

EAST LONGMEADOW HIGH SCHOOL

Principal
Ms. Gina E. Flanagan

Assistant Principal
Mr. Frank Paige

Assistant Principal
Mr. Robert Marchewka

Athletic Director
Mr. Daniel Maurer

Department Heads

Director of Curriculum & Instruction	Ms. Valerie Annear
Business & Instructional Technology	Mr. Todd Les
English Language Arts/Reading	Ms. Lynda Abel
Fine Arts	Mr. James P. Kiernan Ms. Veronica Richter
Foreign Language	Jennifer Faulkner
Guidance	Ms. Amanda DeNardo Ms. Janet Sullivan
Health	Ms. Cathy Hood
History & Social Sciences	Mr. Glenn Maller
Mathematics	Mr. Eliel Gonzelez
Physical Education	Mr. Timothy Gerry
Science/Technology Education	Mr. Anthony Fimognari

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PRINCIPAL'S MESSAGE

Dear Students and Parents,

In this Program of Studies you will find the information that you will need to make course selections for the coming school year. This information includes the listing of courses, descriptions, and (if required) prerequisites.

I wish to emphasize the importance of choosing courses carefully. The courses a student selects now are the ones he/she will be scheduled for during the next school year. Except in unusual circumstances, all course changes are made prior to the opening of school in September. It is suggested that you follow the procedure listed below to ensure that the students make the best possible choice now.

1. Students and parents should read this Program of Studies carefully and mark those courses which they wish to investigate.
2. Students should talk with their current teachers about their recommendations for next year.
3. Students and parents together should make preliminary choices so that the student is prepared when he/she meets with the Guidance Counselor.
4. Students should consider one or two alternate courses in case any of the original choices are not offered because of insufficient enrollment.
5. Students should review graduation requirements and post- high school plans in general with their Guidance Counselor to ensure that they are scheduled correctly.
6. Students and parents are not allowed to request specific teachers.

If you have any questions about any aspect of this process, please ask a Counselor or Administrator for assistance.

Sincerely,
Gina E. Flanagan
Principal

NON-DISCRIMINATORY POLICY

IT IS THE POLICY OF THE EAST LONGMEADOW PUBLIC SCHOOLS, PURSUANT TO THE AMERICANS WITH DISABILITIES ACT (ADA), SECTION 504, CHAPTER 622, TITLE IX, AND RELATED FEDERAL AND STATE STATUTES, NOT TO DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGIOUS CREED, NATIONAL ORIGIN, ANCESTRY, GENDER, SEXUAL ORIENTATION, DISABILITY OR HANDICAP.

NO PERSON SHALL, ON THE BASIS OF RACE, COLOR, RELIGIOUS CREED, NATIONAL ORIGIN, ANCESTRY, GENDER, SEXUAL ORIENTATION, DISABILITY OR HANDICAP BE DENIED EQUAL ACCESS OR ADMISSION TO SCHOOL PROGRAMS, COURSES, EXTRACURRICULAR ACTIVITIES AND EMPLOYMENT OPPORTUNITIES.

It is the policy of the East Longmeadow Public Schools to fully abide by all state and federal statutes and the regulations promulgated thereunder which prohibit discriminatory acts.

Students will not be excluded from school based on marital status or pregnancy.

Any student, parent or guardian in the East Longmeadow Public School District who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any district education program or activity on the basis of gender, race, color, religion, national origin, or handicap, in violation of this policy, may file a written grievance with the Student Services Supervisor.

East Longmeadow High School Mission Statement:

*A community that will **Engage** in critical thinking, **Learn** collaboratively, **Honor** Diversity and **Strive** for Success.*

Motto: Engage. Learn. Honor. Strive.

LEARNING EXPECTATION #1: Develop effective independent & collaborative work habits & practices.

- Communication skills in collaborative work
- Participation as a member of a team
- Self management
- Self advocacy
- Use of technology

LEARNING EXPECTATION #2: Develop effective critical thinking & creativity skills.

- Analysis of information
- Application and synthesis of information
- Evaluation of information, thoughts & ideas
- Creation of new thoughts & ideas

LEARNING EXPECTATION #3: Demonstrate effective literacy and communication skills.

- Writing: Topic development & process
- Writing: English conventions
- Reading: Comprehension
- Reading: Utilizing tools & strategies to increase comprehension
- Digital Literacy

LEARNING EXPECTATION #4: Demonstrate an understanding of social and civic responsibilities.

- Local & global community service
- Responsibility for one's own behavior
- Social skills
- Civic responsibility

LEARNING EXPECTATION #1: Develop effective independent & collaborative work habits & practices.

Criteria	Mastery	Proficient	Developing	Needs Improvement
Communication Skills in Collaborative Work	Leads collaborative work by using clear & respectful oral, written & non-verbal skills.	Frequently contributes to collaborative & work by using clear & respectful oral, written & non-verbal skills.	Sometimes contributes to collaborative work by using clear & respectful oral, written & non-verbal skills.	Rarely contributes to collaborative work by using clear & respectful oral, written & non-verbal skills..
Participates as a Member of a Team	Is a role model for effective team building skills such as compromise, flexibility, organization, goal setting, good listening & focus.	Frequently demonstrates effective team building skills such as compromise, flexibility, organization, goal setting, good listening & focus.	Sometimes demonstrates effective team building skills such as compromise, flexibility, organization, goal setting, good listening & focus.	Rarely demonstrates effective team building skills such as compromise, flexibility, organization, goal setting, good listening & focus.
Self-Management	Consistently regulates and controls behavior when engaged in learning tasks.	Frequently regulates and controls behavior when engaged in learning tasks.	Sometimes regulates and controls behavior when engaged in learning tasks.	Rarely regulates and controls behavior when engaged in learning tasks.
Self Advocacy	Consistently assesses own knowledge, skills, & abilities accurately and seeks assistance to improve or grow.	Frequently assesses own knowledge, skills, & abilities accurately and seeks assistance to improve or grow.	Sometimes assesses own knowledge, skills, & abilities accurately and seeks assistance to improve or grow.	Rarely assesses own knowledge, skills, & abilities accurately and seeks assistance to improve or grow.
Use of Technology	Consistently utilizes technology to accurately & effectively acquire knowledge, collaborate & communicate in a responsible, ethical manner.	Frequently utilizes technology to accurately & effectively acquire knowledge, collaborate & communicate in a responsible, ethical manner.	Sometimes utilizes technology to accurately & effectively acquire knowledge, collaborate & communicate in a responsible, ethical manner.	Rarely utilizes technology to accurately & effectively acquire knowledge, collaborate & communicate in a responsible, ethical manner.

LEARNING EXPECTATION #2: Develop effective critical thinking & creativity skills.

Criteria	Mastery	Proficient	Developing	Needs Improvement
Analysis of information	Consistently & effectively utilizes information & classroom experiences in order to be an active participant in their learning.	Frequently & often effectively utilizes information & classroom experiences in order to be an active participant in their learning.	Sometimes utilizes information & classroom experiences in order to be an active participant in their learning, but needs to develop these skills.	Rarely utilizes information & classroom experiences in order to be an active participant in their learning.
Application & synthesis of information	Consistently & effectively makes connections between acquired knowledge and real world applications. Effectively applies content knowledge & skills through various activities to broaden their learning.	Frequently makes connections between acquired knowledge and real world applications. Frequently applies content knowledge & skills through various activities to broaden their learning.	Sometimes makes connections between acquired knowledge and real world applications. Sometimes applies content knowledge & skills through various activities to broaden their learning.	Rarely makes connections between acquired knowledge and real world applications. Has difficulty applying content knowledge & skills through various activities to broaden their learning.
Evaluation of information, thoughts & ideas	Consistently engages in thoughtful reflection, asks significant questions to clarify or understand a point of view, find solutions and/or makes sound judgments.	Frequently engages in thoughtful reflection, asks significant questions to clarify or understand a point of view, find solutions and/or makes sound judgments.	Sometimes engages in thoughtful reflection, asks significant questions to clarify or understand a point of view, find solutions and/or makes sound judgments.	Rarely engages in thoughtful reflection, asks significant questions to clarify or understand a point of view, find solutions and/or makes sound judgments.
Creation of new thoughts & ideas	Consistently elaborates, refines, analyzes, organizes & evaluates their own ideas to generate original thoughts or products.	Frequently elaborates, refines, analyzes, organizes & evaluates their own ideas to generate original thoughts or products.	Sometimes elaborates, refines, analyzes, organizes & evaluates their own ideas to generate original thoughts or products.	Rarely elaborates, refines, analyzes, organizes & evaluates their own ideas to generate original thoughts or products.

LEARNING EXPECTATION #3: Demonstrate effective literacy and communication skills.

Criteria	Mastery	Proficient	Developing	Needs Improvement
Writing: Topic Development & writing process	Is able to effectively develop and articulate a rich topic and support it with high quality evidence and reasoning.	Is able to effectively develop and articulate a full topic and support it with sufficient evidence and reasoning.	Is able to moderately develop and articulate a topic and support it with evidence and reasoning.	Is limited in their ability to develop and articulate a topic and support it with evidence and reasoning.
Writing: English Conventions	Strong control of sentence structure, grammar, usage and mechanics that makes for high quality writing.	Few errors do not interfere with sentence structure, usage and mechanics throughout writing.	Errors interfere somewhat with sentence structure, usage and mechanics throughout writing.	Errors significantly interfere with sentence structure, usage and mechanics throughout writing.
Reading: Comprehension	Consistently & accurately expresses understanding of facts, ideas & sequences in readings.	Frequently expresses understanding of facts, ideas & sequences in readings with minor issues with accuracy.	Sometimes expresses understanding of facts, ideas and sequences in reading.	Rarely expresses understanding of facts, ideas and sequences in reading with a degree of accuracy.
Reading: Tools & Strategies to increase comprehension	Consistently & effectively utilizes text tools (review questions, headings, etc.) & strategies such as outlining, questions in margins, graphic organizers, etc.) to increase understanding.	Frequently utilizes text tools (review questions, headings, etc.) & strategies such as outlining, questions in margins, graphic organizers, etc.) to increase understanding.	Sometimes utilizes text tools (review questions, headings, etc.) & strategies such as outlining, questions in margins, graphic organizers, etc.) to increase understanding.	Rarely utilizes text tools (review questions, headings, etc.) & strategies such as outlining, questions in margins, graphic organizers, etc.) to increase understanding.
Digital Literacy	Consistently demonstrates legal & responsible uses of digital sources (proper citing, avoiding plagiarism)	Frequently demonstrates legal & responsible uses of digital sources (proper citing, avoiding plagiarism).	Sometimes demonstrates legal & responsible uses of digital sources (proper citing, avoiding plagiarism).	Ineffectively demonstrates legal & responsible uses of digital sources (proper citing, avoiding plagiarism)

LEARNING EXPECTATION #4: Demonstrates an understanding of social and civic responsibilities.

