creating a website that could be used for a business. Students who are taking the class for Level 2 credit will receive modified projects and assessments, but the content remains the same. Students who are taking the course for Level 3 credit will be given scaffolded projects and assignments and move at a modified pace. *Prerequisite for level 1: 83% or better in current math course. Prerequisite for level 2: 70% or better in current level 2 math course.*
Targeted Student Expectations (see page 5): CT, D

COMPUTER SCIENCE PRINCIPLES #270 ADVANCED PLACEMENT
GRADES 11 – 12 #271 LEVEL 1
5 CREDITS

Computer Science Principles is a rigorous course that introduces the fundamentals of computing, including problem solving, working with data, understanding the Internet, cybersecurity, and programming. This course explores computing skills that can be applied to a diverse range of majors and careers. Students who are taking the class for AP credit will be required to submit a digital portfolio and take the AP exam. Students who are taking the class for level 1 credit will receive modified homework, assignments and assessments, but the pace and depth of the class will reflect the course description for AP as designated by the College Board.
Targeted Student Expectations (see page 5): CT, D

COMPUTER SCIENCE A #273 ADVANCED PLACEMENT
GRADES 11 – 12 #272 LEVEL 1
5 CREDITS

Computer Science A is a course that covers the fundamentals of programming and problem solving using the Java language. Students will design, implement, and analyze solutions to problems. In addition, students will write, run, test, and debug solutions in Java programming language. This course develops skills for future study or a career in computer science or other STEM fields. Students who are taking the class for level 1 credit will receive modified homework, assignments and assessments, but the pace and depth of the class will reflect the course description for AP as designated by the College Board. *Prerequisite: Currently enrolled in Algebra II and Trigonometry or higher, or teacher recommendation.*
Targeted Student Expectations (see page 5): CT, D

ENGINEERING AND DESIGN #284 LEVEL 1
5 CREDITS

GRADES 11 - 12

In this course, students will learn to design and build 3D models using a parametric CAD system such as Onshape or SolidWorks. Students will be introduced to core mechanical engineering workflows, including sketching tools, part creation, and full assembly design. Additional topics include reverse engineering, sheet metal design, frame structures, and surface modeling. Through hands-on, project based learning, students will apply theses skills to create real-world designs such as fidget spinners, cell phone stands, bike frames, headphones, and robotic components. *Prerequisite: Successful completion of Algebra II and Trigonometry, level 2.*
Targeted Student Expectations (see page 5): CT, D

Mathematics Department Course Offerings

Course Offerings	Credits	Grade 9	Grade 10	Grade 11	Grade 12	Level	Course #
Accelerated Algebra I	5	*				1	210
Algebra 1	5	*				2	211
Math Boot Camp	2.5	*				3	212
Algebra I (Parts 1 & 2)	2.5	*				3	213/214
Accelerated Geometry	5		*			1	221
Geometry	5		*			2/3	222/223
Accelerated Algebra II & Trig	5			*		1	231
Algebra II & Trig	5			*		2	232
Algebra 2	5			*		3	233
Pre-Calculus	5				*	½	241/242
Discrete Math	5				*	2	244
Calculus	7.5/5				*	AP/1	240/250
Advanced Algebra and Trigonometry	5				*	3	243
Statistics	5				*	AP/1	274/275
Quantitative Literacy	5				*	3	253
Computer Science Programming	2.5	*	*	*	*	1/2/3	261/262
Web Development	2.5	*	*	*	*	1/2/3	281/282
Computer Science Principles	5			*	*	AP/1	270/271
Computer Science A	5			*	*	AP/1	273/272
Engineering Design and Development	5		*	*	*	1	284

Mathematics Department Course Sequence

Grade 9	Grade 10	Grade 11	Grade 12
Accelerated Algebra L1	Accelerated Geometry L1	Accelerated Algebra II and Trig L1	AP/L1 Calculus AP/ L1 Statistics
Algebra I L2	Geometry L2	Algebra II and Trig L2	AP/L1 Statistics Pre-Calculus L2
Algebra I L3	Geometry L3 Algebra Part II, Geometry L3	Algebra II L3	Advanced Algebra and Trigonometry L 3 Quantitative Literacy L3 Discrete Math

MUSIC

The Music Department offers both curricular and co-curricular opportunities for active music making. Music is a core subject of the Massachusetts Curriculum Frameworks; and MassCore recommends that every student study the arts for a minimum of one year.

The study of music fosters artistic development, critical thinking, intellectual curiosity and the pursuit of life-long learning. Through performing and responding to music, students develop individualized and collaborative skills, realize a sense of belonging, and establish connections within their school and community. The study of music encompasses many of the school-wide academic expectations by offering students the opportunity to communicate in the arts, demonstrate higher level thinking skills, work toward mastery of course specific content, and participate productively in their own educational progress.

CONCERT BAND

Concert Band is an opportunity for students to play a wide variety of music selected from both new and more traditional repertoire. Regular class rehearsals offer continued development of the technical and musical skills necessary to develop the individual's capabilities to play at the high

school level. Because the live performance experience cannot be replicated, performing for an audience is an integral part of this class.

CONCERT BAND 1 **#670 (Full Year)** **LEVEL 1**
GRADES 9 – 12 **#671 (Semester)** **UNLEVELED**
2.5/5 CREDITS

Concert Band 1 is for the student taking Band for the first or second time. *(NOTE: Concert Band 1 and 2 will meet together. Participation will look similar for both sections in that the whole class will play the same repertoire and focus on the same musical skills required of any piece of music.)* In addition, students will Create, Perform, Respond and Connect at the Novice/Foundations level of the newly revised Massachusetts Curriculum Arts Frameworks.
Targeted Student Expectations (see page 5): CA, D

CONCERT BAND 2 **#672 (Full Year)** **LEVEL 1**
GRADES 9 – 12 **#673 (Semester)** **UNLEVELED**
2.5/5 CREDITS

Concert Band 2 is for the student taking Band for the third or fourth time. *(NOTE: Concert Band 1 and 2 will meet together. Participation will look similar for both sections in that the whole class will play the same repertoire and focus on the same musical skills required of any piece of music.)* In addition, students will Create, Perform, Respond and Connect at the Proficient/Advanced level of the newly revised Massachusetts Curriculum Arts Frameworks. *Prerequisite: Concert Band 1 or Director approval.*
Targeted Student Expectations (see page 5): CA D

CONCERT CHOIR

This course is perfect for any student who likes to sing. We explore the creative process by singing a variety of musical styles ranging from popular and contemporary pieces to more traditional concert music. This class takes a multifaceted approach in which students learn the basics of healthy vocal production and singing in multiple parts, along with improving their music literacy, critical thinking and listening skills. Because the live performance experience cannot be replicated, performing for an audience is an integral part of this class.

CONCERT CHOIR 1 **#680 (Full Year)** **LEVEL 1**
GRADES 9 – 12 **#681 (Semester)** **UNLEVELED**
2.5/5 CREDITS

Concert Choir 1 is for the student taking Chorus for the first or second time. *(NOTE: Concert Choir 1 and 2 will meet together. Participation will look similar for both sections in that the whole class will sing the same repertoire and focus on the same musical skills required of any piece of music.)* In addition, students will Create, Perform, Respond and Connect at the Novice/Foundations level of the newly revised Massachusetts Curriculum Arts Frameworks.
Targeted Student Expectations (see page 5): CA, CT

CONCERT CHOIR 2 **#682 (Full Year)** **LEVEL 1**
GRADES 9 – 12 **#683 (Semester)** **UNLEVELED**
2.5/5 CREDITS

Concert Choir 2 is for the student taking Chorus for the third or fourth time. *(NOTE: Concert Choir 1 and 2 will meet together. Participation will look similar for both sections in that the whole class will sing the same repertoire and focus on the same musical skills required of any piece of music.)* In addition, students will Create, Perform, Respond and Connect at the

Proficient/Advanced level of the newly revised Massachusetts Curriculum Arts Frameworks.
Prerequisite: Concert Choir 1 and 2 will meet together.
Targeted Student Expectations (see page 54): CA, D

MUSIC PRODUCTION AND ENGINEERING I **#693 (Semester)** **UNLEVELED 2.5 CREDITS**
GRADES 10 - 12

This non-performance elective is open to all students in grades 10 – 12. Students will use technology to create music through the study of musical elements. These elements include basic piano skills, notation and techniques for songwriting. Students will explore the use of sampling, looping and other contemporary techniques to create original works. Students work toward mastery of course specific software and individual projects. No musical background is required.
Targeted Student Expectations (see page 5): CA, CT

INTRODUCTION TO ACTING/THEATER **#695 (Semester)** **UNLEVELED 2.5 CREDITS**
GRADES 10 - 12

This course is designed for students of varying ability levels who want to develop a better understanding of dramatic concepts and acting techniques. Units in the course will be designed to develop the performance skills of spontaneity, listening and creating with a group as well as an understanding of the working and the aesthetics of theater. Basic acting skills will be taught through monologue and scene work, classroom exercises, and improvisation drills. Students will also develop their ability to control voice quality and stage movement. Skills will be applicable to public speaking. All students are welcome with or without previous experience.

Because this class has many correlations with the Drama Club, students are encouraged, but not required to participate in the after school program.
Targeted Student Expectations (see page 5): CA, CS

SCIENCE/TECHNOLOGY/ENGINEERING

In support of STEM education (Science, Technology, Engineering and Mathematics), the four-year high school program of science makes every attempt to provide a hands on, inquiry-based learning experience in the four basic areas of science (i.e., physical science, life science, earth and space science, and technology/engineering.) In addition, our students must meet the College and Career Readiness standards in science which entails the ability to research and write about specific topics. Our mission is to provide rigorous course work designed to support the needs of students as they enter college or a competitive work force in our global economy.

The grade 9 and 10 Science courses are core science requirements not only as a culmination of the PreK-10 science program and MCAS preparation, but also as preparation for all grade 11 and 12 science offerings. The high school science sequence continues in grades 11 and 12 with courses offered to provide a sound, hands-on, inquiry-based, and student centered experience to all students.