Criteria	Mastery	Proficient	Developing	Needs Improvement
Local and Global Community Service	Makes a lasting and positive contribution to the community, either through a single or ongoing project.	Frequently contributes to the community through ongoing projects.	Occasionally contributes to the community through an ongoing program.	No involvement at all in community organizations.
Responsibility of One's Own Behavior	No formal discipline required at this time. Student is respectful and compliant with policies and rules.	Informal discipline is sometimes required, but student is generally respectful and compliant with policies and rules.	Informal & formal discipline has been required to help student gain understanding and compliance with policies and rules.	Informal and formal discipline is frequently required to help re-direct student and help them gain understanding and compliance of policies and rules.
Social Skills	Consistently demonstrates high levels of respect, kindness, empathy & integrity toward others.	Frequently demonstrates respect, kindness, empathy & integrity toward others.	Sometimes demonstrates respect, kindness, empathy & integrity toward others.	Rarely demonstrates respect, kindness, empathy & integrity toward others.
Civic Responsibility	Sound knowledge and interest of national, state, and local government	General knowledge and interest of national, state, and local government	Limited knowledge and interest of national, state, and local government	Minimal knowledge and interest of national, state, and local government

GUIDANCE SERVICES

The primary role of the high school counselor is to implement a comprehensive guidance program that provides all students with the requisite knowledge and skills for success in the academic/technical, workplace readiness, and personal/social domains. At this level, students become aware of careers, post-secondary educational opportunities, and the knowledge necessary for transition into adulthood.

The preparation and distribution of the scheduling materials is the responsibility of the high school guidance department. The course selection process is, primarily, the responsibility of the individual students and their parents. It is anticipated that teachers will make recommendations, within their academic areas, and students will make their actual course choices.

Students with course selection problems or questions are encouraged to consult with their Counselor prior to the final course selection. Students in grades 10, 11 and 12 are assigned to Counselors by alphabet and students in grade 9 have one designated counselor.

At the conclusion of the course selection process, a tally is made of the number of students selecting the various courses. The principal will then meet with the department heads to determine the number of sections necessary for each course. Number of students and faculty, as well as room availability, are determining factors when the Principal prepares the Master Schedule.

High School Counselors:

- Provide direct counseling services to students individually and in support groups.
- Provide education and support services to parents.
- Provide consultation services to teachers.
- Facilitate referrals to community support services.
- Advise students concerning academic planning.
- Provide career guidance to students.
- Provide career and college information to parents.
- Maintain an up-to-date library of career and post-secondary school information.
- Network with post-secondary schools.
- Serve on school and community committees addressing the needs of young people.

School Adjustment Counselor:

The School Adjustment Counselor (SAC) position was created to help students who may suffer with social and emotional difficulties that may interfere with their high school experience and academic success. The SAC is available to help students:

- Reduce stressors that impact their ability to advance their academic learning. All students, families and faculty have access to the SAC.
- Assist students with making choices and decisions that are healthy, supportive and appropriate for them.
- Help individuals and families with outside referrals to community support resources and programs if needed.

CAREER CENTER

The East Longmeadow High School Career Center, located across from the main office, is a valuable resource for students. Opportunities are available to become involved in a variety of career exploration activities, to research colleges, to gather information regarding applications, resumes, and interviews and to take career assessments. The Career Center provides seminars with career and college representatives, the career specialist, and alternative educational programs. Career services include College Majors and College Life Workshops, summer employment fair, Freshmen Orientation and military visits.

Guidance with individual goals is also offered to students in either Junior Exploratory or Senior Advisory. Printed material, videos, software programs, and Internet access are available to support student inquiries. Job shadowing offers students first hand job experiences in the community and the opportunity to apply for scholarship money. Internships, sponsored by the Career Center, allow participating students to leave the building for one block per day to work with a professional in a career field of choice. Teachers schedule classes in the Center for research projects and career discovery activities. The Career Center acts as a community resource in order to assist students with the pursuit of part and full time employment. The East Longmeadow Career Center encourages students to participate in their career planning early to give them better direction for the future.

WORK STUDY PROGRAM

GRADE	CREDITS
11, 12	8 & 16

A work-study allows students to integrate work-based learning experiences with their academics. Students develop work-readiness skills, workplace competencies and gain an overview of occupational fields. Students report to work every school day after attending morning classes. Students are evaluated and graded on work habits, social skills, attendance, participation and occupational skills.

Work-study is offered in career areas as food service, retail sale, technology, clerical and automotive. Consideration will be given to other career interests requested by students.

COURSE	9	10	11	12	CR
Art 1	X	X	X	X	4
Art 2		X	X	X	4
Art 3		X	X	X	4
Art 4			X	X	4
Accounting I		X	X	X	4
Advanced Accounting		X	X	X	4
Law 1	X	X	X	X	4
Law 2		X	X	X	4
Personal Finance	X	X	X	X	4
Entrepreneurship	X	X	X	X	4
Microsoft Office	X	X	X	X	4
Internet & Web Page Design	X	X	X		4
Marketing	X	X	X	X	2
Stock Market I		X	X	X	4
Honors English 9	X				4
English 9	X				4
Tiered English Lang Arts	X				4
Honors English 10		X			4
English 10		X			4
Honors English 11			X		4
English 11			X		4
AP English 12				X	8
Honors English 12				X	
English 12				X	4
Creative Writing		X	X	X	2
Speech		X	X	X	4
Verbal SAT			X	X	4
Journalism		X	X	X	2 or 4
Drama		X	X	X	4
Child Development	X	X	X	X	2
Child/Nursery Management		X	X	X	4
Culinary Arts			X	X	4

COURSE	9	10	11	12	CR
French 1	X	X	X	X	4
French 2	X	X	X	X	4
French 3		X	X	X	4
French 3H		X	X	X	4
French 4H		X	X	X	4
French 5H			X	X	4
AP French			X	X	4
Spanish 1	X	X	X	X	4
Spanish 2	X	X	X	X	4
Spanish 2H	X	X	X	X	
Spanish 3		X	X	X	4
Spanish 3H		X	X	X	4
Spanish 4H		X	X	X	4
Spanish 5H			X	X	4
AP Spanish			X	X	4
Latin 1	X	X	X	X	4
Latin 2	X	X	X	X	4
Latin 3H		X	X	X	4
Latin 4H		X	X	X	4
Health	X	X			4
Health Seminar			X	X	2
Honors Algebra 1	X				4
Algebra 1	X	X	X	X	4
Honors Geometry	X	X			4
Geometry	X	X	X	X	4
Honors Algebra 2		X	X	X	4
Algebra 2		X	X	X	4
Essentials of Algebra 2			X	X	4
Honors Pre-Calculus		X	X	X	4
Pre-Calculus		X	X	X	4
AP Calculus			X	X	6
Honors Calculus			X	X	4
SAT/Trig		X	X	X	2
Honors Prob/Stat			X	X	4
AP Computer Science			X	X	6
Math Literacy			X	X	4
Honors Computer Science		X	X	X	4
Tiered Math	X				4

COURSE	9	10	11	12	CR
Chorus	X	X	X	X	4
Advanced Chorus		X	X	X	4
Band	X	X	X	X	4
Orchestra	X	X	X	X	4
Jazz, Rock & Roll Lab		X	X	X	4
Music Tech & Multimedia	X	X	X	X	4
Music Theory & Tech		X	X	X	4
History of Rock and Roll		X	X	X	4
Physical Ed	X	X			4
Physical Ed			X		2
Physical Ed				X	2
Reading Enrichment	X	X	X	X	4
AP Biology			X	X	8
Biology	X	X			4
Honors Biology	X	X			4
Honors Human Anat & Phys		X	X	X	4
Human Anat & Phys			X	X	4
AP Chemistry			X	X	8
Chemistry		X	X	X	4
Honors Chemistry		X	X		4
Essentials of Chemistry		X	X	X	4
AP Physics			X	X	8
Honors Physics		X	X	X	4
Physics		X	X	X	4
Environmental Science			X	X	4
Forensic Science			X	X	4
Honors U.S. History 1	X	X			4
U.S. History 1	X	X			4
AP US History		X	X		8
U.S. History 2		X	X		4
Honors U.S. History 2		X	X		4
AP Mod European History			X	X	8
AP Psychology			X	X	6
AP US Govern & Politics			X	X	6
Honors Anthropology			X	X	4
African American Studies			X	X	4
Contemporary Issues			X	X	4
Psychology			X	X	4
World History			X	X	4

COURSE	9	10	11	12	CR
Resources for Learning	X	X	X	X	2
Resources for Learning	X	X	X	X	4
Math Skills 9	X				4
Math Skills 10		X			4
Math Skills 11			X		4
Math Skills 12				X	4
Math Conn 1	X	X	X		4
Math Conn 2		X	X	X	4
Engineer Drawing/CAD 1	X	X	X	X	4
Engineer Draw/Arch CAD 2		X	X	X	4
Technology Applications 1	X	X	X	X	2
Graphics Com & Tech 1	X	X	X	X	4
Graphics Com & Tech 2		X	X	X	4
TV Production	X	X	X	X	2
Work Study		X	X	X	8 or 16
Internship			X	X	4 or 2

LPVEC Voc/Tech

COURSE	9	10	11	12	CR
Automotive Technology		X	X	X	16
Carpentry		X	X	X	16
Cosmetology		X	X	X	16
Culinary Arts		X	X	X	16
Design & Visual Communication		X	X	X	16
Facilities Management		X	X	X	16
Fashion Technology		X	X	X	16
Graphic Communications		X	X	X	16
Health Assisting		X	X	X	16
Info Support Service/Networking		X	X	X	16
Landscaping Tech/Horticulture		X	X	X	16
Medical Office Technology		X	X	X	16
Technical Career Exploratory		X	X	X	16

EAST LONGMEADOW HIGH SCHOOL GRADUATION REQUIREMENTS

A. Course Requirements

1. Pass 4 required English courses (16 cr.)
2. Pass 4 Mathematics courses* (16 cr.)
3. Pass 3 Science courses (12 cr.) (including a Biology course)
4. Pass 3 Social Studies (12 cr.) (including U.S. History 1 and U.S. History 2)
5. Pass 2 Foreign Language courses (8 cr.)
6. Pass 1 required Health course (4 cr.)
7. Pass 1 Fine Arts (art or music) course (4 cr.)
8. Pass 1 Business and Instructional Technology course (4 cr.)
9. Pass 1 Practical Arts (family life & consumer science or technology education) course (4 cr.)
10. Pass 3 Physical Education courses (12 cr.)

*Students must take a math course in their senior year. Students are expected to complete all 4 units of math, including their senior year math at ELHS.

B. Community Service

Documentation of 40 hours of volunteer work beginning in September of the 9th grade.

Community Service Program:

East Longmeadow High School is committed to providing students with an education that will, among other things, enable them to be productive and responsible citizens. One meaningful way students can learn about being responsible citizens is by serving their community. Students who learn to put their talents to work help not only themselves, but also their community.

Community Service Criteria:

An East Longmeadow High School recognized community service activity is one which:

- a. is performed without compensation to the student.
- b. results in service to at least one other person and is of benefit to the "community" (not restricted to East Longmeadow).
- c. is not a service mandated by court.
- d. is accepted by East Longmeadow High School community service team.
- e. is performed off school hours.
- f. is logged on documentation form with proper signatures and phone numbers.

C. Credits

112 credits will be required for graduation in addition to 40 hours of approved volunteer work (community service).