BIOLOGY **#321** **LEVEL I**
GRADE 9 **5 CREDITS**

The Level 1 biology program is a rigorous academic experience and is designed to provide a development of important biological principles introduced in the K - 8 science curriculum. Students are encouraged to discipline themselves by adjusting to the requirements involving

reading independently, creating projects, and extensive hands-on laboratory investigations including creating formal lab reports on specific laboratory investigations. It is expected that students will gain a deep appreciation of the subject matter and use this course as a foundation for continued education in science. Previously gained scientific knowledge and behaviors will be continually stressed and refined. This course serves as a basic foundation for the Advanced Placement program in grades 11 or 12. *Prerequisite : Recommendation of grade 8 science teacher.*
Targeted Student Expectations (see page 5): CS, CW, D

BIOLOGY #322 LEVEL 2
GRADE 9 5 CREDITS

This course is designed to help students acquire an understanding of science and the scientific approach and is an extension of the life science curriculum in grades K - 8. It is a college preparatory-level course which stresses the cellular and evolutionary concepts of life on earth and offers an in-depth investigation into the ways of science, especially biological science. Laboratory work and science inquiry are stressed throughout. It also provides the opportunity for development of communication, writing, and research skills as students prepare and submit reports of their laboratory work. Curricular content and teaching strategies will conform to the standards described in the Massachusetts Science and Engineering Technology Frameworks.
Targeted Student Expectations (see page 5): D

PHYSICAL SCIENCE #312 LEVEL 2
GRADE 10 - 11 5 CREDITS

This course provides students with a year-long survey extending the topics covered in grades K – 8 in the physical sciences, and covering such topics as matter, force, and energy. The course will expose students to a variety of learning approaches including traditional textbook discussion, laboratory and field investigations, and problem-solving requiring appropriate mathematics and reasoning proficiency. It also provides the opportunity for development of communication, writing, and research skills as students prepare and submit reports of their laboratory work. Students successfully completing this course will be well prepared to elect a Level 1 or 2 course the following year. Curricular content and teaching strategies will conform to the standards described in the Massachusetts Science and Engineering Technology Frameworks. A calculator is required for this class. *Prerequisite: Students who earned at least a 60% in Biology.*
Targeted Student Expectations (see page 5): D

CHEMISTRY #331 LEVEL 1
GRADES 10 - 11 5 CREDITS

This Level 1 course is an introductory chemistry program which attempts to be as comprehensive as possible, yet remain relevant to students' needs. It builds upon the previous eleven years of science studies in the Abington Public Schools, reinforcing earlier physical science and chemical concepts, while introducing and refining other more complex ideas. A balanced approach is presented in combining chemical theories and concepts with quantitative problems and examples. Facility with mathematics and with a calculator are required. Students are encouraged to provide their own scientific calculators for use. This course also provides insight into the means by which scientific knowledge is acquired and is a hands-on, laboratory-based course. It also provides the opportunity for development of communication, writing, and research skills as students prepare and submit reports of their laboratory work. A strong laboratory component stresses both personal safety and responsibility in the lab. All students are required to bring a calculator to class. *Prerequisite: Students who earned an 80% or above in Biology level 1 and a 90% or above in Physical Science and Biology level 2, and teacher recommendation.*
Targeted Student Expectations (see page 5): CS, CW, D

CHEMISTRY #332 LEVEL 2
GRADES 10 - 12 5 CREDITS

Level 2 chemistry is a college preparatory course that presents traditional chemistry concepts in a less mathematical manner than in Level 1. The course builds upon the previous years of integrated science, stressing mathematics and quantitative relationships. Frequent laboratory experiences constitute an integral part of the course and reinforce the constructivist and student-centered philosophy of science education in Abington. It also provides the opportunity for development of communication, writing, and research skills as students prepare and submit reports of their laboratory work. This course also stresses personal responsibility and safety. A calculator is required for this class. *Prerequisite: Successful completion of Biology.*

Targeted Student Expectations (see page 5): D

ENVIRONMENTAL SCIENCE #340 LEVEL 1
GRADES 11 - 12 5 CREDITS

This course is designed to provide students with scientific principles, concepts, and methodologies necessary to comprehend the relationships abundant within the natural world, to identify and analyze environmental problems, to evaluate relative risks associated with these identified problems, and to examine alternative solutions for resolving and/or preventing similar problems facing the global environment. It will also include the focus and discussion of political, social, and cultural impacts of global environmental problems. *Prerequisite: Successful completion of Chemistry, a B in Biology level 1 or level 2 and teacher recommendation.*

Targeted Student Expectations (see page 5): D

Environmental Science L1 #340 has been approved by Quincy College as a dual enrollment course. Dual enrollment provides students the opportunity to earn college credit from Quincy College while still in high school.

ENVIRONMENTAL SCIENCE #342 LEVEL 2
GRADES 11 - 12 5 CREDITS

Consistent with previous offerings, this course provides an opportunity for the student to explore further the relationship of man with the world. Students will learn about the complex issues facing our environment and will be expected to participate in individual and cooperative group activities that will increase their knowledge and skills in environmental science. The course is exceptionally flexible and attempts to explain how science, economics, and politics affect important environmental issues. Topics of study include ecosystems, soil ecology, pollution, land use, energy, and populations, as well as exploring the ways in which human activity is involved in climate change.

Targeted Student Expectations (see page 5): D

ANATOMY AND PHYSIOLOGY #341 LEVEL 1
GRADES 11 - 12 5 CREDITS

Anatomy and Physiology is an intensive course designed for students leaning toward a career in the health professions. It provides an in-depth background in both the structure and function of human systems with special emphasis on the functioning and control of the whole human organism, including interrelationships of body systems, metabolism, and homeostasis, with supporting laboratory work. A dissection component of the laboratory work is required for successful completion of the course. *Prerequisite: Successful completion of Biology, level 1 or level 2, a B in Chemistry, level 1 or level 2 and teacher recommendation.*

Targeted Student Expectations (see page 5): D

ANATOMY AND PHYSIOLOGY #345 LEVEL 2
GRADES 11 - 12 5 CREDITS

Anatomy and Physiology is an intensive course designed for students interested in pursuing a career in the health sciences. It provides an in-depth background in both the structure and function of human systems with special emphasis on the functioning and control of the whole human organism, including interrelationships of body systems, metabolism, and homeostasis, with supporting laboratory work. A dissection component of the laboratory work is required for successful completion of the course. Although less in depth than the Level 1 course, the Level 2 course still covers a significant amount of content due to the complexity of the human organism. *Prerequisite: Successful completion of Biology, level 1 or level 2, and Chemistry, level 1 or level 2 and teacher recommendation.*

Targeted Student Expectations (see page 5): D

PHYSICS #391 LEVEL 1
GRADES 11 - 12 5 CREDITS

Physics is the final course in a traditional four year science sequence. This Level 1 course develops the traditional concepts of mechanics, heat, light, electromagnetism, and modern particle physics. Basic techniques of problem solving using vectors, geometry, trigonometry, and wave mechanics are vigorously applied and are reinforced whenever possible through a strong laboratory component. The constructivist and student-centered philosophy are consistently applied and reinforced through student projects. Although non-calculus-based, the course demands facility with mathematics, graphing, rudimentary computer skills, and possession of a scientific calculator. All students are required to bring a calculator to class. Wherever possible, computer simulations, spreadsheet analysis and tutorials will be utilized. *Prerequisite: Successful completion of Biology and Chemistry L1 and a teacher recommendation.*

Targeted Student Expectations (see page 5): D

PHYSICS #392 LEVEL 2
GRADES 11 - 12 5 CREDITS

This physics course is the final step in a traditional four-year Level 2 sequence for students bound for post secondary education. It develops the traditional concepts of mechanics, heat, light, electromagnetism, and modern particle physics, utilizing the constructivist and student-centered philosophy. Although somewhat less mathematically oriented, students are required to possess a moderate aptitude in mathematics and to possess graphing and calculator skills. Laboratory work is a main emphasis of this program and student projects may be required. It also provides the opportunity for development of communication, writing, and research skills as students prepare and submit reports of their laboratory work. All students are required to bring a calculator to class. *Prerequisite: Successful completion of Biology and Chemistry.*

Targeted Student Expectations (see page 5): CT, D
Targeted Student Expectations (see page 5): D

BIOLOGY #384 ADVANCED PLACEMENT
GRADES 11 – 12 5 CREDITS

Advanced Placement Biology presents an in-depth, college level study of the biological sciences and prepares for the comprehensive ETS AP Biology Examination. The course involves detailed investigations of all the major areas of modern biology with special focus on the molecular and chemical basis of life on earth.

The course is challenging and fast-paced with a high volume of content coverage, necessitating that students accept the responsibility for mastering a significant amount of class material on their own, particularly the small factual details. Student study groups are both recommended and

encouraged. Course topics include: basic chemistry, inorganic and biochemistry, cell biology, energy transformations, cellular respiration and photosynthesis, molecular biology, DNA, RNA, protein synthesis, heredity, Mendelian and non-Mendelian genetics; evolution, adaptation, natural selection and speciation; botany, zoology and animal behavior; and ecology.
*It is **not** mandatory to take the AP Examination in order to receive AP course credit.*
Prerequisite: Students must have successfully completed Biology and Chemistry prior to course enrollment and have completed or be concurrently enrolled in Physics.
Targeted Student Expectations (see page 5): CS, CW, D

Science Department Course Sequence

Typical Course Sequence	**Level 1 Honors Sequence**	**Level 2 Standard College Prep Sequence**	**Non-College Prep Science Sequence**
Grade 9	Biology L1	Biology L2	Biology L2
Grade 10	Chemistry L1	Physical Science L2	Principles of Biology L2
Typical Course Sequence	**Level 1 Honors Sequence**	**Level 2 Standard College Prep Sequence**	**Non-College Prep Science Sequence**
Grade 11	Physics L1	Chemistry L2	Elective*
Grade 12	Advanced Placement Science Anatomy & Physiology L1 Environmental Science	Physics L2	Elective*

*Grade 11 and 12 Electives: Advanced Placement Biology, Anatomy and Physiology L1 & L2, Earth Science L2, Advanced Environmental Science and Environmental Science L1 and L2

SOCIAL STUDIES

"Knowledge of history is the precondition of political intelligence. Without history, a society shares no common memory of where it has been, of what its core values are, of what decisions of the past account for present circumstances. Without history, one cannot undertake any sensible inquiry into the political, social, or moral issues in society. And without historical knowledge and the inquiry it supports, one cannot move to the informed, discriminating citizenship essential to effective participation in the democratic process." (National Standards for History, 1996) The Social Studies curriculum is designed to reflect the sentiment of the National Standards as well as the standards of the Massachusetts History and Social Science Frameworks. Our goal is to prepare students for active citizenship through the study of history, economics, geography and social science.

The History and Social Science Department fulfills the schools academic expectations by providing students with opportunities to communicate effectively through speaking and writing, demonstrate high level thinking skills and work toward mastery of content. Abington High School requires each student successfully complete three years of Social Studies including United States History I and II. Students are recommended to complete four years of Social Studies.

WORLD HISTORY **#111** **LEVEL 1**
GRADE 9 **#112** **LEVEL 2**
5 CREDITS

This course is a survey of the significant forces of World History that have contributed to the development of global civilizations. General topics to be covered include Medieval Europe, the development of world religions, various global genocides, the Renaissance, the Age of Exploration, development of various systems of government, the Enlightenment, the Industrial

Revolution, and, finally, the significance of geographic factors in these developments. Reading, critical thinking skills, writing, collaboration, and independent development skills will be emphasized.
Targeted Student Expectations (see page 5): CW, D

UNITED STATES HISTORY I #121 LEVEL 1
GRADE 10 #122 LEVEL 2
5 CREDITS

Students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras (1763-1877). They learn about the important political and economic factors that contributed to the outbreak of the Revolution and the consequences. Students also study the key ideas of the U.S. Constitution and the basic framework of American democracy. They will study America's westward expansion, the establishment of political parties, economic and social change, the growth of sectional conflict, the Civil War, and Reconstruction, and the Industrial Revolution.
Targeted Student Expectations (see page 5): CW, D

UNITED STATES HISTORY II #131 LEVEL 1
GRADE 11 #132 LEVEL 2
5 CREDITS

Students will study the Progressive movement and the New Deal. They will learn about the various factors that led to America's entry into World War II and the causes of the Cold War. Students will explore important political and economic changes and social movements, including the Civil Rights movement, and recent events and trends that have shaped modern-day America.
Targeted Student Expectations (see page 5): CW, D

U.S. HISTORY II #161 ADVANCED PLACEMENT
GRADE 11 5 CREDITS

Prerequisites: Students are responsible for obtaining all summer reading materials, must have completed summer assignments and must have completed World History and United States History I, Level 1 with at least a B+ or better or department approval.

Advanced Placement United States History is intended for Abington High School students who are ready for the challenge of a college level course. The course will cover from 1491 to present day. Students will be expected to draw significant conclusions across multiple time periods and through multiple themes such as politics, economics, social changes, international relations, and intellectual developments. Students will also be immersed in primary source analysis. There is a strong emphasis on analytical writing and oral participation. Much of the work assigned in the class will be expected to be completed independently, outside of school. Enrollment is limited to those who are prepared to meet the demands of a full-year college course. *It is **not** mandatory to take the AP Examination in order to receive AP course credit.*
Targeted Student Expectations (see page 5): CS, CW, D

EUROPEAN HISTORY #150 ADVANCED PLACEMENT
GRADE 12 5 CREDITS

Prerequisites: Students are responsible for obtaining all summer reading materials, must have completed summer assignments and must have completed World History, United States History I, United States History II at a Level 1 or higher level with at least a B+ or better or department approval.

Advanced Placement European History is a challenging college level course that is structured around the investigation of five course themes and nineteen key concepts in four different chronological periods from the Renaissance to the present. Students will learn the historical facts from each era, linking these facts to the themes while also mastering nine historical thinking skills. Every unit requires students to analyze primary sources such as documents, pictures,

graphs, maps, political cartoons, statistical tables and artwork. Students will also evaluate the differing opinions of historians through secondary source examination. Students will have plenty of opportunity to develop analytical and interpretive writing skills by practicing short answer questions, long essay questions, and document-based questions. *It is **not** mandatory to take the AP Examination in order to receive AP course credit.*
Targeted Student Expectations (see page 5): CS, CW, D

ISTORY VS. HOLLYWOOD **#175 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**
In this semester long class students will study and examine historical events through the use of film. Major political, societal, economic, and militaristic events will be covered. Students will research events to determine historical accuracy and examine public perception of the event due to film, as compared to the reality of the evens which primary and secondary sources provide. Assessment methods utilized will include group projects and debates, as well as individual research and writing assignments. Communication skills will be essential as this class will be largely discussion based. Students will also need to write clearly, objectively, and persuasively.
Targeted Student Expectations (see page 5): CS, CW, D

LAW **#143 (Semester)** **UNLEVELED**
GRADES 11 - 12 **2.5 CREDITS**
In this course, students will be given an opportunity to learn about the various legal problems that may someday confront them and the ways these problems may be solved. General topics to be covered include: ethical dilemmas that confront the police, constitutional rights, the elements of criminal acts, legal defenses, the court structure and functions at the trial court level, sentencing, punishment, and appeals. Class discussions, presentations, student collaboration, critical thinking, writing, and standard assessments will be utilized in this course.
Targeted Student Expectations (see page 5): D

PSYCHOLOGY **#190 (Semester)** **LEVEL 1**
GRADES 11 – 12 **2.5 CREDITS**
This introductory course will examine topics including perception, motivation, emotions, psychological disorders, and social behavior. Psychology is designed to give students a broad background in history, theory and application of a variety of topics in Psychology, including human behavior (perception, cognition), human development (childhood and adolescent), learning theory (memory, language and intelligence), motivation and emotion, the individual and society (leadership, family and peers) and personality disorder and treatments. Instruction will feature lectures, readings, and discussions, as well as experiments, group projects, and simulations. Students will gain a better self-understanding, increased tolerance for others, a solid background for further psychological studies and an enhanced ability to think critically.
Targeted Student Expectations (see page 5): D
Psychology L1 has been approved by Quincy College as a dual enrollment course. Dual enrollment provides students the opportunity to earn college credit from Quincy College while still in high school.

PSYCHOLOGY **#170** **ADVANCED PLACEMENT**
GRADE 12 **5 CREDITS**
Students will partake in a rigorous course of study in psychological content and concepts to prepare them for the College Board Advanced Placement exam. The purpose of this course is to study the history, theories, and contemporary perspectives of psychology. Students will work from a college level textbook, supplementary reading materials, and primary documents. Through labs, case studies, and readings students will explore a diverse list of topics including, the body and mind, human development, learning and cognition, personality, emotion and health. The goal of the curriculum is for students to understand their own motivations, the behavior of others, and

to think critically about popular psychological trends. *Recommended prerequisite: Students will have taken at least one AP class as a junior or earned a 90% average or better in their level 1 US 2 course.*
Targeted Students Expectations (see page 5): D

HOLOCAUST AND HUMAN BEHAVIOR **#181 (Semester)** **#182 (Semester)** **LEVEL 1 LEVEL 2**
GRADES 11 - 12 **2.5 CREDITS**
The Holocaust remains an unparalleled incident of the 20th century. Examination of this event, from its origin to its legacy, will provide students with an in depth look at human behavior and moral issues. Students will identify behaviors connected to genocide such as prejudice, racism, hatred and obedience. Through readings, discussions, primary source analysis and film, students will explore the causes and progression of the Holocaust, identify its victims and perpetrators, and investigate the resistance and complicity that such a horrific event entailed. Understanding the Holocaust will provide students with valuable lessons about human nature and society. Level 1 students are expected to complete at least two additional writing assignments per term. Additionally, level 1 students will be assigned more advanced readings and assessments.
Targeted Student Expectations (see page 5): CS, CW, D

LEADERSHIP SEMINAR **#144** **LEVEL 1**
GRADES 10 – 12 **2.5 CREDITS**
(By Application Only)
This course provides students the opportunity to become the leaders and influencers at Abington High School. Students will first learn the language of leadership, a common set of terms and practices that guide the successful Abington High School student. Students will then propose a personalized project to better the school community. During, and potentially after the final phase of the class, students will execute their personalized project.
Targeted Student Expectations (see page 5): CW, CS, D

SPECIAL EDUCATION

CONSULTATION

Special education teachers consult with general education teachers and support staff to promote student achievement. Special education teachers will help general education teachers and assistants understand specific students' disabilities and identify effective methods of accommodating the students. In the process of consultation, general education teachers and special education teachers identify priorities for students and ensure that they are working toward the same goals.

IN-CLASS SUPPORT

Classroom assistants support special education students in the general education classroom. The classroom assistants are aware of special education students' disabilities, accommodations, and individual goals. The classroom assistants ensure that special education students can access the instruction through accommodations so that they can participate in the least restrictive environment. The classroom assistants consult regularly with the special education teachers so that both parties can identify areas of students' strength and difficulty, and use their time with the students in the most productive manner.

ACADEMIC SUPPORT #872 UNLEVELED
GRADE 9 5 CREDITS
ACADEMIC SUPPORT #873 UNLEVELED
GRADE 10 5 CREDITS

Academic Support class for students in Grade 9 and 10 is designated to foster students' individual academic performance and progress, consistent with students' IEP goals. The course focuses on several major skill areas as reflected in the Academic Support Rubrics: Student Responsibilities, Study Skills, Reading Skills, Writing Skills, and Math and Problem Solving Skills. Higher-order and critical thinking skills are presented and practiced consistently within class lessons. Developing self-advocacy skills is emphasized as well as understanding the Abington High School Mission Statement and how it applies to the course, school, and community. Teachers coordinate with guidance counselors to assist students in their Transition Planning. Instruction is provided in a wide variety of formats and includes individual, small group, and whole class instruction. Lessons and assessments are conducted in various skill areas throughout the year. However, the course is frequently taught using differentiated instruction, which is tailored to individual student's needs, and therefore all students may not be instructed or assessed in all skill areas.

Targeted Student Expectations (see page 5): C, D

ACADEMIC SUPPORT #876 UNLEVELED
GRADES 11 – 12 5 CREDITS

Academic Support class for Juniors and Seniors is designed to foster each student's academic performance and progress along with emphasis toward acquiring skills as defined in IEP or individual goals. A major focus of this curriculum is toward development of Transition skills to help prepare students for transitioning from high school to the world of work, technical schools or colleges, and independent living in the real world. This includes: Goal Setting/Setting Priorities/Critical Thinking Skills/Time Management/ Organizational Skills/Homework Strategies/Good Listening Skills/Test Preparation Skills/Communication and Reading and Writing Skills, Career Research Projects/Post-Secondary Technical School Research Activities/College Research Activities/Letter to Future Self/Values and Time Capsule Activities. In addition, organization, homework completion, preparation for assessments and long-term assignments, tracking progress, self-reflection, and goal setting is strongly supported in the Academic Support class. Students' efforts and willingness to participate in their own educational process and future planning is essential in order to make progress with their academic skills and achieve their life goals.

Targeted Student Expectations (see page 5): C, D

ACADEMIC WORKSHOP #880 (Semester) UNLEVELED
GRADES 9 – 10 2.5 CREDITS

This course develops students' writing skills through a five-step writing process (brainstorming, organizing, drafting, proofreading, and final drafting). Each unit is introduced through thematic instruction chosen by the teacher. The curriculum moves through the writing and structure of sentences, paragraphs, and multi-paragraph compositions in order to set a foundation in basic writing skills. This five-step writing process will continuously be applied to various formats such as descriptive, sequential, compare/contrast, cause/effect, and opinion. Students will be able to use this process of writing to become more successful in their other academic classes as they learn to apply this process elsewhere. In addition, study skills are integrated into each unit to promote independent learning and further develop executive functioning skills.

Targeted Student Expectations (see page 5): C, D

Co-Op and Community Life Skills Programs

The focus of the Co-Op program's curriculum is functional academics and pre-vocational skills. Functional life skills that align with Massachusetts Curriculum Frameworks and their practical application in the real world are the primary directives of the program. The Co-Op classroom program serves high school-aged students to age 22.