D. Promotion

For a student to advance from one grade level to the next higher-grade level, the requirements are as follows:

Entrance to 10 th grade	28 credits
Entrance to 11 th grade	56 credits
Entrance to 12 th grade	84 credits
Graduation	112 credits

Massachusetts State College and State Universities Minimum Course Requirements

Although most colleges have additional requirements, minimum coursework which totals 16 college preparatory units are presently being required by four-year state colleges and universities in Massachusetts. A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.

These courses are distributed as follows:

English	- 4 courses
Mathematics	-4 courses* (Algebra 1 & 2, Geometry, Trigonometry or comparable coursework)
Sciences	- 3 courses (including two with lab)
Social Studies	- 2 courses (including one course in U.S. History)
Foreign Languages	- 2 courses (in a single language)
Electives	- 2 courses (from the above subjects or from the Arts & Humanities or Computer Science)

*Students must take a math course in their senior year. Students are expected to complete all 4 units of math, including their senior year math at ELHS.

Action Plan: High School 9th Grade

Fall

Plan for the Year Ahead

- Meet with your [counselor](#) to discuss your college plans. Review your schedule with him or her to make sure you're enrolled in [challenging classes](#) that will help you prepare for college. Colleges prefer four years of English, history, math, science, and a foreign language.
- Use a [College Search](#) to find out the required courses and tests of colleges that you might be interested in attending.
- Start a calendar with important dates and deadlines.
- Get more involved with your [extracurricular activities](#).
- Go to college fairs in your area.

Winter

Learn about Colleges

- Learn about [college costs](#) and how [financial aid](#) works.
- Use the [College Savings Calculator](#) to see how much money you'll need for college, whether you're on track to save enough, and what you need to do to reach your goal. Talk to your parents about financing college.
- [Visit colleges](#) while they're in session.
- Find out about college firsthand from college friends who are home for the holidays.

Prepare for Tests

- Talk to your counselor and teachers about taking [SAT Subject Tests](#)[™] in your strong subjects this spring. Take Subject Tests such as World History, Biology E/M, and Chemistry while the material is still fresh in your mind.

Spring

Stay Focused

- Sign up for [college preparatory courses](#). Consider [AP](#)[®] courses.
- Study for May AP Exams. Get free [AP preparation](#).

Explore Summer Opportunities

- Look for a great [summer opportunity](#) — job, internship, or volunteer position.
- Check with your counselor and search online for [summer school programs](#) for high school students at colleges.

Summer

Make the Most of Your Break

- Start a summer [reading list](#). Ask your teachers to recommend books.
- Plan to [visit college campuses](#) to get a feel for your options. Start with colleges near you.
- Finalize your summer plans.

Action Plan: High School 10th Grade

Fall

Plan for the Year Ahead

- Meet with your [counselor](#) to discuss your college plans. Review your schedule with him or her to make sure you're enrolled in [challenging classes](#) that will help you prepare for college. Colleges prefer four years of English, history, math, science, and a foreign language.
- Start a calendar with important dates and deadlines.
- Get more involved with your [extracurricular activities](#).
- Use a [College Search](#) to find out the required courses and tests of colleges that you might be interested in attending.
- Attend Guidance Grade 10 College Planning Night at ELHS.
- Go to college fairs in your area.

Consider Taking the PSAT/NMSQT®

- Sign up for the [PSAT/NMSQT](#), which is given in October. Ask your counselor which date is offered at your school. Get free online [PSAT/NMSQT practice](#).
- If you're taking the PSAT/NMSQT check 'yes' for [Student Search Service](#)® to hear about colleges and scholarships.

Winter

Prepare for Tests

- Use the access code on your PSAT/NMSQT score report to sign in to [My College QuickStart](#)™. With this personalized planning kit, you can prepare for the SAT using a study plan based on your PSAT/NMSQT results and explore lists of suggested colleges, majors, and careers.
- Talk to your counselor and teachers about taking [SAT Subject Tests](#)™ in your strong subjects this spring. Take Subject Tests such as World History, Biology E/M, and Chemistry while the material is still fresh in your mind.
- Attend PSAT Parent Presentation at ELHS.

Learn about Colleges

- Learn about [college costs](#) and how [financial aid](#) works.
- Use the [College Savings Calculator](#) to see how much money you'll need for college, whether you're on track to save enough, and what you need to do to reach your goal. Talk to your parents about financing college.
- [Visit colleges](#) while they're in session.
- Find out about college firsthand from college friends who are home for the holidays.

Spring

Stay Focused

- Sign up for [college preparatory courses](#). Consider [AP](#)® courses.
- Study for May AP Exams. Get free [AP preparation](#).

Explore Summer Opportunities

- Look for a great [summer opportunity](#) — job, internship, or volunteer position.
- Check with your counselor and search online for [summer school programs](#) for high school students at colleges.

Summer

Make the Most of Your Break

- Start a summer [reading list](#). Ask your teachers to recommend books.
- Plan to [visit college campuses](#) to get a feel for your options. Start with colleges near you.
- Finalize your summer plans.

Action Plan: High School 11th Grade

Fall

Take the PSAT/NMSQT

- At school, sign up early to take the PSAT/NMSQT® in October. Get [PSAT/NMSQT tips and a free practice test](#).

Start Your College Search

- Start with you: Make lists of your abilities, preferences, and personal qualities. List things you may want to study and do in college.
- Jumpstart your college planning by [reading about majors and careers](#).
- Use a College Search to find colleges with the right characteristics.

Start Thinking about Financial Aid

- Talk to your counselor about your college plans and attend college night and financial aid night at your school. [Use financial aid calculators to estimate your aid eligibility and college costs](#).

Winter

Plan Your Spring Testing Schedule

- You can take either the SAT Reasoning Test™ or up to three SAT Subject Tests™ on one test day. Plan your testing schedule carefully if you want to take both types of SAT®. See the [SAT schedule of test dates](#) and [register online for the SAT](#).
- Use the access code on your PSAT/NMSQT score report to sign in to [My College QuickStart™](#). With this personalized planning kit, you can prepare for the SAT using a study plan based on your PSAT/NMSQT results and explore lists of suggested colleges, majors, and careers.
- Attend college fair, for example, the Big E in January.

Spring

Get Ready for the SAT

- [Visit the SAT Preparation Center™](#) to take a free full-length official practice test and get a score and skills report. Be sure to sign up for [The Official SAT Question of the Day™](#) for daily practice.

Explore Colleges

- [Attend College Planning Night at ELHS](#)
- Start visiting local colleges: large, small, public, and private. Get a feel for what works for you. Develop a list of 15-20 colleges that interest you. [Search for colleges and use My College List](#) and/or [careerdimensions.com](#).

Prepare for AP® Exams

- Do well on AP Exams and receive credit or placement at most colleges. Get [AP Exam preparation](#).

Plan Ahead for the Summer & Senior Year

- Review your senior year class schedule with your counselor. Challenge yourself with honors and AP classes and stick with sequences you've begun, in the languages, for example. Read about [how to select your courses](#).
- Plan summer activities early. Enrich yourself by volunteering, getting an interesting [job or internship](#), or signing up for [special summer learning programs](#).

Summer

Keep Your Momentum Up This Summer

- Visit colleges. Take campus tours and, at colleges you're serious about, schedule interviews with admissions counselors. Be sure to bring your [campus visit checklist](#).
- Request applications from colleges to which you'll apply. Check important dates; some universities have early dates or rolling admissions. Consult the [College Application Calendar](#) and the [Financial Aid Calendar](#) for a basic idea of the applications timeline.

Action Plan: High School 12th grade

Fall

Pulling Your Applications Together

- Narrow your [list of colleges](#) to between 5 and 10 and review it with your counselor. Get an application and financial aid info from each. Visit as many as possible.
- [Attend College Application Process Night at ELHS.](#)
- Make a master [calendar](#) and note:
 - Test dates, fees, and deadlines
 - College application due dates
 - Required [financial aid applications](#) and their deadlines
 - Recommendations, transcripts, and other necessary materials
 - Your high school's deadlines for application requests, such as your transcript & counselor recommendation
- Ask for [recommendations](#). Give each person your resume, a stamped, addressed envelope, and any required forms.
- Write [application essays](#) and ask teachers, parents, and friends to read first drafts.

Applying Early Action or Early Decision?

- November 1: For [early admissions](#), colleges may require test scores and applications in early November. [Send your SAT® scores](#) at collegeboard.com.
- Ask if your college offers an early estimate of financial aid eligibility

Get Financial Aid Info

- Attend financial aid info events in your area. (Financial Aid Night at East Longmeadow High School)
- Talk to your counselor about CSS/Financial Aid PROFILE® and learn about it with [Completing the PROFILE](#).
- Use [Scholarship Search](#) at collegeboard.com, [www.fastweb.com](#) and ask your counselor about funding sources.

Winter

Application Details

- Most regular applications are due between January 1 and February 15. Keep copies of everything you send.
- Have your high school send your transcript to colleges.

Financial Aid: Apply Early. Apply Right.

- You and your family should save this year's pay stubs to estimate income on aid forms that you'll file early next year.
- Submit your [FAFSA](#) as soon after January 1 as possible. Men 18 or older must register for the selective service to receive federal financial aid.
- Many priority financial aid deadlines fall in February. To get most attractive award package, apply by priority date.

Spring

When the Letters Start Rolling In

- You should get acceptance letters and financial aid offers by mid-April.
- Use [Compare Your Aid Awards](#) to compare awards from different colleges. Questions? Talk to financial aid officers. Not enough aid? Ask if other financing plans are available.
- If you haven't already, visit your final college before accepting.

May 1: Making Your Final Choice

- You must tell every college of your acceptance or rejection of offers of admission or financial aid by May 1. Send a deposit to the college you choose.
- [Wait-listed?](#) If you will enroll if accepted, tell the admissions director your intent and ask how to strengthen your application. Need financial aid? Ask if funds will be available if you're accepted.

Summer

Next Steps

- Ask your high school to send a final transcript to your college.
- Start preparing for the year ahead.

CLASS RANK

Grade Point Average (GPA) at East Longmeadow High School is determined through a dual system where final grades in all courses are used in the calculation of an average on an “unweighted” 4.0 scale GPA 1 and final grades in the five departments of English, Foreign Language, Math, Science, and Social Studies only are “weighted” according to their relative degree of difficulty and averaged on a 5.0 system GPA 2. Final grades will be weighted according to the credit value of the course. If a student repeats a course he/she has failed at East Longmeadow High School and retakes that same course at the high school and receives a passing grade, that student may request that only the higher grade will be calculated in his/her G.P.A. Since the calculation must be done manually, the student must request this in writing to the Principal and is encouraged to do so by their sixth semester to accommodate colleges. The Principal’s approval of the request is contingent upon factors such as the student’s effort, and previous academic record. Both **GPAs** are updated at the end of each year, and the data is cumulative.

Thus, a student will be ranked by two separate and unique calculations. A student’s **Class Rank** is determined by the student’s **Grade Point Average (GPA 2)**, with the highest **GPA** assigned the #1 **rank**, and so on.

This information has nothing to do with either the Honor Roll or eligibility but it is the means by which a student's academic performance at East Longmeadow High School is transmitted to, and evaluated by, a college admissions office.