Functional Academics: The students spend time in the Co-Op academic classroom working on individual reading, math and writing skills based on a functional-academic curriculum. Multi-modal learning experiences are taught whenever applicable. Language skills are continually addressed and the majority of lessons are supplemented with visual prompts. When, possible, the students participate in various inclusion classes during the day. Curriculum is modified and adapted by special education staff as needed. Courses vary depending on the interest and cognitive level of each student. They have included: Health, Wellness, History, Algebra, Art, Sculpture, Poetry, Law, Biology English, and Physical Education etc. Co-Op students work with peer tutors, (students from the mainstream population), when applicable. Social interaction is the optimal goal during these inclusion experiences. Students also participate in various classes during the day in the library, computer labs, school track and the weight room.

Vocational Training: Vocational skills are addressed in the *Green Wave Café*, a student run breakfast shop, which serves the Abington High School population during period 1 & 2 each morning. Students rotate between specific stations such as cook, cashier, waitress, cleaner, host/ hostess, grocery inventory clerk, and laundry assistant. Ongoing lessons give focus to hygiene instruction with concentration on proper dress, and physical appearance. In addition, appropriate conversational skills are practiced for school and the workplace with emphasis on proper greeting skills, turn-taking, tone of voice and body language. The students learn office skills such as photo copying, collating, stapling, and delivering customer orders. Students recycle items in the building and prepare snack packs for staff. Students assist the custodians in cafeteria cleanup.

The ***GreenMarket Restaurant*** is a student run food service management program. Regular education students and special needs students work together to prepare and deliver lunches to AHS staff.

The students participate in ***School to Career*** community vocational placements during their junior and senior year during periods 6 and 7. The students are taught vocational skills by special education staff in a specific community job during the school year. These placements have included Abington Park and Recreation Department, Spencer Pizza, AHS Library, Colony House Nursing Home, Abington Public Library, George Whiting Law Office, and the Early Childhood Center.

The students also participate in the community-based Vocational training program through North River Collaborative later in their high school experience. A job coach monitors the students at a specific site one day per week. Internships have included South Shore Hospital, Sullivan Tire, Seone's Landscaping, Brockton Hospital, Crown Automotive, Hannaford, Longhorn, Old Navy, 99 Restaurant, Marshall's and Meals on Wheels.

Social Skill Building: Observing and maintaining social interactions are a significant component of the Co-Op program. The Co-Op students are made to feel as an integral part of the Abington High community. The students learn essential etiquette and conversation skills from participation with the mainstream population during their school day. The students are encouraged to

participate in extra-curricular activities. These have included playing on the football team, assistant team managers, yearbook committee, junior prom, ski trips, dances, car washes, and school play productions. Each school year *Peer Interns* are chosen to intern in the Co-Op program. These mature students model appropriate behavior for the Co-Op students.

Transition Planning: The students prepare a Transition Binder to help prepare them to reach their goals for life after high school. Transition focuses on preparing the students in the following areas; self-advocacy, self-determination, financial awareness and training, career and work skills, health care, running a household, transportation needs, leisure and recreational skills. The purpose of the transition process is to help students plan a vision for their future and create a roadmap to achieve their goals.

Additional Information:

- Students take the MCAS Alternate Assessment in Grade 10
- At age 18, a 688 is filed to develop relationships with the adult services the student will use after age 22 (Social Security, MA Rehabilitation Commission, Department of Developmental Services, Department of Developmental Disabilities, MA Commission for the Blind etc.).
- The staff in the Co-op Program has use of the school van to bring the students on community trips to local supermarkets, department stores, recreational leisure areas, Public Library, restaurants and other various community resources.
- Opportunities are shared for various social activities offered by BAMSI and other outside agencies after school and on weekends.
- The Co-Op Program has the flexibility to offer specifically designed instruction to meet the needs of many unique learning styles. For example, students may participate in one or a variety of classes in vocational exploration, social skills building, life skills instruction and transition skills.
- Students meet in weekly social skills groups with the school psychologist. Time is allotted with the school psychologist for 1:1 counseling as needed.
- Students receive support services (Speech and Language and Occupational Therapy consult) as needed.

WELLNESS

HEALTH

Health Education courses are designed to provide students with the knowledge and skills that lead to positive attitudes and behaviors that support lifelong health. The courses focus on emerging health concepts and issues, as well as current research on effective health practices and the motivational strategies to change unhealthy behaviors.

CURRENT ISSUES IN HEALTH #980 (Semester) UNLEVELED
GRADE 10 2.5 CREDITS

This course discusses current health topics in the news. These topics may include social media, chronic diseases, sexuality, stress, mental health, dealing with death, nutrition, drugs and ecological and environmental health.

Targeted Student Expectations (see page 5): CW, D

HEALTH **#981 (Semester)** **UNLEVELED**
GRADE 9 **2.5 CREDITS**

This is a one-semester course required for all freshmen. The course is based on the practices and skills from the 2023 MA state frameworks. This course equips students with essential skills, including decision-making and problem-solving, self-management and goal setting, social awareness and communication, self-awareness and analyzing influences, information and resource seeking, self-advocacy, and health promotion. The content areas of focus include healthy relationships, substance use and misuse, nutrition and balanced eating, mental and emotional health, physical health and hygiene, personal safety, physical activity and fitness, public, community and environmental health and sexual health.

Targeted Student Expectations (see page 5): CS, CT, CW

LIFE 101 **#983 (Semester)** **UNLEVELED**
GRADE 12 **2.5 CREDITS**

This is an elective course for seniors filled with critical thinking activities and real-world applications designed to prepare students for life after high school. This class follows a chronological timeline starting with being a high school senior into late adulthood. Content includes digital citizenship and identity theft prevention, college preparation, credit and spending, career preparation, communication and interpersonal relationships, car buying, household management tasks, etiquette rules for modern society, household budgeting, first time home ownership and necessary documents for all stages of life.

Targeted Student Expectations (See page 5): CS, CT, CW

CHILD DEVELOPMENT **#984 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**

The purpose of this course is to provide information on child rearing and development, along with the necessary skills to work in a day care setting. Students will study the human reproductive system, pregnancy and birth, and the physical, social, emotional, and intellectual development of children from birth to age six. Content will also include age appropriate activities and child safety.

Targeted Student Expectations (see page 5) CS, CT, CW

FIRST AID/CPR/AED **#987 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**

This course will prepare students for the HeartSaver First Aid/CPR/AED certification exam through the American Heart Association. Students will learn how to perform CPR and personal safety skills and use an AED on infants, children and adults. Students will also learn basic first aid techniques and personal safety skills. Students will be assessed on skills that will be needed to pass the certification exam.

Targeted Student Expectations (see page 5): CS, CW, D

PHYSICAL EDUCATION

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of physical activity. National Standards for Physical Education state that a physically literate individual:

- demonstrates competency in a variety of motor skills and movement patterns;
- applies knowledge of concepts, principles, strategies and tactics related to movement and performance;
- demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness;

- exhibits responsible personal and social behavior that respects self and others; and
- recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

State law requires students participate in Physical Education during the school year.

LIFELONG FITNESS **UNLEVELED**
GRADES 9 – 10 **#920 (Semester)** **2.5 CREDITS**
GRADES 11 – 12 **#940 (Semester)**

This course will be less team centered and more individual centered in order to support student fitness into adulthood. Students will learn a variety of games and activities such as tennis, golf, aerobics and strength training, bocce, CanJam, cornhole, horseshoes, croquet, badminton, volleyball and pickleball. Students will be assessed on game/activity knowledge and real world application.

Targeted Student Expectations (see page 5): CS, CW

COMPETITIVE GAMES **UNLEVELED**
GRADES 9 – 10 **#921 (Semester)** **2.5 CREDITS**
GRADES 11 – 12 **#941 (Semester)**

This course will develop student skills in a traditional physical education experience playing a variety of team sports. Each unit will run two or three weeks. Students will be assessed on skill acquisition, sport rules, techniques, sportsmanship and important elements of play/game. Students will play football, basketball, ultimate frisbee, Buka ball, volleyball, tennis, badminton and softball.

Targeted Student Expectations (see page 5): CS, CW

PERSONAL FITNESS **#944 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**

This course allows for students to explore their own personal fitness goals. With the help of the teacher, students will develop their own workout programs to fit the need of their personal fitness goals. Students will be responsible for executing, monitoring, tracking and reflecting on their individual daily performance. Students may work out in the Fitness Center, in the gym, on the turf fields or on the track.

Targeted Student Expectations (see page 5): CS, CW, D

MIND/BODY/SPIRIT **#988 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**

This hybrid course will be a combination of classroom work as well as movement and physical activity (primarily yoga). The class will be centered on an individual's emotional, mental and social health. Students will learn all about the effects stress has on the body and how to cope with or eliminate stress. Students will also learn management techniques that will assist the student with stress and anxiety brough about by the demands of school and life. These techniques include deep breathing, guided imagery, muscle relaxation, mindfulness practices and yoga. This class also covers topics such as gratitude, emotional intelligence, the power of forgiveness and happiness. Students will also learn about mental health issues that are affecting our society including, but not limited to, depression, bipolar disorder, OCD, anxiety/panic attacks, eating disorders and PTSD.

Targeted Student Expectations (see page 5): CS, CW, D

WORLD LANGUAGES

Language proficiency, or the ability to use a language in real world situations during spontaneous interactions or in a non-rehearsed context in a way that is appropriate and acceptable for native speakers of the language, is the major goal of all world language courses. Conversation and culture are integrated in all teaching and learning situations in the world language class. To conform to the recommendations of the Massachusetts World Language Curriculum Framework and ACTFL standards, students are encouraged to continue their study of a world language through senior year. The world language curriculum supports the Vision of the Graduate by providing students with opportunities to communicate effectively through speaking and writing, to demonstrate high level thinking skills and to become socially and culturally competent global citizens. Students must successfully complete two years of the same language while at the high school to fulfill the graduation requirement.

SPANISH I **#452** **LEVEL 2**
GRADES 9 – 12 **5 CREDITS**

This course is designed for students who have no prior experience in Spanish or who would benefit from reinforcement of Spanish I skills before progressing to Spanish II. Students will work towards acquiring proficiency in the language skills of listening, speaking, reading, and writing as well as develop an awareness and appreciation of the Hispanic world. Vocabulary and grammar lessons will be presented thematically and in context. This course supports the five Cs of world language learning: Communication, Cultures, Connections, Comparisons, and Communities as recommended by ACTFL and the Massachusetts World Language Framework.
Prerequisite: Incoming freshmen's placement will be based on performance on a placement exam and teacher recommendation. Those students already at the high school must have teacher and/or department recommendations.
Targeted Student Expectations (see page 5): CS, CW, CT

SPANISH II **#461** **LEVEL 1**
GRADES 9 - 12 **5 CREDITS**

This course will continue to develop the language skills acquired in Spanish 1. Students will work towards attaining proficiency in the language skills of listening, speaking, reading, and writing as well as develop an awareness and appreciation of the Hispanic world. Vocabulary and grammar lessons will be presented thematically and in context. This course supports the five Cs of world language learning: Communication, Cultures, Connections, Comparisons, and Communities as recommended by ACTFL and the Massachusetts World Language Framework.
Prerequisite: Incoming freshmen's placement will be based on performance on a placement exam and teacher recommendation. Students enrolled in Spanish I level 1 at the high school must have an average of at least 80% and/or teacher recommendation. Students who have taken Spanish I level 2 and wish to take this course must also have departmental approval.
Targeted Student Expectations (see page 5): CS, CW, CT

SPANISH II **#462** **LEVEL 2**
GRADES 9 - 12 **5 CREDITS**

This course will continue to develop the language skills acquired in Spanish 1. Students will work towards attaining proficiency in the language skills of listening, speaking, reading, and writing as well as develop an awareness and appreciation of the Hispanic world. Vocabulary and grammar lessons will be presented thematically and in context. This course supports the five Cs of world language learning: Communication, Cultures, Connections, Comparisons, and Communities as recommended by ACTFL and the Massachusetts World Language Framework. Spanish II level 2

will parallel Spanish II level 1 but will progress at a slower pace and not go into the depth of the level 1 course. *Prerequisite: Incoming freshmen's placement will be based on performance on a placement exam and teacher recommendation. Students enrolled in Spanish I level 2 at the high school must have a passing grade in Spanish I and/or teacher recommendation.*
Targeted Student Expectations (see page 5): CS, CW, CT

SPANISH III **#471** **LEVEL 1**
GRADES 10 – 12 **5 CREDITS**

In this course students will continue to develop the four language skills of listening, speaking, reading, and writing and an appreciation and awareness of the Hispanic world. Greater emphasis will be placed on reading and writing skills than in the previous two years. In addition to enhancing speaking skills, students will be expected to comprehend more advanced readings and write short essays. This course supports the five Cs of world language learning: Communication, Cultures, Connections, Comparisons, and Communities as recommended by ACTFL and the Massachusetts World Language Framework. *Prerequisite: Spanish II level 1 average of at least 80% and/or teacher recommendation. Students who have taken Spanish II level 2 and wish to take this course must also have departmental approval.*
Targeted Student Expectations (see page 5): CW, CW, CT, D

SPANISH III **#472** **LEVEL 2**
GRADES 10 – 12 **5 CREDITS**

In this course students will continue to develop the four language skills of listening, speaking, reading, and writing and an appreciation and awareness of the Hispanic world. Greater emphasis will be placed on reading and writing skills than in the previous two years. In addition to enhancing speaking skills, students will be expected to comprehend more advanced readings and write short essays. This course supports the five Cs of world language learning: Communication, Cultures, Connections, Comparisons, and Communities as recommended by ACTFL and the Massachusetts World Language Framework. Spanish III level 2 will parallel Spanish III level 1 but will progress at a slower pace and not go into the depth of the level 1 course. *Prerequisite: A passing grade in Spanish II level 2 and/or teacher recommendation.*
Targeted Student Expectations (see page 5): CW, CW, CT, D

SPANISH IV **#481** **LEVEL 1**
GRADES 11 – 12 **5 CREDITS**

This course will continue to develop the four language skills of listening, speaking, reading, and writing and an appreciation and awareness of the Hispanic world while doing more accelerated work. Students will be introduced to the art, literature and culture of the Hispanic world using authentic works. Students will be encouraged to use critical thinking skills while expressing themselves in written and spoken Spanish. This course supports the five Cs of world language learning: Communication, Cultures, Connections, Comparisons, and Communities as recommended by ACTFL and the Massachusetts World Language Framework. Students enrolled in this course are required to take the STAMP test for the Massachusetts Seal of Biliteracy. *Prerequisite: Spanish III level 1 average of at least 80% and/or teacher recommendation. Students who have taken Spanish III level 2 and wish to take this course must also have departmental approval.*
Targeted Student Expectations (see page 5): CA, CS, CW, CT, D

SPANISH LANGUAGE AND CULTURE **#495** **ADVANCED PLACEMENT**
5 CREDITS
GRADE 12

AP Spanish Language and Culture is a course study established and copyrighted by the College Board.

The AP Spanish Language & Culture course emphasizes communication by utilizing the interpretive, interpersonal, and presentational skills in real-life situations. The students will study culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). They will explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. This course supports the five Cs of world language learning: Communication, Cultures, Connections, Comparisons, and Communities as recommended by ACTFL and the Massachusetts World Language Framework. Although it is not required to receive credit for this course, students are encouraged to take the AP Spanish Language and Culture Exam in May. Students who earn a qualifying score on the AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Students enrolled in this course are required to take the STAMP test for the Massachusetts Seal of Biliteracy unless they have already taken the test and qualified while in Spanish IV. *Prerequisite: Teacher and department approval and completion of Spanish IV*.

Targeted Student Expectations (see page 5): CA, CS, CW, CT, D

APPENDIX A

These courses are not expected to run in the 2026-2027 school year.

ANIMATION **#621** **UNLEVELED**
GRADES 9 – 12 **5 CREDITS**

Students will learn the basic principles of animation through a variety of hands-on experiences, demonstrations, and exercises. They will explore and learn the animation techniques including 2D cutouts, Claymation, computer and hand drawn animation. In addition, they will learn to develop and use storyboards, use cameras and edit both audio and video materials. All students will learn to explore basic movement, timing and soundtrack/dialogue synchronization. At the end of the course students will be able to put into motion their own vision and stories.
Targeted Student Expectations (see page 5): CA, CT

COOPERATIVE ART **#625 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**

The Cooperative Art Class will allow juniors and seniors, with or without Visual Art experience, to work alongside students from the Life Skills program to develop and create cooperative projects from art curriculum. This semester long class will run once a year in either the fall or the spring and will alternate between the Sculpture I and Drawing and Painting I courses each year. This class will be of interest to students who may want to explore education, and/or visual art education as a career path. Assessment will be based on project development, reflective writing and portfolio development.
Targeted Student Expectations (see page 5): C, A

ACCOUNTING II **#521 (Semester)** **LEVEL 1**
GRADES 11 – 12 **#522 (Semester)** **LEVEL 2**
2.5 CREDITS

This course is an extension of the Accounting I course. The topics of discussion include the accounting equation, journals, ledgers, worksheets, financial statements, special journals, payroll and taxes for a business set up as a corporation. This course also includes casework as well as computer lab projects. *Prerequisite: Accounting I must be taken before registering for Accounting II.*
Targeted Student Expectations (see page 4): CS, CT

- *Respond in writing and speaking to the varying demands of audience, task, purpose and discipline;*
- *Comprehend as well as critique a variety of texts as readers and listeners;*
- *Value evidence in a variety of communication situations;*
- *Use technology and digital media strategically and capably, and*
- *Come to understand other perspectives and cultures.*

--based on Massachusetts Curriculum Framework for English Language Arts and Literacy, March 2017, page 17..

PUBLIC SPEAKING **#061 (Semester)** **LEVEL 1**
GRADE 12 **#062 (Semester)** **LEVEL 2**
2.5 CREDITS

This course will give students the opportunity to practice and perfect their public speaking skills. During the semester, students will explore how to become effective orators in a variety of formal and informal situations. Basic speaking skills will be learned and practiced, master orators will be 25 observed, and original speeches will be written, practiced and memorized. Students will be expected to demonstrate the skills they have learned in a final performance. Students will write analyses and critiques of their peers' performances. Practice outside of class will be essential to success.
Targeted Student Expectations (see page 5): CS, CW

POETRY: THE POWER OF WORDS **#071 (Semester)** **LEVEL 1**
GRADE 12 **#072 (Semester)** **LEVEL 2**
2.5 CREDITS

This course is designed for seniors who have a passion for poetry or just want to learn more about what makes a poem a poem. Students will have opportunities to read, hear, recite and write a variety of poems. Through direct lessons, discussion, quizzes and independent work, students will identify and analyze poetic elements. Students also write a variety of poems and edit them during "writers' circle" sessions, where students receive feedback from their peers and the teacher. In addition, students write weekly reflections.
Targeted Student Expectations (see page 5): CA, CS

ANALYTICAL WRITING: #044 (Semester) LEVEL 1
SCRIPTS TO SCREEN #045 (Semester) LEVEL 2
GRADE 12 2.5 CREDITS

Students in this class will read, view, analyze and evaluate the visual narratives of television, stage, and screen in order to learn how one writes a script and produces a visual narrative. Also, they will analyze the intent of writers, the role of the director, and the choices of performers in order to write effective reviews of movies, TV/cable series, and documentaries. The class will also keep a viewing journal, discuss and write about trends in entertainment and popular culture as well as the impact of emerging technology and social media influences. Works will include literary classics, drama, comedy, and informational productions, mainstream as well as independent films, in order to discuss the impact of story on an audience.

Targeted Student Expectations (see page 5): CA, CS

JOURNALISM/ #048 UNLEVELED
MEDIA PRODUCTION 5 CREDITS
GRADES 9 – 12

Students in this course will be introduced to news outlets such as newspapers, television news media, and internet news sites in order to learn how organizations and individuals report news and shape public opinion. They will read/view, analyze, and evaluate local, state, national and world news as well as compare and contrast the treatment of a story in various media outlets, including the citizen journalism of social media. Students will write, edit, photograph, and broadcast news of the school and community as well as develop features, conduct interviews and investigations to build interest and awareness of issues important to their audience. Discussions about fairness and bias, journalistic ethics and the responsibility of news media will be a significant thread of discussion and practice. Students will learn how to film and edit coverage that will contribute to local cable's coverage of the school and community. This course does not fulfill ELA graduation requirements.

Although there will be opportunities to contribute work from this class to the Green Wave Gazette and its students are strongly encouraged to do so, they are not required to join the after school co-curricular club.

Targeted Student Expectations (see page 5): CA, CS

ELA WORKSHOP #050 UNLEVELED
GRADES 9 – 10 2.5 CREDITS

This course offers targeted ELA support to students who need to improve reading comprehension and writing skills. Students will apply reading strategies specific to texts they are reading in class, study relevant vocabulary and grammar concepts, and participate in writing conferences on writing assignments connected to their current English classes.