The three “weighted” categories for each course within the departments of English, Foreign Language, Mathematics, Science, and Social Studies are defined as follows:

AP courses are for students with scholarly interests and the ability to think abstractly, conceptualize, solve problems, and work independently. These courses are comparable to a first-year college course. Most colleges and universities award credits or exemptions on the basis of grades earned on AP examinations offered in May of each school year.

Honors courses are for students with scholarly interests and the ability to think abstractly, conceptualize, solve problems, and work independently. These courses provide the opportunity for advanced study and appropriate preparation for study at the Advanced Placement level, a level comparable to a first-year college course. Most colleges and universities award credits or exemptions on the basis of grades earned on AP examinations offered in May of each school year.

Standard College Prep (CP) courses are designed for students with a wide range of ability and the motivation to achieve within a rigorous curriculum. Students who are successful in standard courses may choose from a wide range of college options. Courses at this level will reinforce skills, provide academic challenges and raise the competence levels of individual students.

GPA 1

A = 4.00	C = 2.00
A- = 3.67	C- = 1.67
B+ = 3.33	D+ = 1.33
B = 3.00	D = 1.00
B- = 2.67	D- = 0.67
C+ = 2.33	E = 0.00

Art 1	Math Literacy	Graphics 2
Art 2	Pre-Calculus H	Technology Applications
Art 3	Pre-Calculus	TV Production
Art 4	AP Calculus	Independent Study
Accounting 1	Calculus-H	Work Study
Advanced Accounting	Prob/Stat H	Externship
Law 1	AP Computer Science	Junior Exploratory
Law 2	Computer Science H	Senior Advisory
Personal Finance	SAT/Trig	Automotive Technology
Microsoft Office	Chorus	Carpentry
Web Page Design	Advanced Chorus	Cosmetology
Entrepreneurship	Orchestra	Culinary Arts
Yearbook	Jazz Lab	Design and Visual Communications
Marketing	Music Tech & Multi Media	Facilities Management
Stock Market 1	Music Theory & Technology	Fashion Technology
Honors English 9	History of Rock & Roll	Graphic Communications
English 9	Physical Education	Health Assisting
Honors English 10	Biology H	Info Support Service/Networking
English 10	Biology	Landscaping Tech/Horticulture
Honors English 11	AP Biology	Medical Office Technology
English 11	Human Anat & Phys	Technical Career Exploratory
AP English 12	Human Anat & Phys H	
English 12	Chemistry H	
English 12H	Chemistry	
Creative Writing	AP Chemistry	
Speech	Physics H	
Verbal SAT	Physics	
Journalism 1	AP Physics 1	
Drama	AP Physics 2	
Child Development	AP Physics C	
Child/Nursery Management	Environmental Science	
Culinary Arts	Essentials of Ecology	
French 1	Forensic Science	
French 2	U.S. History 1H	
French 3	U.S. History 1	
French 3H	AP U.S. History	
French 4H	U.S. History 2	
French 5H	AP European History	
AP French	Anthropology H	
Spanish 1	African American Studies	
Spanish 2	Contemporary Issues	
Spanish 3	Psychology	
Spanish 3H	AP Psychology	
Spanish 4H	AP U.S. Government & Politics	
Spanish 5H	Practical English 9	
AP Spanish	Practical English 10	
Latin 1	Practical English 11	
Latin 2	Practical English 12	
Latin 3H	Math Conn 1	
Latin 4H	Math Conn 2	
Health	Math Skills 9	
Health Seminar	Math Skills 10	
Algebra IH	Math Skills 11	
Algebra 1	Math Skills 12	
Geometry H	Resources for Learning	
Geometry	Engineer Drawing/CAD 1	
Algebra 2H	Engineer Draw/Arch CAD 2	
Algebra 2	Graphics 1	

GPA 2

AP

A = 5.00 C = 3.00
 A- = 4.67 C- = 2.67
 B+ = 4.33 D+ = 2.33
 B = 4.00 D = 2.00
 B- = 3.67 D- = 1.67
 C+ = 3.33 E = 0.00

HONORS

A = 4.5 C = 2.50
 A- = 4.17 C- = 2.17
 B+ = 3.8 D+ = 1.83
 B = 3.50 D = 1.50
 B- = 3.17 D- = 1.17
 C+ = 2.83 E = 0.00

STANDARD/ESSENTIALS (CP)

A = 4.0 C = 2.00
 A- = 3.67 C- = 1.67
 B+ = 3.33 D+ = 1.33
 B = 3.00 D = 1.00
 B- = 2.67 D- = 0.67
 C+ = 2.33 E = 0.00

AP Literature

Honors English 12
 Honors English 11
 Honors English 10
 Honors English 9

English 12
 English 11
 English 10
 English 9
 Speech
 Reading Enrichment
 Journalism
 Creative Writing
 Verbal SAT

AP Spanish

Span 3H
 Span 4H
 Span 5H
 Latin 3H
 Latin 4H
 French 3H
 French 4H
 French 5H

French 1
 French 2
 French 3
 Latin 1
 Latin 2
 Spanish 1
 Spanish 2
 Spanish 3

AP Calculus
 AP Computer Science

Pre-Calc H
 Algebra 2 H
 Geometry H

 Calculus H

 Prob & Stat - H
 Computer Science H

Algebra 1
 Geometry

 Algebra 2
 Pre-Calculus

 SAT/Trig
 Math Literacy
 Tiered Math

AP Biology
 AP Chemistry
 AP Physics

Biology
 Chemistry
 Physics
 Biology H
 Chemistry H
 Physics H
 Hum Anat & Phys - H

Physical Science
 Environmental Science
 Hum Anat & Phys
 Forensic Science

AP U.S. Govern
 AP U.S. History
 AP Mod European Hist
 AP Psychology

Anthropology- H
 U.S. History 1H
 U.S. History 2H

World History
 U.S. History 1
 U.S. History 2
 Contemporary Issues
 Psychology
 World History
 African American Studies

GRADING

Academic grades are the traditional A through E with the plus (+) and minus (-) increments. No specific number value is assigned to any grade and teachers have some subjective flexibility in grading. Students who withdraw from a course prior to the completion will carry the “W” designation on the report card and the transcript. Students who, for whatever reasons, are unable to complete the course requirements by the end of a term will be assigned the temporary grade of Incomplete. This “I” grade must be made up prior to the close of the next term or the grade will revert to the failing “E.” Students who miss substantial amounts of school due to medical reasons are tutored either at home or in the institution and receive the designation “HT” in place of a grade for that term.

GRADE

A, A-	Excellent, High Honors
B+, B, B-	Good or Honor Work
C+, C, C-	Average
D+, D, D-	Poor, Barely Passing
E	Failing
I	Incomplete Due to Absence
W	Withdrawn
HT	Home Tutor

Each marking period will be approximately 30 school days or six weeks long. The exact deadlines and time frames will be established based on the yearly school calendar. Only the final course grade will appear on the permanent student record.

HONOR ROLL

All students may receive the designation of high honors or regular honors with the issuance of each term’s report card. The designation of high honors is earned when a student’s grades are A- or better in each course. Regular honors is earned when a student’s grades are B- or better in each course. The designation of high and regular honors is grade letter based and is not used to calculate GPA. The high/regular honors is a temporary designation for the specific term only, and they are not entered onto the student transcript.

FINAL EXAMINATIONS / ALTERNATIVE ASSESSMENT

All courses of study will include some type of experience designed to evaluate student achievement of the skills and knowledge gained within the course. Examination periods will be scheduled at the end of each semester to facilitate the administering of such experiences.

In semester courses the final grade will be calculated by the following method: 30% for each of the three marking periods (90%) plus final assessment grade (10%).

In full year courses the final grade will be calculated by the following method: 15% for each of six marking periods (90%) plus final assessment grade (10%).

REQUIRED COURSE LOAD FOR ALL STUDENTS

All students will be required to take 32 credits per year with at least 20 credits selected from those courses listed under the "weighted" rank. Ninth graders are advised to take only one course per academic discipline during their first year of high school. Any of the following may substitute for a 4th or 5th weighted course: Accounting; Art (1-4); Instrumental Music; Chorus; Child Development; Child Study/Nursery Management; Entrepreneurship; Health; Health Seminar; Law; Personal Finance; Technical Applications; and Music Theory.

COURSE CHANGE POLICY

- A. Any student wishing to make a schedule change must obtain a course change form from his/her guidance counselor. Change requests are reviewed with the counselor to determine if the change is in the best academic interest of the student. All changes must be requested during the first three days of school days during the first semester. Students would have the entire first semester to review their second semester courses and make any and all desired changes during the first semester. There would be no ADD or DROP period during the second semester. All changes are subject to final approval of the Principal. Level changes may be requested by the end of first term for semester one and by fourth term for semester two and at the end of third term for full year courses.

SUMMER SCHOOL POLICY

It is expected that all students will earn 112 credits through the courses offered at East Longmeadow High School in order to earn a diploma. Circumstances can occur, however, where students may need to earn credits at another institution or outside the academic year. To this end, East Longmeadow High School will allow for such an opportunity but limit its extent. The conditions are as follows:

I. FAILED COURSES

Students are allowed to make up one failed course and receive the assigned credits. Students are allowed to make up two failed courses only if the second course directly provides the necessary credits for graduation at the end of the upcoming school year; otherwise, only one failed course is permissible.

The grade for the make-up course is noted on the transcript but is not used in calculating the grade point average, nor does it replace the grade in the failed course.

II. ENRICHMENT COURSE

Students who have a particular interest or talent and students who wish to continue in a sequential course may take courses in other institutions. The course and grade are noted on the transcript but the grade is not used in calculating the grade point average nor is credit assigned.

LIBRARY / MEDIA CENTER

The Robert J. Jarvis Memorial Library supports, augments, and enhances the philosophy and goals of East Longmeadow High School. To achieve this purpose, the media center strives:

1. To promote intellectual freedom and recognize the value of access to reliable information.
2. To provide a collection of materials which supports the curriculum, encourages reading, and promotes cultural diversity.
3. To instruct students on the use of general and specialized references through formal and informal instruction, and to integrate these skills with classroom assignments.
4. To develop a media program in accordance with the Standards for School Library Media Centers in the Commonwealth of Massachusetts and Information Power: Guidelines for School Library Media Programs.

Providing an academic setting for independent study, small groups, and classes, the library media center, centrally located on the second floor, houses a reference and instructional area, a periodical section, an automated card catalog, and a networked computer lab.

Selected to support the school's curriculum, the print collection contains over 12,500 volumes, 21 periodicals, and one newspaper subscriptions.

Dedicated workstations access the Virtual Reference Library and Databases. The Internet, Newsbank, Microsoft Office, and other appropriate software to supplement and enrich the school's mission.

Open Monday - Thursday from 7:00 AM to 3:00 PM, and Friday 7:00 AM to 2:30 PM, media center policy procedures are published in the ELHS Student and Faculty handbook.

ART

ART DEPARTMENT PHILOSOPHY

The Art Department is dedicated to the pursuit of excellence in creative expression. A wide array of methods and materials are used for the development of artistic skills. The creative process allows the student to express feelings and emotions through the visual arts while developing an ability to critique their own work through self-assessment. Students gain appreciation for the visual arts as creators, viewers and participants. They are able to see the world beyond high school with a new and artistic perspective. Students are encourage to develop a continuing personal relationship with the visual arts after high school by taking art classes at area colleges, exhibiting in community art shows and visiting museums.