Targeted Student Expectations (see page 5): CW, CS

READING FOR CHOICE AND VOICE #051 (Semester) UNLEVELED
GRADES 9 – 12 2.5 CREDITS

This course is designed for students who seek to develop their individual reading lives, especially for those do not otherwise have the time to do the reading they would like to do. Students will choose what they read from a variety of genres, set personalized goals, and chart their growth throughout the semester, participating in both book talks and written reflections. The course supports students in cultivating lifelong appreciation for the habit of reading as a way to understand themselves and the world around them, and to inform the voice they will use to advocate for themselves and others. Students will use a variety of digital strategies to help them select books they will enjoy, manage time, and share reading experience in a classroom community, becoming more self-sufficient readers who can create a place for reading in their lives. There are no reading checks, quizzes or tests. Students will design an independent reading project, present it to the class, and write reflections about their reading growth over the course.

Targeted Student Expectations (see page 5): CS, CW

FRENCH I #411 LEVEL 1
GRADES 9 – 10 5 CREDITS
(Grades 11 - 12 by recommendation only)

This course introduces students to the French language and culture. Students will develop a basic competency in the world language skills of listening, speaking, reading, and writing. Additionally, students will develop an awareness and appreciation of the francophone world. Vocabulary and grammar lessons will be presented thematically.
Targeted Student Expectations (see page 5): CS, CW, CT

FRENCH II **#421** **LEVEL 1**
GRADES 10 - 12 **5 CREDITS**
This course will continue to develop the world language skills of listening, speaking, reading, and writing that were begun in French I. Students will continue to develop an awareness and appreciation of the francophone world. As in French I, vocabulary and grammar lessons will be presented thematically. *Prerequisite: French I, level 1 average of at least 80% and/or teacher recommendation.*
Targeted Student Expectations (see page 5): CS, CW, CT

FRENCH III **#431** **LEVEL 1**
GRADES 11 - 12 **5 CREDITS**
In this course students will continue to develop the four world language skills of listening, speaking, reading, and writing and an appreciation and awareness of the francophone world. Greater emphasis will be placed on reading and writing skills than in the previous two years. Students will be expected to use French throughout the class, give oral presentations, comprehend more advanced readings, and write short essays. *Prerequisite: French II, level 1 average of at least 80% and/or teacher recommendation.*
Targeted Student Expectations (see page 5): CS, CW, CT, D

FRENCH IV **#441** **LEVEL 1**
GRADE 12 **5 CREDITS**
In this course students will study the history of France from the Middle Ages through the French Revolution. Students will also be introduced to the literary masterpieces of this time period. Drama, poetry, essays, short stories, and excerpts from novels will be read and analyzed. Students will be expected to use critical thinking skills while expressing themselves in written and spoken French. The course will include advanced vocabulary and grammatical structures. *Prerequisite: French III, level 1 average of at least 80% and/or teacher recommendation.*
Targeted Student Expectations (see page 5): CS, CW, CA, CT, D

FRENCH V **#442** **LEVEL 1**
GRADE 12 **5 CREDITS**
In this course students will study the history of France from the post French Revolution era through the 21st century. Students will also be introduced to the literary masterpieces of this time period. Drama, poetry, essays, short stories, and excerpts from novels will be read and analyzed. Students will be expected to use critical thinking skills while expressing themselves in written and spoken French. The course will include advanced vocabulary and grammatical structures. *Prerequisite: French IV, level 1 average of at least 80% and/or teacher recommendation.*
Targeted Student Expectations (see page 5): CS, CW, CA, CT, D

DIGITAL LITERACY **#905 (Semester)** **UNLEVELED**
GRADES 9 – 10 **2.5 CREDITS**
In this course, students will develop fluency in the uses and impact of technology for living, learning and working. Students will demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic communication at home, in school and in society. Students will learn effective search strategies, multiple ways to save and organize electronic information, and design and implement a personal learning plan that includes the use of technology to support lifelong learning. Topics will include copyright laws, plagiarism and appropriate methods of citation.
Targeted Student Expectations (see page 5): CW, CS, D

MASTERING MATH FOR MCAS **#225 (Semester)** **UNLEVELED**
GRADE 10 **2.5 CREDITS**
In this semester course, students will become familiar with the mathematical topics covered on the MCAS test. The course will focus on Geometry and Measurement as well as Statistics and Probability. Through the use of hands on activities, students will gain an understanding of the concepts. Problem solving strategies as well as test taking strategies are stressed in this course. This course is recommended for students who are not enrolled in Geometry in their sophomore year as well as for students who have struggled with the MCAS test in the past. (Students who continue to struggle may be enrolled in MCAS tutoring for an additional semester.)
Targeted Student Expectations (see page 5): D

SENIOR MATH **#245** **LEVEL 2**
GRADE 12 **5 CREDITS**

This course develops a deeper understanding of topics learned in previous math courses while expanding to new topics not yet covered. Units of study would include trigonometry, exponential and logarithmic functions, recursive functions, matrices, financial literacy, analyzing numerical data and probability and statistics. Students considering a STEM major in college should talk to their teacher before choosing this course. *Prerequisite: Successful completion of Algebra II and Trigonometry, level 2*

Targeted Student Expectations (see page 5): D

MATHEMATICAL PROBLEM SOLVING **#251 (Semester)** **UNLEVELED**
GRADES 9-10 **2.5 CREDITS**

Mathematical Problem Solving is a semester course in which students will explore mathematics by developing strategies in problem solving. These strategies include working backwards, breaking problems into sub-problems, attribute listing, and logical deductions. Mathematics topics covered will include finite differences, networks, diagramming, and matrices. An emphasis is placed on explaining solutions through writing.

Targeted Student Expectations (see page 5): CW, D

GUITAR I **#675 (Semester)** **UNLEVELED**
GRADES 10 - 12 **2.5 CREDITS**

This semester course is designed for students with no previous experience. Students will learn the basics of guitar playing and music fundamentals including reading/playing pitch, rhythm, tablature and chords. Students will play alone and together as they gain the skills to become independent musicians. Students will also listen to and analyze performances of guitarists in a variety of styles. Students will be required to perform in one after-school recital or concert. Students are required to have their own guitar, preferably an acoustic guitar.

Targeted Student Expectations (see page 5): CA, D

MOVIES THAT ROCK **#650 (Semester)** **UNLEVELED**
GRADES 10 - 12 **2.5 CREDITS**

In this semester long class, students will study and examine major musical artists and significant musical events portrayed on film (Biopics, documentaries and historical representations). Upon completion of viewing a film, students will research events to determine historical accuracy and examine public perception of the subject. Assessment methods utilized will include group projects and discussions, as well as individual research and writing assignments. Communication skills will be essential as this class will be largely discussion based. Students will also need to write clearly, objectively, and persuasively.

Targeted Student Expectations (see page 5): CA, D

CRITICAL THINKING AND DESIGN **#350 (Semester)** **UNLEVELED**
GRADES 9 - 12 **2.5 CREDITS**

Critical Thinking and Design is a one semester course designed to follow and expand the concepts of the Middle School Technology Education courses. It utilizes the science and engineering inquiry driven model supported by the Massachusetts Science and Technology/ Engineering Curriculum Frameworks. Students will be instructed in a variety of teaching and learning modes, individual and group research projects, and hands on projects. All classroom activities will have real world application and will stress the nature of technology and the impact of technology on society. Areas of study will include the realms of communication, manufacturing, transportation and construction technologies, emphasizing the system and design processes.

Targeted Student Expectations (see page 5): CT, D

ADVANCED PLACEMENT CHEMISTRY **#334** **AP**
GRADE 12 **5 CREDITS**

Prerequisites: Students must be recommended by their science teacher and must have completed at least one lab science course and have successfully completed Accelerated Geometry level 1 and Accelerated Algebra II and Trigonometry level 1.

Advanced Placement Chemistry is designed to be the equivalent of the general chemistry course usually taken during the freshman year of college. Students electing this course should attain a depth of understanding of fundamentals and reasonable competence in dealing with chemical problems. AP Chemistry will contribute to the development of students' ability to think clearly and to express their ideas, orally and in writing, with clarity and logic. The AP Chemistry course differs qualitatively from the usual first or second high school course in chemistry with respect to

the type of textbook used, topics covered, emphasis on chemical calculations and the mathematical formulation of principles, and the level of precision of laboratory work done by students. Quantitative differences appear in the pace at which topics are presented, the time spent on the course by students, and the nature and variety of laboratory experiments performed. The course is a challenging and a fast-paced course with a high volume of content coverage, necessitating that students accept the responsibility for mastering a significant amount of class material on their own, particularly the small factual details. Student study groups are both recommended and encouraged. Course topics include: measurement, atomic structure and periodicity, chemical bonding, gases, chemical reactions, chemical technology, thermochemistry, liquids and solids, properties of solutions, chemical kinetics and equilibrium, acids and bases, thermodynamics, organic chemistry, nuclear chemistry, biochemistry, qualitative analysis, and special topics. Students who do not take the AP examination will receive Level 1 credit.
Targeted Student Expectations (see page 5): CSW, CW, D

ADVANCED PLACEMENT PHYSICS #394 AP
GRADE 12 5 CREDITS
Prerequisites: Students must be recommended by their science teacher and they must have completed at least one lab science course and have successfully completed Pre-Calculus.
The Advanced Placement Physics B course provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving. Students must possess demonstrated ability in algebra and trigonometry. This course provides a foundation for further study in physics, life science, premedicine, and some applied sciences. At the end of this course students will be able to:

- Read, understand and interpret physical information that is verbal, mathematical, and graphical;
- Describe and explain the sequence of steps in the analysis of physical phenomena or problems;
- Use basic mathematical reasoning (i.e., arithmetic, algebraic, geometric, trigonometric, and rudimentary calculus) in a physical situation;
- Perform experiments and interpret the results of observations.