ART 1

GRADE	CREDITS
9, 10, 11, 12	4

This course is designed to give students a basic understanding and appreciation for art as it will be encountered on the high school level and beyond. Art I, and the other art courses offered, will give students the background necessary to appreciate visual art, participate in the creation of visual art, or seek further training for a career in the visual arts. Art 1 is planned to meet the needs of students of all artistic ability levels.

The course emphasizes skills development and development of the creative thought process. Each time a skill has been learned, students will be encouraged to make creative applications of those skills. Students will be given a sense of art history, through discussion and showing of visuals that relate to the studio projects they are working on. A variety of materials will be used. Some of the techniques, ideas and materials that may be included are color theory, rendering, perspective drawing, design, composition, acrylic paint, calligraphy and ceramic clay.

All students will maintain a sketchbook and a portfolio of completed projects (to monitor progress). Grading is based on timely completion of homework, creative application of skills on project.

ART 2

GRADE	CREDITS
9,10, 11, 12	4

Prerequisite: “ C-“ or better in Art 1.

This studio course is planned so that students will learn additional techniques and creative thought processes as well as new applications for the skills and concepts learned in Art 1. This will result in students having larger repertoires of responses for solving creative problems, and having a greater understanding and appreciation of the visual arts. Students who have successfully completed Art I will have the background knowledge and skills necessary for this course.

The content of Art 2 will focus on the understanding and use of various aspects of two and three-dimensional art and art history, and may include drawing, painting, sculpture, print making and pottery. Some of the materials and techniques that may be included are acrylic paint, drawing, ceramic sculpture, screen-printing, block printing and hand-built pottery.

All students will maintain a sketchbook and a portfolio of completed projects (to monitor progress). Grading is based on timely completion of homework, creative application of skills on projects.

ART 3

GRADE	CREDITS
9,10, 11, 12	4

Prerequisite: “B-“ or better in Art 2.

The studio course will require that students play a large role in setting the educational goals that are necessary for their continued growth in the visual arts. Students who have successfully completed Art 2 will have the background knowledge and skills necessary for this course.

The semester will be divided into segments of time when the focus will be in a general area of art, for example, drawing, painting, collage, printmaking and sculpture. Specific goals and assignments will be worked out on an individual basis between student and instructor. New techniques will be taught as needed, and creative exploration of ideas and techniques will be strongly encouraged. Some of the techniques and materials that may be used are acrylic paint, water color, pastel, charcoal, scratch board, colored pencils, sculpture, and print making.

Student progress will be continually monitored in this studio course, and individual evaluations of student progress will be done as necessary. This may be initiated by the student or the instructor. Grading is based on the student's progress towards learning, and creative application of skills.

ART 4/5

GRADE	CREDITS
10,11, 12	4

Prerequisite: “B-“ or better in Art 3 and permission of instructor

This studio course is designed to develop and encourage the artistic ability and interest students have gained in Art 3 and earlier art courses. The Art 4 curriculum is planned to encourage individual exploration of a variety of concepts and media.

Students will have a pre-course conference with Visual Arts teachers where a minimum of five student works are reviewed.

Students will learn to develop an individual plan of study; produce visual artworks; analyze, interpret and evaluate works of art; and gain an understanding of the creative expression of other periods and cultures. There will be a major emphasis on the development of a portfolio, which will deal with well-developed themes. Students who intend to study art beyond high school will develop and photograph a portfolio suitable for college application.

Students will be evaluated on the following: evidence of successful mastery of techniques and materials, their ability to be visually expressive and responsive, their proficiency in exercising their imaginations, and their understanding of the visions and expressions of themselves and others. Students who are intending to major in Art in college should plan for extra work to develop a portfolio suitable for college application.

BUSINESS AND INSTRUCTIONAL TECHNOLOGY

PHILOSOPHY

Business and technology are a part of the life of every individual; in fact, business and technology is a part of life itself. Intelligent citizenship in the world today and that of tomorrow demands business and technology knowledge and understanding. Consumer problems of today are complex and the need for every citizen to understand and meet them effectively has increased greatly. Therefore, business and technology education is an essential part of the general education of everyone.

The Business and Instructional Technology Department feels that the student, while in high school, can develop a substantial business and technology background for advanced training in the future. In addition, the acquisition of these marketable skills will provide the student the opportunity to enter the work force following high school. This philosophy is the guideline by which courses and curricula are offered and taught at East Longmeadow High School.

ACCOUNTING I

GRADE	CREDITS
10, 11, 12	4

Students will learn the basic Accounting fundamentals such as what is a balance sheet, income statement, statement of owner's equity. The emphasis of the course will be to have students develop a working knowledge of accounting as to how it applies to them personally as a citizen in our capitalist society, or an employee in business. Once students can apply accounting to their lives, society and businesses, students will begin to learn how to properly record accounting information by following the Accounting Cycle and GAAP. Class routinely involves accounting problems that each student must complete.

Students are required to complete two business simulations during the year along with homework assignments, quizzes, and tests.

Basic Text: Glencoe Accounting, First-Year Course, Guerrieri, Haber, Hoyt, and Turner.

ADVANCED ACCOUNTING

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Minimum final grade in Account I "B-" or approval from Department Chair.

Advanced Accounting is a continuation of Accounting I and is designed to give the student the opportunity to study and apply advanced accounting concepts and principles. This course is for students who are interested in pursuing majors in Business Administration, Accounting, Management, Economics, Finance, Marketing, Actuarial Sciences, and Entrepreneurship.

Students will continue to analyze financial statements in real world setting, they will study Accounting for Payroll Systems, Merchandising Corporations, Plant and Asset Depreciation, Uncollectible Account Receivables, Inventories, Notes Payable and Receivables, Financial Statements, Liquidation of a Partnership, and Ethics in Accounting.

The student will be evaluated through homework, quizzes, tests, and business simulations.

Basic Text: Glencoe Accounting, First-Year Course, Guerrieri, Haber, Hoyt and Turner

BUSINESS LAW

GRADE	CREDITS
9, 10, 11, 12	4

Business Law courses emphasize legal concepts that are relevant to business and business organizations. Topics examined in these courses may include contracts, buying/renting property, installment buying, insurance, buyer/seller relationships, negotiable instruments, employment, taxes, insurance, commercial papers, legal organizational structures, and consumer liabilities.

Student will be evaluated on their classwork, class participation, homework, quizzes, and tests.

Basic Text: Business and Personal Law, published by Glencoe/McGraw-Hill.

BUSINESS LAW 2

GRADE	CREDITS
10, 11, 12	4

Prerequisite: A “B-” or better final grade in Law 1 or approval from the Business Department Chair or the course instructor.

This course will enable students to further develop their understanding of the American legal system. The class will employ the Socratic method of instruction whenever possible, and consequently, students will be expected to brief cases. The course will also examine a broad array of contemporary legal issues. The focus will be on those issues that a citizen in our society is likely to deal with during his or her lifetime.

Students will be evaluated on their case briefs, classwork, class participation, homework, quizzes, and tests.

Basic Text: Business and Personal Law, published by Glencoe/McGraw-Hill.

PERSONAL FINANCE

GRADE	CREDITS
9, 10, 11, 12	4

Emphasis will be toward the role of the consumer and how that person may deal with the numerous facets of everyday living in the economic community.

Subject matter to be covered will include automobile ownership, various types of insurance, personal income and taxation, banking services, investments, types of real estate ownership, and retirement plans.

Students are graded on the basis of homework, quizzes, and tests.

Basic Text: Business and Personal Finance, Kapoor, Diabay, and Hugh.

ENTREPRENEURSHIP

GRADE	CREDITS
9, 10, 11, 12	4

This course is designed to give students the opportunity to experience what it is like to operate a business by taking part in the Junior Achievement Company Program. Students in this course will start and operate a class based business. They will select a product or products to sell and a department in the company in which to work. Students will develop a business plan, market and sell a product, keep inventory and financial records, and learn what it is like to be the “boss.” Other topics of study will include: successful entrepreneurs, sole proprietorships, partnerships, corporations, limited liability companies, franchises, cost analysis, venture capital, global business, and ethics in business.

Students are assessed on the basis of homework, tests, quizzes, teacher evaluation, and peer evaluation.

MICROSOFT OFFICE

GRADE	CREDITS
9, 10, 11, 12	4

Students in this course will learn the basic software concepts in Word, Excel and PowerPoint. The students will be acquainted with the proper procedures to create documents, workbooks, databases, and presentations suitable for course work, professional purposes, and personal use. The student will learn through hands-on exercise-oriented approach, which will encourage students to be independent and develop problem-solving skills.

Students will be evaluated on class work, production work, projects, tests and portfolio assessment.

Text: TBD

INTERNET AND WEB-PAGE DESIGN

GRADE	CREDITS
10, 11, 12	4

As the Internet increasingly becomes an integral part of the business world, it is vital that the businessperson becomes aware of the Internet and Web page management. The objective of this course is to teach students how to use the Internet and design Web pages.

The student will learn how to create, edit, manage, publish and maintain a Web page. The student will also learn how to use, search, and gather information from the Internet.

Students will be evaluated on homework assignments, quizzes, tests, production work, and simulations.

MARKETING

GRADE	CREDITS
9, 10, 11, 12	2

This course is designed to give students a taste of the world of marketing and advertising. The student will learn:

1. What marketing is and why it is an essential element in the success or failure of a business.
2. The four P's of marketing: product, place, price, and promotion.
3. How to use the four P's of marketing to sell a product.
4. The steps involved in market research.
5. How to conduct a market analysis.
6. How to develop and use creative advertising.

The student will complete simulation projects to reinforce marketing skills that she/he has learned in the course.

Students will be evaluated on their classwork, class participation, homework, quizzes, simulation projects, and tests.

INVESTING

GRADE	CREDITS
10, 11, 12	4

The stock class will first introduce students into the importance of investing in a variety of assets, with an emphasis placed on stock. Students will acquire a basic understanding of assets and of the concepts: appreciation and depreciation. They will also examine and evaluate their own financial skills in relation to their personal balance sheet. Throughout the course, students will be responsible for managing several simulated portfolios. This will require consistent knowledge of marketplace, company news and the stock market itself.

Students will be graded on projects completed throughout the term. They will also be graded on class work, participation, quizzes and tests.

Material required: Computer Lab Room with Internet Access, Microsoft Word, Excel and PowerPoint.

YEARBOOK

GRADE	CREDITS
11, 12	4

The East Longmeadow High School Yearbook course is a year long course designed to create, publish and distribute the school's yearbook. The yearbook course requires students to take part in all aspects of production of the yearbook including: creating a theme, designing the cover and layout, taking photographs, and writing articles.

Students will be graded on the basis of satisfying their role within Yearbook and successfully meeting deadlines.

PHILOSOPHY OF THE ENGLISH DEPARTMENT

The East Longmeadow High School English Department strives to provide students with the opportunity to become literate and effective communicators. Our goals are the following:

1. To expose students to the complexities of various cultures through the reading and discussion of literature.
2. To foster an appreciation of reading and an appreciation for good writing.
3. To help students to understand and appreciate the writing process.
4. To enrich the vocabulary of all students.
5. To help students to employ the correct usage of Standard English.
6. To develop student oral skills through group work, oral presentations and class discussion.
7. To address all of the Massachusetts Language Arts standards in all courses.

HONORS ENGLISH 9

GRADE	CREDITS
9	4

Prerequisite: At least a "B-" average in English 8.

Honors In Literary Styles is designed for the student who has consistently demonstrated exceptional reading, writing, and analytical skills. Students planning to take AP English senior year should take this course as preparation.

The focus of the literature section of the course includes in-depth studies of both *Romeo and Juliet*, *The Odyssey*, and *The Catcher in the Rye*. Students additionally read supplementary novels, plays, short stories, essays, poetry, and drama. All students participate in the study of Greek mythology. Interpretive readings as well as written analyses, projects, and creative pieces are required.

The writing section of the course introduces students to the writing process and explains basic concepts such as unity, order and coherence. Students write with emphasis on reflection and self-evaluation. Grammar study includes basic parts of speech, phrase, clause and sentence structure as well as usage matters. A standardized 100-word vocabulary list is studied, and tough context vocabulary is discussed as it is encountered in the literature.

Students are graded on the basis of class participation, homework, quizzes, tests, and appropriate written assignments. Exams are administered at the end of each semester.

Required Readings: *Romeo and Juliet*
The Catcher in the Rye
Jim the Boy
Other novels and/or plays at the discretion of the teacher
An Anthology
Edith Hamilton's *Mythology*
Grammar and Composition, Book #3
Eleven Seconds
The Odyssey
Various handouts

ENGLISH 9

GRADE	CREDITS
9	4

Interpreting Literary Styles is geared towards the college-bound student. The goal of the course is the integration of literature, language study, vocabulary, and writing.

Students are introduced to the short story, the novel, poetry, and drama, and they study the characteristics of the various literary genres and writing styles encountered. A detailed study of Romeo and Juliet is required that includes the demonstration of a personal critical response both orally and in writing. All students participate in a detailed study of *The Odyssey* and Greek mythology.

The writing process is introduced to help students develop good pre-writing, free-writing, revision and editing techniques. Analytical writing based on the literature is stressed. All students compose several major pieces of writing and use them for reflection and self-evaluation. Grammar study includes parts of speech, basic phrase, clause and sentence structure and usage matters. A standardized 100-word vocabulary list is studied, and tough context vocabulary is discussed as it is encountered in the literature.

Students are graded on the basis of class participation, homework, quizzes, tests and writing assignments. Exams are administered at the end of the semester.

Required Readings: *The Odyssey*
Romeo and Juliet
Jim the Boy
Novel at teacher discretion
An Anthology
Edith Hamilton's *Mythology*
Grammar and Composition, Book #3
Various handouts

HONORS ENGLISH 10

GRADE	CREDITS
10	4

Prerequisite: At least a "B-" average in Honors Literary Style or "B" in Interpreting American Literature. The summer reading assignment includes three novels, extensive note taking and an essay.

Honors In American Literature is designed for the student who has consistently demonstrated exceptional reading, writing, and analytical skills. Challenging nightly and frequent long-term reading and writing assignments are a vital part of the course. Students planning to take AP English in senior year should take this course as preparation.

The course focuses on an intensive study of diverse American literature from the Puritan era to the present. Students are expected to tackle difficult materials and be competent to work with them in various capacities - in small groups, in whole class discussions, in projects and on an individual basis. Students review and employ the writing process to interpret classic American literature and contemporary multicultural readings. Grammar study includes a review of sentence structure and usage as well as a focus on capitalization and punctuation. A standardized 100-word vocabulary list is studied. Tough context vocabulary is discussed as it is encountered in the literature.

Preparation for the 10th Grade MCAS English Language Arts test is a significant part of all sophomore English classes.

Students are graded on the basis of class participation, homework, quizzes, tests, papers, and oral presentations. A final exam is administered at the end of the semester.

Required Reading: *The Crucible*
To Kill a Mockingbird
A Gathering of Old Men
Of Mice and Men
The Great Gatsby
Other novels and/or plays at the discretion of the teacher
An American literature anthology
A grammar text
Various handouts

ENGLISH 10

GRADE	CREDITS
10	4

Interpreting American Literature is a broad study of major American authors and works from the Puritan era to the present that is geared towards the college-bound student. Characteristics of historical periods and genres in American literature are emphasized. Literary techniques are analyzed as they apply to the various works studied. Students are encouraged to examine the connections among the various language arts categories and develop proficiency in each. Outside reading is required along with a project that demonstrates critical thinking and a personal response to an important work of American literature.

The course also includes the study and implementation of the writing process with emphasis on expanding the use of techniques studied last year and developing student ability to write on literature. Grammar study includes a review of sentence structure and usage as well as a focus on capitalization and punctuation. A standardized 100-word vocabulary list is studied. Tough context vocabulary is discussed as it is encountered in the literature.

Students are graded on the basis of class participation, homework, quizzes, tests, written papers, and oral presentations. Final exams are administered at the end of the semester.

Texts: American literature anthology
Writing / grammar text
The Crucible
To Kill a Mockingbird
Of Mice and Men
Other novels/plays at the discretion of the teacher
Various handout

HONORS ENGLISH 11

GRADE	CREDITS
11	4

Prerequisite: At least a "B-" average in Honors American Literature or B or better in Interpreting American Literature. The summer reading assignment includes three novels, extensive note taking and an essay.

Honors In English Literature is designed for the student who has consistently demonstrated exceptional reading, writing, and analytical skills. Challenging nightly and frequent long-term reading and writing assignments are a vital part of the course. Students planning to take AP English senior year should take this course as preparation. Critical reading skills are developed through the study of masterpieces of English literature. Development of original, incisive thinking is encouraged by means of writing, projects, oral presentations, outside readings, group work, class discussion, and research. In addition, students can expect intensive seminars on complex topics.

Primary reading emphasis includes the following: periods of British literature, major British authors, literary analysis, and terminology. The course also includes the study and implementation of the writing process with emphasis on developing a student's ability to write on literature and employ the various types of writing. Grammar study is focused on correcting common sentence problems found in student written work and tested on the SAT. A standardized 100-word vocabulary list is studied. Difficult context vocabulary is discussed as it is encountered in the literature. SAT test-taking strategies are also introduced and practiced.

Grades are assigned on the basis of class participation, homework, quizzes, tests, and writing assignments. A final exam with open-ended questions is administered at the end of the semester.

Work is required over the summer which includes extensive reading, writing, and note taking.

Required Reading: *The Strange Case of Dr. Jekyll and Mr. Hyde*
Lord of the Flies
Frankenstein
A Shakespeare play
Other novels and/or plays at the discretion of the teacher
Selected poetry
An English literature anthology
A grammar text

ENGLISH 11

GRADE	CREDITS
11	4

Interpreting English Literature is a full semester course for the college-bound student that focuses on the different genres of writing and integrates them with vocabulary and the literature. In addition, students work on comprehension of often- complex works through text analysis and interpretation. Development of critical thinking is encouraged by means of writing, projects, presentations, outside readings, group work, class discussion, and research.

The basic content includes units on fiction, drama, poetry and non-fiction with focus on how the conventions of the genres influence the meanings of the works. Students are encouraged to tackle difficult materials and use analytical skills to comprehend them. Grammar study is focused on correcting common sentence problems found in student written work and tested on the SAT. Difficult context vocabulary is carefully analyzed, and literary techniques are considered as they relate to the materials studied. A standardized 100-word vocabulary list is studied. SAT test-taking strategies are also introduced and practiced.

Grading is based on class participation, homework, quizzes, and tests, as well as appropriate writing assignments. A final exam with open-ended questions is given at the end of the semester.

Books: *Lord of the Flies*
A Narrative of the Life of Frederick Douglass
A Shakespeare play
Selected Poetry
Short stories
A novel
Supplementary paperbacks

ADVANCED PLACEMENT ENGLISH 12

GRADE	CREDITS
12	8

Prerequisite: At least a "B-" average in Honors English 11 and/or departmental approval. The summer reading assignment includes five major works, extensive note taking and an essay.

AP English 12 is designed for the student who has consistently demonstrated exceptional reading, writing, and analytical skills and has taken challenging courses in English all through high school. It is a full year, intensive course that develops student skill in the critical reading and careful interpretation of difficult literary masterworks. Students also do thorough critical writing about such literature. The course is geared towards students who are willing and able to perform college level work while in high school.

The short-term goal of AP English is high achievement on the AP English Examination administered in May by the Educational Testing Service of the College Board. It is expected that students will take this test at their own expense. The long-term goal is to provide students with the tools that they need to take charge of their own learning and to progress at a rate commensurate with their ability. They are encouraged to cultivate strong reading and thinking skills that characterize life-long learning and enjoyment and to refine and perfect the reading and writing skills necessary for success in college and in the professional world.

Close reading of prose and poetry is stressed as well as thematic analysis of works in all literary genres. Background study of literary time periods, trends, authors, and movements is a must. Impromptu and planned essays are constantly generated from reading and discussions. Assignments cover a variety of aims (expressive, explicative, and literary) and modes (narrative, analytical and persuasive).

Students are graded on the basis of class participation, homework, quizzes, and tests, as well as appropriate writing assignments and oral projects.

Textbooks:

A variety of major plays including or equivalent to:

A Doll's House

Antigone

A Streetcar Named Desire

A variety of novels including or equivalent to:

The Sun Also Rises

Crime and Punishment

The Sound and the Fury

Invisible Man

Various poems and short stories

ENGLISH 12

GRADE	CREDITS
12	4

English 12 is geared towards the college-bound student. The major component of this course is an exposition section that includes the study of the process of writing, the types of writing, and major work on the development of writing style. Students complete papers of various types and lengths leading to a self-evaluation. They also study research methods and compose a documented senior paper. All Senior English classes are required to write an MLA formatted research paper using primary and secondary sources and will be assessed by each student's English teacher. As part of the research process, seniors will also be required to create a project based on their research. The school's Career Center will be overseeing the project/presentation, which will be presented to a panel of teachers and community members as part of the assessment.

A literature portion of the course includes the study of important, culturally diverse works. Students are challenged to explore and analyze the diverse cultures. They employ the various forms of writing learned in the expository unit to develop essays that expound on the themes discussed in the literature. Through this interpretation of the assigned literature, students develop reading, thinking, writing and oral communications skills. Grammar study is done as necessary based on common problems found in student written work. A standardized 100-word vocabulary list is studied.

Grading is based on class participation, projects - written and oral, homework, quizzes, tests and writing. Departmentalized vocabulary exams are administered at the end of the semester.

Textbooks:

Excerpts are used from the following:

The Things They Carried

Night

Angela's Ashes

Kite Runner

Various stories, poems, and novels at teachers' discretion

Various composition texts

ENGLISH 12H

GRADE	CREDITS
12	4

Prerequisite: At least a "B-" average in Honors English 11 or better in Interpreting English 11. The summer reading assignment includes three novels, extensive note taking, and an essay.