This course is challenging and fast-paced with a high volume of content coverage, necessitating students to work independently to master class material. Student study groups are both recommended and encouraged. Course topics include: Newtonian mechanics, (kinematics, Newton's laws of motion, work, energy, power, momentum), circular motion and rotation, oscillations and gravitation, fluid mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students must take the AP examination at the end of the course to receive AP credit; students who do not sit for the AP examination will receive level 1 credit.
Targeted Student Expectations (see page 5): CS, CW, CT, D

HOT TOPICS IN SCIENCE #395 (Semester) UNLEVELED
GRADES 11 - 12 2.5 CREDITS
An unleveled semester course for juniors or seniors. This course is designed to interest students who will be instructed in a variety of teaching and learning modes. The student will gain insight into a broad range of issues affecting the world they live in. Students will be expected to participate in class discussion, complete projects and research topics. Topics include and are not restricted to bio weapons, world population, smoking, genetically engineered food, global warming, skin cancer, malnutrition and inhalant abuse.
Targeted Student Expectations (see page 5): CS, CW, D

TECHNOLOGY IN A CHANGING WORLD #396 (Semester) UNLEVELED
2.5 CREDITS
GRADES 11 - 12
An unleveled semester course for juniors or seniors. This course is designed to interest students who will be instructed in a variety of teaching and learning modes. The student will gain insight into a broad range of issues affecting the world they live in. Students will be expected to participate in class discussion, complete projects and research topics. Topics include and are not restricted to genetically engineered foods, alternative energy sources, technology changes to deter global warming, emerging technology effects on people's jobs, nanotechnology, cloning, nuclear energy, Space Exploration technology and Biomedical technology.
Targeted Student Expectations (see page 5): CS, CW, D

GENETICS #351 LEVEL 1
GRADE 12 5 CREDITS
This full year course is designed for seniors who wish to pursue a more comprehensive approach to studying molecular genetics. The course is broken down in three major sections: Mendelian Genetics, Cytogenetics and Molecular Biology. In Mendelian Genetics the students will be able to make statistical predictions from crosses of various genotypic and phenotypic ratios, understand why certain genotype and phenotype combinations occur, and

be able to construct and interpret pedigrees and simple linkage maps. In Cytogenetics, the students will apply Mendelian Genetics to understand the genetic basis of disease, the cell cycle, and chromosomal abnormalities. In Molecular Biology, the students will understand the molecular makeup which lies at the very basis of genotypes and phenotypes. Additionally, they will understand how scientists use research and the tools they use to perform cutting edge discovery science. *Prerequisite: Successful completion of Biology, level 1 or level 2 and Chemistry, level 1 or level 2).*
Targeted Student Expectations (see page 5): CS, CW, D

POLITICS AND GOVERNMENT **#166 (Semester)** **UNLEVELED**
GRADES 11 - 12 **2.5 CREDITS**
This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United Stated Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Students will also study the entire political process by creating commercials, raising funds, developing media relations and staging debates.
Targeted Student Expectations (see page 5): CS, CW, D

PSYCHOLOGY **#167 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**
This introductory course will examine perception, motivation, emotions, frustration, stress, conflict adjustment, psychological disturbances, and social behavior. Psychology is designed to give students a broad background in history, theory and application of a variety of topics in Psychology, including human behavior (perception, cognition), human development (childhood and adolescent), learning theory (memory, language and intelligence), motivation and emotion, the individual and society (leadership, family and peers) and personality disorder and treatments. Instruction will feature lectures, readings, and discussions, as well as experiments, group projects, and simulations. Students will gain a better self-understanding, increased tolerance for others, a solid background for further psychological studies and an enhanced ability to think critically.
Targeted Student Expectations (see page 5): D

IMMIGRATION, ANCESTRY, **#171 (Semester)** **LEVEL 1**
AND ARCHAEOLOGY **#172 (Semester)** **LEVEL 2**
GRADES 11 - 12 **2.5 CREDITS**
This is a semester course heavily focused on the various waves of immigration to the United States going back to the colonial period. Students will critically examine the push/pull factors that led to immigration, and will examine primary source documents which exemplify immigrant struggles upon their arrival in America. Upon completion of that unit students will embark upon an introductory unit on genealogy. They will learn how to read census and voter data, military records, and birth, marriage and death certificates. Students will independently conduct interviews and research to build their own family tree and will complete at least one Genealogical Proof Standard. Students will gain a sense of time, continuity and change through an introductory unit on archaeology studying human society through simulated and authentic excavations. This course requires students to utilize critical thinking and problem-solving skills and will illustrate the importance of context interpretation in research, archeology, and social sciences. Immigration, Ancestry, and Archaeology will provide students with an opportunity to encounter professions that are of value to a society's understanding of its history. Level 1 students are expected to complete at least two additional writing assignments per term and complete additional research outside of school.
Targeted Student Expectations (see page 5): CS, CW, D

STATE OF THE UNION **#151 (Semester)** **LEVEL 1**
GRADE 12 **#155 (Semester)** **UNLEVELED**
2.5 CREDITS
A course in American Students and Media Skills will focus on current issues in American culture. The main topics included will be domestic issues, foreign affairs, politics, economics and pop culture. Students will examine current events developing a greater understanding through historical analysis of the issues. The class will be immersed in media through the in class use of iPads. Students will access popular websites and blogs as their primary source for information. Students will effectively communicate factual information and their opinions on major issues. They will actively participate in their own educational process by maintaining a blog that will include organization of factual information on the current movement, including links and embedded videos for appropriate sources, analyze and evaluate sources for accuracy and bias and ultimately formulate their own educated opinion on key issues. The

students will develop media skills by maintaining blogs and producing digital media products through analysis and assessment.
The level one class will require more frequent and in-depth blog posts and more independent research outside of class. Students will be expected to build connections and demonstrate an understanding of the future impact of events and issues studied.
Targeted Student Expectations (see page 5): CW, CW, D

COMMUNITY SERVICE #884 UNLEVELED
GRADES 9 – 12 2.5 CREDITS

This course provides students with meaningful opportunities to connect with and support community groups and needs. Students will be expected to engage in the school and community by researching, developing and presenting proposals to decision making bodies that are intended to address and resolve school and/or community issues. Students will learn how to problem solve, access the appropriate channels, and advocate for a position. This course also includes supervised group community service experiences.
Targeted Student Expectations (see page 5): CS, CW

DYER MEMORIAL LIBRARY & ARCHIVES #701 (Semester) UNLEVELED
GRADES 10-12 2.5 CREDITS

Students enrolled in this project-oriented course will have the opportunity to contribute to the meaningful work of preserving and sharing *Old Abington's* heritage and history. Students will use these skills, communication, research, writing, organizing, and technology, during this course while gaining experience working with cultural collections. They will also have the opportunity to learn the following skills:

- Cataloging and inventory skills
- Physical care and rehousing of museum documents and objects
- Registration experience
- Conservation experience
- Data entry
- Digital photography, digitization and image processing skills
- Marketing and communication via print and social media

Students will gain valuable research skills, learn important facts not only about *Old Abington*, but also Massachusetts and the U.S., gain real-world work experience for their resume, put their people skills to work, enhance their self-esteem, and improve the world a bit.
Dyer Memorial Library & Archive will be limited to two students per semester. Library Staff and Principal approval required.

TV PRODUCTION #702 (Semester) UNLEVELED
GRADES 10-12 2.5 CREDITS

Students enrolled in this internship course are provided the opportunity to have hands-on experience in producing skills that will give them a comprehensive understanding or a competitive edge in the broadcast industry. Students will learn all aspects of field and studio productions including operating cameras, robotic cameras, composition of shots, lighting, writing, audio engineering, on-air talent, interviewing, producing, directing and much more invaluable knowledge in the communication field. The students will be asked to work independently and in a team environment as these events will typically run after school, evenings and weekends. Students may be working in the community alongside our volunteers and support the commitment that Abington CAM has to community access television and media. Students will be required to produce a demo reel that will be comprised mostly of covering government meetings, sporting events, school events, community events, and produce their own independent

studio or field project. This internship is paid training that will primarily take place after school hours at a mutually agreed upon time between student and employer.
TV Production will be limited to five students per semester. Cable Access and Principal approval required.

ABINGTON PRE-SCHOOL #705 (Semester) UNLEVELED
GRADES 11 – 12 2.5 CREDITS
Students enrolled in this course will work in the Abington Early Education Program (AEEP) preschool and/or pre-K classrooms. They will interact with staff and students, obtain hands-on experience with children with and without disabilities ages 3 – 5, and participate in lesson design and implementation. The course is designed to mirror an entry-level job in a preschool/pre-K program.
Prerequisites: Completion of Child Development and approval by Ms. Karin Daisy and Pre-K Principal. This course may not be taken more than once.

The following are the expectations for Child Growth & Development Independent Study:

- Honor the commitment made to the program by maintaining excellent attendance.
- Obviously occasional sick days occur, but missing three or more days in a row is unacceptable. Tardiness is also unacceptable. This period is not an opportunity to catch up on work or meet with other teachers.
- No cell phone use whatsoever while in the program. Students are expected to keep cell phones in backpacks.
- The high school bell does not ring in the AEEP. Students are responsible for leaving the AEEP in time for the next high school class. Passes will not be issued.
- Students are expected to follow the Abington High School dress code and dress appropriately for the weather as pre-K students go outside for recess.
- Students should direct any questions about handling situations in the AEEP to the classroom teacher, Mrs. Daisy or the AEEP Principal.
- Young children listen to everything said around them. Students are expected not to say anything in front of the children that you do not want repeated. Profanity will not be tolerated at any time.
- Maintain confidentiality. Students should never use a child's name when speaking about something that occurred during your time in the program.
- Students are expected to take initiative. Offer to help, ask questions and share ideas. Students will be an integral member of the classroom and teachers will count on them to be actively involved.

Student's grades will be determined by the pre-K classroom teacher and Ms. Karin Daisy. The grade will be based on, but not limited to journal submissions with reflections, age appropriate crafts, activities and lessons and a final project of a thematic week-long lesson plan.
Child Growth and Development will be limited to ten students per semester. Department Head/Director and Principal approval required.

LIBRARY MEDIA/LIBRARY IT #706 (Semester) UNLEVELED
GRADES 10-12 2.5 CREDITS
Students enrolled in this course will work collaboratively with the Librarian on projects that require library technology maintenance (computers, printers and copiers, assistance with book displays, automation of library processes and calendar updates). Students will also work independently on various assignments using information literacy skills and pass in a final project at the end of the term. Students will be instrumental in helping the librarian collect laptop data and resolve laptop issues reported to the Library/Media Center (LMC) by helping peers fill out appropriate forms and distribute loaner laptops. Students will help the librarian maintain the LMC website as well as learning how to use the Weebly platform, Noodle Tools, Destiny and Overdrive.

Students will produce publishable materials including posters for book displays and various events that take place in the LMC during the school year. They will be required to think critically

and creatively and develop organizational skills as well as time management by working on multiple ongoing projects assigned by the librarian.
Library Media/Library IT will be limited to four students per semester. Library/Media Teacher and Principal approval required.

ROCK BAND #660 (Semester) UNLEVELED
GRADES 10 – 12 2.5 CREDITS
In this semester long course, students will learn about the fundamentals of pop and rock music through singing and playing the guitar, bass, keyboard and drums. The students will learn basic instrumental and vocal techniques, improvisational skills as well as music reading skills by studying the rhythm patterns, drum beats, guitar riffs, bass lines and song structures used in popular music. Individual and group practice during the semester will prepare students for a showcase at the end of the course. No previous music experience is required. Upon successful completion of this course, students will be able to understand the range of instruments in a rock band, develop musical instrument skills for beginning students, develop music reading skills, understand the rhythmic and harmonic patterns of the rock style and understand basic song forms.
Targeted Student Expectations (see page 5): CA, D

ENVIRONMENTAL SCIENCE #343 ADVANCED PLACEMENT
GRADES 11 – 12 5 CREDITS
Environmental Science AP is a rigorous course modeled after a one semester introductory environmental science college course. Fast-paced, this interdisciplinary course encompasses and applies topics from biology, chemistry, physics, geology, earth science, and sociology. Students will be required to use knowledge acquired from previous science classes, in-class learning, and critical thinking and analytical skills to identify and analyze natural environmental problems, determine, and evaluate the risks associated with these problems, and examine the efficacy of proposed solutions or propose original solutions for resolving or preventing them. This class includes an intensive writing component in addition to extensive laboratory work. Course topics include ecological risk assessments, water, soil, and air quality analyses, local, state, regional, and global climate change studies, population studies, changes in Earth's natural systems, and sustainability practices. *Prerequisites: An 80 or better in Biology L1 and Chemistry L1 or Physics L1, must be enrolled in or have completed Algebra 2 and Trig.*
Targeted Student Expectations (see page 5): D

SPANISH IV #482 LEVEL 2
GRADES 11 – 12 5 CREDITS
This course will continue to develop the four language skills of listening, speaking, reading, and writing and an appreciation and awareness of the Hispanic world while doing more accelerated work. Students will be introduced to the art, literature and culture of the Hispanic world using authentic works. Students will be encouraged to use critical thinking skills while expressing themselves in written and spoken Spanish. This course supports the five Cs of world language learning: Communication, Cultures, Connections, Comparisons, and Communities as recommended by ACTFL and the Massachusetts World Language Framework. Spanish IV level 2 will parallel Spanish IV level 1 but will progress at a slower pace and not go into the depth of the level 1 course. Students enrolled in this course are required to take the STAMP test for the Massachusetts Seal of Biliteracy. *Prerequisite: Spanish III level 2 average of at least 70% and/or teacher recommendation.*
Targeted Student Expectations (see page 5): CA, CS, CW, CT, D

SPANISH V **#483** **LEVEL 1**
GRADE 12 **5 CREDITS**

This course will further enhance the skills acquired in Spanish IV. Students will continue to develop the four language skills of listening, speaking, reading, and writing and an appreciation and awareness of the Hispanic world while doing more accelerated work. Students will continue studying the art, literature and culture of the Hispanic world using authentic works. Students will be encouraged to use critical thinking skills while expressing themselves in written and spoken Spanish. This course supports the five Cs of world language learning: Communication, Cultures, Connections, Comparisons, and Communities as recommended by ACTFL and the Massachusetts World Language Framework. Students enrolled in this course are required to take the STAMP test for the Massachusetts Seal of Biliteracy unless they have already taken the test and qualified while in Spanish IV. *Prerequisite: Spanish IV level 1 average of at least 80% and/or teacher recommendation. Students who have taken Spanish IV level 2 and wish to take this course must also have departmental approval.*

Targeted Student Expectations (see page 5): CA, CS, CW, CT, D

PORTUGUESE I **#500** **LEVEL 1**
GRADES 9 - 12 **5 CREDITS**

This course is designed for students who are beginning to learn Portuguese. Students are introduced to the cultures of the Portuguese speaking communities as they develop the skills to communicate about themselves and the world around them using simple sentences, phrases and expressions. They expand their communicative and cultural competence in this class by engaging in novice-level interpretive, interpersonal, and presentational tasks. Topics of study include an introductory unit about language and routines of the Portuguese classroom, the Amazon Forest, famous people from Portuguese speaking communities, and the ideal vacation. At the end of this course, students will be recommended to Portuguese II.

Targeted Student Expectations (see page 5): CA, CS, CW, CT, D

PORTUGUESE II **#502** **LEVEL 1**
GRADES 10 - 12 **5 CREDITS**

This course is designed for students to interact with a variety of informational sources produced by native speakers to native speakers. Students communicate basic personal information, preferences and immediate needs in Portuguese. Students ask questions and carry on conversations using simple questions. Topics of study include identity, daily routines, life in community and challenges and possibilities of life in the future.

Targeted Student Expectations (see page 5): CA, CS, CW, CT, D

ACCOUNTING I **#512 (Semester)** **LEVEL 2**
GRADES 11 – 12 **2.5 CREDITS**

This course will provide the foundation needed for post-secondary business programs. The course covers the fundamental principals of accounting procedures used to solve business problems and make business decisions. Topics of study include the accounting equation, journals, ledgers, worksheets, financial statements, special journals, payroll and taxes for a business set up as a sole proprietorship or partnership. This course also includes casework as well as computer lab projects. *Strong recommendation that students have taken at least two level 1 math classes or have approval of most recent math teacher.*

Targeted Student Expectations (see page 5): CS, CT

BUSINESS FINANCE AND BANKING **#544 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**

This course will provide the foundations of economics and will help students make sound business financial decisions. Case analysis, computer simulations, on-line research and reporting, and current economic topics as to how they pertain to the business world will be presented. At the end of this course students will be prepared to make rational economic choices from both a public citizen and a private business perspective.
Targeted Student Expectations (see page 5): CS, CT

SMALL BUSINESS RETAIL AND GRAPHIC DESIGN **#626 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**

This is a co-taught class by the business and art department. Students will work in a collaborative environment to market and operate the school store. Learning will be project based and will represent the culmination of skills gained from our business department as well as graphic design course work. On a given day students may design a social media campaign for a new product, press shirts to fulfill a customer order or balance the accounts for the school store. Interested students should be able to work in a collaborative setting and demonstrate the initiative to execute projects and sales campaigns of their own design. *Pre-requisite requirement: Graphic and digital Design and any Business course (Digital Art and Photography can be a substitution pre-requisite with recommendation of instructor).*

COMPUTER PROGRAMMING **#263 (Semester)** **LEVEL 3**
GRADES 9 - 12 **2.5 CREDITS**

Did you enjoy the Hour of Code? Do you wonder how apps work? If so, perhaps Computer Programming is for you. Computer Programming is a semester course that explores the language of Python. In this project-based class, students will learn fundamental programming concepts such as functions, variables, if statements, loops, and events. Projects include a 20 Questions game, an encryption program, and creating apps for your phone such as a voice translator app or creating a 'Choose your own Adventure' app. Students who are taking the class for Level 2 credit will receive modified projects and assessments, but the content remains the same. Students who are taking the course for Level 3 credit will be using a block-based language with scaffolded projects and assignments and move at a modified pace. *Prerequisite for level 1: 83% or better in current math course. Prerequisite for level 2: 70% or better in current level 2 math course.*
Targeted Student Expectations (see page 5): CT, D

WEB DEVELOPMENT **#283 (Semester)** **LEVEL 3**
GRADES 9 – 12 **2.5 CREDITS**

Have you ever thought about how a website is designed? If so, this is the course for you! Come learn how to develop a website using the languages of HTML, CSS, and JavaScript. Students will begin the course by developing the basic skills needed to create a simple web page. As the course progresses, students will learn how to include elements such as images, lists, hyperlinks, tables, and videos on a page. These skills will culminate in a final project of creating a website that could be used for a business. Students who are taking the class for Level 2 credit will receive modified projects and assessments, but the content remains the same. Students who are taking the course for Level 3 credit will be given scaffolded projects and assignments and move at a modified pace. *Prerequisite for level 1: 83% or better in current math course. Prerequisite for level 2: 70% or better in current level 2 math course.*
Targeted Student Expectations (see page 5): CT, D

MCAS BIOLOGY **#324** **LEVEL 3**
GRADES 10 – 12 **5 CREDITS**

This course is designed for those students needing further remediation in Biology in order to successfully pass the MCAS exam. The course will center on the standards as outlined in the Massachusetts Science and Technology Engineering Frameworks and identified weaknesses in MCAS results. The learning standards will be the main focus of this course include the following: The Chemistry of Life; Cell Biology; Genetics; Anatomy and Physiology; Evolution and Biodiversity; and Ecology. *Prerequisite: Student must be recommended by the Science Department Chairperson.*
Targeted Student Expectations (see page 5): D

PRINCIPLES OF BIOLOGY #327 LEVEL 2
GRADE 10 5 CREDITS
This course is designed for students who have demonstrated a need for individualized attention and pacing to achieve mastery in the Biological Sciences. This course is an extension of Grade 9 Biology level 2, emphasizing project based work and lab activities while covering content that conforms to, but not limited to, the standards described in the Massachusetts Science and Engineering Technology Frameworks. All students are required to bring a calculator to class. *Prerequisite: This course is intended for students who earn less than a 60% in Biology level 2.*
Targeted Student Expectations (see page 5): D

EARTH SCIENCE #372 LEVEL 2
GRADES 11 - 12 5 CREDITS
Earth Science is a third or fourth course in a sequence of leveled science offerings. Consistent with previous leveled offerings, it provides an opportunity for the student to explore further the relationship of man with the world. The topics of study represent a more concentrated presentation of earth and space science topics covered in the PK - 10 science curriculum. Included are in-depth discussions of the latest scientific knowledge of the earth, space, astronomy, meteorology, and oceanography. The course attempts to unify previous science concepts developed/learned over the past 11 or 12 years. The course is designed to offer a full, hands-on and student-centered learning experience which includes as many laboratory activities as possible.
Targeted Student Expectations (see page 5): D

SOCIAL ISSUES EXPLORATION #141 LEVEL 1
GRADE 11 5-10 CREDITS
(By Application Only)
Students will research local and global social issues of individual interest and develop a proposal for a research or a service project. Students will identify a real world problem and craft a research and/or service plan. The project criteria is intended to intervene in a positive way to effect change in an emerging social issue. Students will also examine multiple service projects and analyze results. *(ELA or Social Studies Department Head Recommendation Required)*
Targeted Student Expectations (see page 5): CW, CS, D

HUMAN SEXUALITY #982 (Semester) UNLEVELED
GRADES 11 - 12 2.5 CREDITS
This course examines the biological, theoretical, social, psychological and cultural aspects of human sexuality. Students will learn about reproductive anatomy, sex and gender development, sexual attraction and relationships, reproductive health issues and social issues in sexuality.
Targeted Student Expectations (see page 5): CW, D

GET FIT **#942 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**

This hybrid course will be a combination of classroom work as well as movement and physical activity. This class will focus on helping students to develop lifelong health and fitness goals. Student will participate in a variety of aerobic fitness programs including Zumba, running, walking and using the Fitness Center. Student will also learn about the cardiovascular system and the importance of proper nutrition in order to maintain a healthy lifestyle.

Targeted Student Expectations (see page 5): CS, CW, D

CROSSFIT **#943 (Semester)** **UNLEVELED**
GRADES 11 – 12 **2.5 CREDITS**

This is a high intensity cardiovascular, strength and conditioning class would push students to help meet their personal health and fitness goals. This class can be modified to meet the needs and abilities of all students. This class will follow the traditional CrossFit model.

Targeted Student Expectations (see page 5): CS, CW, D