Honors English 12 is designed for the student who has consistently demonstrated exceptional reading, writing, and analytical skills. The curriculum is organized around the theme of Character and Culture. Four other themes—transformation, integrity, prejudice and bias, and oppression and courage--provide a focus for reading and writing units. Students are expected to contribute significantly and regularly to class discussion. All Senior English classes are required to write an MLA formatted research paper using primary and secondary sources and will be assessed by each student's English teacher. As part of the research process, seniors will also be required to create a project based on their research. The school's Career Center will be overseeing the project/presentation, which will be presented to a panel of teachers and community members as part of the assessment.

Honors English 12 covers more material more quickly than English 12. The literature portion of the course includes the study of challenging, mostly international fiction and non-fiction through which students are challenged to explore and analyze the diverse cultures. Critical reading skills are developed through nightly readings and occasional long-term reading assignments.

Development of original, incisive thinking is encouraged by means of writing, projects, oral presentations, outside readings, group work, class discussion, and research. In addition, students can expect intensive seminars on complex topics. Writing in Honors English 12 includes writing essays of different types, ranging from writing on literature to a senior research paper that employs research and documentation methods learned in class.

Grammar study is done as necessary based on common problems found in student written work. A standardized 100-word vocabulary list is studied.

Grading is based on class participation, projects - written and oral, homework, quizzes, tests and writing. Departmentalized vocabulary exams are administered at the end of the semester.

Texts typically include:

The Things They Carried

Night

Angela's Ashes

Kite Runner

Selected non-fiction

Various stories, poems, and novels at teachers' discretion

Various composition texts

CREATIVE WRITING: POETRY, FICTION & NON-FICTION

GRADE	CREDITS
10, 11, 12	2

This course is designed to encourage and enhance a talent for writing demonstrated by the student in earlier classes. In Creative Writing the student will write in a variety of genres including poetry and fiction. It is the aim of the course to develop both facility and flexibility in the use of language. Student must share their works with their peers.

Students are graded on the basis of class work, class participation, homework, quizzes and tests as well as writing assignments.

SPEECH

GRADE	CREDITS
10, 11, 12	4

The speech class addresses the rapidly increasing need in our society to be able to speak fluently and competently in a wide range of social, academic, and professional settings.

In addition to formal public speaking assignments, the course will include units in group discussion, debate, seminars, interviewing, drama, and readings. Topics such as stage-fright, diction, body language, audience, group dynamics, and voice control will be considered in detail.

Students will be graded on the basis of the preparation, effort, and progress made in their oral presentations. Because of the nature of the course, the final examination will be oral rather than written. Teacher-generated handouts are used in lieu of a formal text.

JOURNALISM

GRADE	CREDITS
10, 11, 12	2 or 4

Journalism is an introduction to the basics of news gathering and writing for journalistic purposes. The class is open to students in grades 10-12 who are comfortable with the writing process and should expect to prepare and execute interviews, conduct research, and write weekly articles culminating in a final project. Students will also analyze local and national news in newspapers, magazines, television, and radio and participate in weekly current events focusing on new issues.

In addition to the school newspaper *The Spartan Spectator*, students are responsible for contributing articles to the online publication *The Winged Sandal*.

Assessments will be based on quizzes, written work, and the ability to meet deadlines.

Texts: TBD

DRAMA

GRADE	CREDITS
10, 11, 12	4

This course is an introduction and overview to the dramatic arts. Students will develop skills in the dramatic arts by participating in dramatic games, improvisation, movement, speech, writing and directing. In addition, students will learn “behind the scenes” skills in the areas of stage design, lighting, sound and production.

Other topics addressed in the course will include history of theater, dramatic structure, and playwriting. Students will be evaluated by individual and group performances, papers, and projects.

VERBAL SAT

GRADE	CREDITS
11, 12	4

This course is open to students in grades 11 and 12. It is designed specifically to prepare students for the PSAT / SAT Verbal Sections with first semester focused on seniors and second semester on juniors.

Specific objectives include vocabulary mastery and study of sentence completions, grammar, usage, and reading comprehension. Students will study strategies and apply them to real SAT tests. They will also be made to compose, give and take their own tests, work with SAT software and compile a vocabulary notebook. Extensive work on building reading comprehension skills will also be done.

Students are graded on class participation, homework, quizzes, projects and tests.

Books and Materials: An SAT vocabulary list
Cracking the SAT - Princeton Review
Real SAT's - Educational Testing Service
Various SAT computer software
A novel

SPORTS LITERATURE

GRADE	CREDITS
11, 12	4

This elective course explores the impact that sport has had on American culture. Sports, as experienced through the written word, serves as a chronicle of our political history, as a mirror of important social issues, and a lens through which some of our most coveted values are reinforced. The semester-long curriculum includes both fiction and non-fiction reading, analytical writing, research, and formal presentations.

Students will be assessed through quizzes, tests, formal writing assignments, class discussion, and presentations.

Texts:

At least one whole-class text (non-fiction or non-fiction)
Independent text selections (both fiction and non-fiction)
Poetry
Research material

ENGLISH LANGUAGE LEARNERS (ELL)

GRADE	CREDITS
9,10, 11, 12	4

ELL classes provide language instruction to non-native speakers of English. Courses are designed so that the content of the subject (ELA) is taught according to students' English proficiency level. All classes emphasize listening, speaking, reading, and writing. These courses can take the place of a class offered by English. Each full year course is worth 5 credits.

ELL English Literacy (ESL 001) is for newcomers to English who may have experienced gaps in their schooling and/or need foundational skills in reading and writing. Students learn reading strategies in order to advance their reading comprehension skills. Students at this level are beginning to develop academic language through listening and speaking. They learn to expand oral comprehension and write complete sentences, a standard paragraph, and short content-based essays.

ELL Entering/Emerging English (ESL 002) is designed to build upon skills learned from ESL 001 or for student who are reading and writing at grade level equivalency in their native language but are new to English. Students will use reading comprehension strategies to access beginner-level text and develop listening skills to understand social and academic English language. Students will engage in reading, writing, and speaking about literary and informational text including tasks such as: writing paragraphs and short- essays/writing responses to present information learned.

ELL Developing English (ESL 003) is designed to build upon the skills learned in ESL 001 & 002. Students will engage in reading a range of texts, at the appropriate complexity level/language proficiency level(s). Students will use written expression to create informal and formal essays, letters and other tasks as appropriate and will support of the ESL teacher. Students will continue to expand their academic vocabulary in both verbal and written communication. Lessons will include those that help students to develop oral presentation skills and study skills that will enhance their learning in all content areas.

ELL Expanding/Bridging English (ESL 004) is designed to prepare students for the transition into mainstream ELA courses. Students focus on reading, listening comprehension, speaking and pronunciation skills and writing to build and demonstrate skills such as organizations of ideas, use of thesis statements and supporting details in written and oral presentations. Emphasis is on literary analysis and demonstration of conventions of English writing through the development of personal and analytical essays. By the end of this course English Language Learners demonstrate effective use of strong vocabulary, grammar, and communication skills for academic purposes.

FAMILY AND CONSUMER SCIENCE

PHILOSOPHY OF FAMILY AND CONSUMER SCIENCE

The philosophy of Family and Consumer Science program is to provide a curriculum that will help students improve the quality of life for individuals and families.

The Family and Consumer Science program at East Longmeadow High School provides opportunities to:

1. Develop skills which lead to effective decision making, problem-solving and management in the home, school, community and work place.
2. Develop concepts and skills basic to home, individual, and family responsibilities.
3. Develop personal skills which will enhance employment potential.
4. Learn personal and family resource management - consumer skills and money management, nutrition, and personal environment management.

CHILD DEVELOPMENT

GRADE	CREDITS
9, 10, 11, 12	2

The purpose of this course is to study the family structures in which children live today, to study the prenatal growth and development of the child and the effects of nutrition and environment on such development. This course is beneficial for students planning to choose a career working with children, in careers such as teacher, nurse, dietician, social worker, photographer, etc.

Students learn the importance of good prenatal care for the well-being of the mother and her unborn child and study the various stages of emotional, social, physical and intellectual development of a child from infancy to age four. They become aware of the social problems that confront children today; and learn how play affects the child's development.

As part of the course, students observe and participate with children in the *Little BIG Kids Nursery School* which is housed in the high school.

Students are graded on class participation, homework, quizzes, a notebook, projects and tests given after the completion of units of study.

Basic Text: The Developing Child, Brisbane

CHILD AND NURSERY MANAGEMENT

GRADE	CREDITS
10, 11, 12	4

Prerequisite: "C-" or better in Child Development 1.

This course emphasizes developmentally appropriate activities and methods for nursery school planning. The student will become familiar with the developmental stages of the pre-school child, the significance of a nursery school education in relation to the child's total development and the duties and responsibilities involved in the operation of a nursery school.

The student will participate in the Little Big Kids Nursery School and under direct supervision will be responsible for assigned components of the nursery school's daily schedule.

Student evaluation will be based on attendance, nursery school participation, written assignments, projects, quizzes, tests, and a final exam.

CULINARY ARTS

GRADE	CREDITS
11, 12	4

A lecture-lab course, Culinary Arts will give the student experience in planning, preparing and serving a variety of foods. Subject matter will familiarize the student with the tools of the Kitchen, basic cookery principles, and food preparation emphasizing nutrition and healthy food choices, as well as regional and foreign food specialties. The student will learn and apply dining etiquette and food presentation while waiting on “the customer” in the mock coffee house, Café East.

Students’ grades will reflect cooking labs, projects, quizzes, written assignments, a notebook, class participation, participation in Café East, attendance and cooperative teamwork.

Text: Guide To Good Food

FOREIGN LANGUAGE

PHILOSOPHY OF THE FOREIGN LANGUAGE DEPARTMENT

The Foreign Language Department believes that the acquisition of a second language is an essential step in becoming an educated and articulate member of the world community.

Foreign Language study fosters the development of aural, oral, reading, and writing skills in the target language, greater understanding of one's own language and culture, and an awareness and appreciation of other cultures and peoples.

Opportunities, both professional and personal, are enhanced as a result of language study.

FRENCH 1

GRADE	CREDITS
9, 10, 11, 12	4

French 1 is the fundamental course in the French curriculum which introduces students to the Francophone world. Students begin to learn basic vocabulary and common idiomatic patterns and learn to understand, speak, read and write the language. Vocabulary topics include daily activities, family life, hobbies, friendships, Paris life, clothing, and food. Grammatical topics to be covered include: definite and indefinite articles, agreement of adjectives and the present, future and past tenses of verbs. Cultural instruction is provided through educational websites, DVDs, videotapes, and excerpts from novels and other authentic resources.

To test the acquisition of concepts and content in each of the four language skills, students are given quizzes and tests on each chapter. Class participation and homework are important factors in assessment.

Text: Discovering French Bleu, Valette, Valette

FRENCH 2

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: “C-“ grade or better in French 1.

This course provides a continued opportunity to learn more about Francophone countries. The main goals are to assist the students in learning to communicate both in speaking and in writing their own ideas, feelings and opinions in the French language.

Students are given practical and personalized exercises which promote self-expression. Activities reflecting a variety of themes are included. Students learn vocabulary that deals with many daily situations, such as shopping, entertainment, transportation and school life. The past, present and future tense of regular and irregular verbs are reinforced and the use of object pronouns are learned in conjunction with the above themes. Cultural instruction is provided by the use of DVDs, reading and projects.

To test the acquisition of concepts and content in each of the four language skills, students are given quizzes and tests on each chapter. Class participation and homework are important factors in assessment.

Text: Discovering French Blanc, Valette, Valette

FRENCH 3

GRADE	CREDITS
10, 11, 12	4

Prerequisite: “C-“ grade or better in French 2.

French 3 offers a balanced intermediate coverage of the four language skills: listening, speaking, reading and writing with many opportunities to understand and use the language in a variety of contexts. Cultural, conversational, and literary selections represent a wide range of areas within the French-speaking world, from a geographical as well as a social point of view.

Each section of each chapter provides a source of vocabulary expansion and development, relevant reading, a review of grammatical concepts and related conversation. There are many opportunities for group discussions and paired conversation. Cultural instruction is provided by the use of slides, videotapes, reading and projects.

Quizzes and tests are given during and at the end of every chapter. Students are also graded on homework and class participation. This course is conducted mainly in French.

Text: Discovering French Rouge, Valette, Valette

FRENCH 3H

GRADE	CREDITS
10, 11, 12	4

Prerequisite: “B-“ grade or better in French 2.

French 3 offers a balanced intermediate coverage of the four language skills: listening, speaking, reading and writing with many opportunities to understand and use the language in a variety of contexts. Cultural, conversational, and literary selections represent a wide range of areas within the French-speaking world, from a geographical as well as a social point of view.

Each section of each chapter provides a source of vocabulary expansion and development, relevant reading, a review of grammatical concepts and related conversation. There are many opportunities for group discussions and paired conversation. Cultural instruction is provided by the use of videotapes, reading and projects. Students will be asked to complete an independent reading assignment in addition to the regular assigned class work. As time permits, they may also be expected to complete a long-term project.

Quizzes and tests are given during and at the end of every chapter. Students are also graded on homework and class participation. This course is conducted mainly in French.

Text: Discovering French Rouge, Valette, Valette

FRENCH 4H

GRADE	CREDITS
10, 11, 12	4

Prerequisite: “B-“ grade or better in French 3 or C- or better in French 3H.

The emphasis of this fourth year course continues to be on vocabulary building, communication, reading comprehension and writing.

Students read short stories, a novel and a play, poems, articles from newspapers and magazines, which deal with different cultural themes from French speaking countries. Themes covered may include contemporary topics such as love, sports, nature, daily life, adventure, war, humor, art and music.

Students are expected to discuss their readings and prepare oral and written reports. Tapes, DVDs, and videos are used for cultural enrichment. Students also keep weekly journals in French.

Students are graded on the quality of their class preparation, their classroom discussions, on their oral demonstrations and their written assignments. This class is conducted in French.

Texts: Discovering French Rouge, Valette, Valette
Le Petit Prince, Saint Exupery

FRENCH 5H

GRADE	CREDITS
11, 12	4

Prerequisite: Grade of “B-“ or better in French 4H.

This course is designed for those students who wish to refine their skills in French and further their knowledge of culture, literature, and history. French 5 also serves as a preparatory class for students who wish to continue their studies in AP French. It will focus on an in-depth review of articles, adjectives, and all verb tenses. French history and current events both here and abroad will be covered through the use of newspaper and magazine articles. Weekly journals and other compositions will be assigned.

Students will be assessed on tests, quizzes, homework, class participation, compositions and projects. This class will be conducted entirely in French.

Texts: Une Fois Pour Toutes, Prentice Hall
Preparing for the AP Language Exam, Ladd, Girard

AP FRENCH

GRADE	CREDITS
11, 12	4

Prerequisite: “B-“ grade or better in French 5H and/or approval of the Department.

This course seeks to develop language skills that allow students to converse in every day situations and to participate in intellectual discussions. Supplemental materials used to enhance language comprehension are: recordings, films, newspapers and magazines. Writing skills are developed through weekly compositions that focus on content, organizational skills and grammar. Longer writing assignments on novels, plays or poems may be required.

Students are tested for listening and reading comprehension, oral response, classroom performance, and quality of prepared written assignments. Trial runs of simulated AP exams are frequently given as students will take the AP exam in May. This course is conducted entirely in French.

In May, we administer the Advanced Placement Examination as a part of the College Board's Advanced Placement Program. All students are encouraged to take the AP exam.

Texts: Une Fois Pour Toutes, Prentice Hall
Preparing for the AP Language Exam, Ladd, Girard

SPANISH 1

GRADE	CREDITS
9, 10, 11, 12	4

This course provides an introduction to the language and culture of the Spanish-speaking world. Focus is placed on five skills: reading, writing, listening, speaking, and pronunciation. Students will obtain command of the language by focusing on vocabulary, grammatical structures and expressions needed for basic communication through a variety of materials. This class is conducted in Spanish and English.

Text: Realidades 1, Prentice Hall

SPANISH 2

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: “C-“ grade or better in Spanish 1.

This course expands on the cultural themes, vocabulary and grammar of Spanish 1. The materials and activities in this level encourage students to use more of the target language when reading, writing, listening, speaking, and learning about Spanish culture. This class is mainly conducted in Spanish with much emphasis placed on student oral proficiency.

SPANISH 2H

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: B- or better in Spanish 1

This course begins to prepare students for an optional Advanced Placement (AP) Spanish Language Exam. It is a rigorous course designed for motivated learners. Students are introduced to more advanced grammatical structures, vocabulary and idiomatic expressions. More material will be covered than in the regular Spanish 2 program with the goal of enhancing the development of five skills: listening, speaking, reading, pronunciation and writing. Students also learn more about culture. This class is mainly conducted in Spanish with much emphasis placed on student oral proficiency.

SPANISH 3

GRADE	CREDITS
10, 11, 12	4

Prerequisite: C- or better in Spanish 2

This course expands on the cultural themes, vocabulary and grammar of Spanish 1 and 2. The materials and activities in this level encourage students to use more of the target language when reading, writing, listening, speaking, and learning about culture. This class is conducted in Spanish with much emphasis placed on student oral proficiency, reading comprehension, formal and informal writing and listening comprehension.

Text: Paso A Paso 2, Prentice Hall

SPANISH 3H

GRADE	CREDITS
10, 11, 12	4

Prerequisite: “B-“ grade or better in Spanish 2.

This accelerated course is designed to continue to prepare students for an optional Advanced Placement (AP) Spanish Language Exam. More material will be covered than in the regular Spanish 3 program with the goal of enhancing the development of five skills: listening, speaking, reading, pronunciation and writing. Students will master advanced grammatical structures, vocabulary, idiomatic expressions and colloquialisms. Oral proficiency and fluency are emphasized. Students continue to learn about the cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States. The class is conducted in Spanish.

Text: Paso A Paso 2, Prentice Hall

SPANISH 4H

GRADE	CREDITS
10, 11, 12	4

Prerequisite: “B-“ grade or better in Spanish 3 or a C- or better in Spanish 3 Honors.

This accelerated course is designed to continue to prepare students for an optional Advanced Placement (AP) Spanish Language Exam. This course is proficiency based with emphasis on all language skills. Command of Spanish language is promoted through concepts of geography, civilization, culture, arts, film and literature. This course emphasizes the use of Spanish for active communication. Students use the target language with accuracy and fluency while discussing a variety of topics. Complex grammatical structures and sophisticated vocabulary (including idiomatic expressions and colloquialisms) are developed. Class is solely conducted in Spanish.

Text: Paso A Paso 3, Prentice Hall

SPANISH 5H

GRADE	CREDITS
11, 12	4

Prerequisite: Grade of “B-“ or better in Spanish 4H.

This is a rigorous course designed to challenge highly motivated language students and prepare them for an optional Advanced Placement (AP) Spanish Language Exam. In this course, students master reading and listening comprehension, formal and informal writing, and controlled and spontaneous speaking skills. Students also use their critical thinking skills when comparing and contrasting, analyzing and synthesizing a variety of literary and non-literary works. A variety of authentic materials are used, focusing on all skills through geography, civilization, culture, arts, films, music and literature. Class is solely conducted in Spanish.

Texts: Abriendo Paso Gramática, Prentice Hall
Abriendo Paso Lectura, Prentice Hall

AP SPANISH

GRADE	CREDITS
11, 12	4

Prerequisite: B- or better in Spanish 5 Honors and approval of Department Head

This course is designed to meet the demands and expectations of the College Board Advanced Placement (AP) Spanish Language Exam. The primary objective is to refine students' communicative skills in Spanish. Students express thoughts with accuracy and fluency while speaking and writing. Listening and reading comprehension skills are mastered. Complex grammatical structures and sophisticated vocabulary (including idiomatic expressions and colloquialisms) are mastered. A specific format is followed to prepare students for the exam. Class is solely conducted in Spanish.

In May, we administer the Advanced Placement Examination as a part of the College Board Advanced Placement Program. It is hoped that all students will take the examination.

Texts: Abriendo Paso Gramática
Abriendo Paso Lectura
AP Spanish Language Preparing for the Language Examination

LATIN 1

GRADE	CREDITS
9, 10, 11, 12	4

Latin 1 is the introductory course in the study of Latin. The course is designed to educate students in basic Latin grammar, vocabulary, and culture. Students also receive instruction in mythology and classical civilization.

The emphasis of the Ecce Romani text is on reading. Students are taught to read Latin without spending time merely translating. Students learn to respond to questions in both oral and written form, and they learn about Roman life and culture from the readings. Students also learn grammar and vocabulary which pertain to the readings. By the end of Latin 1 students will have learned the present and imperfect tenses and the imperative, declensions one through three, the vocative, some pronouns, some irregular verbs, and complex sentence structure. Students also begin to use Latin to develop English vocabulary and to strengthen their ability to understand derivation of English vocabulary. Cultural instruction will be supplemented by slides, videotapes, and the full-length movie, Ben-Hur.

Students will be given frequent grammar and vocabulary quizzes. Tests will be given periodically.

Basic Texts: Ecce Romani, Lawall and Tafe; Prentice Hall
The Romans Speak for Themselves, Book I; Lawall; Prentice Hall

LATIN 2

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: A passing grade of “C-“ or better in Latin 1.

Latin 2 continues material covered in Latin 1. After a brief review of Latin 1, students will begin to study more complex grammar. Vocabulary development will continue as well as instruction in culture, mythology and classical civilization. All new material will build on knowledge from Latin 1.

In Latin 2 students will continue to read Latin and to build vocabulary. New areas of culture will be explored through the readings. In grammar, students will learn more complex concepts. Areas covered in grammar in Latin 2 include the future, perfect, pluperfect, and future perfect tenses, infinitives, new irregular verbs, new pronouns and adjectives. Students will continue to develop English vocabulary from more complex Latin vocabulary. In Latin 2 students will also see the full-length movie Spartacus. Students will be given frequent vocabulary and grammar quizzes. Tests will be given periodically.

Basic Text: Ecce Romani, Books 2A; Lawall and Tafe; Prentice Hall

LATIN 3

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Passing grade in Latin 2

Latin 3 continues the students' study of the Latin language and Roman culture. The storyline begun in Latin 1 is completed and authentic Roman literature introduced, with a focus on the history of the 1st century BCE. Students will be evaluated by in-class assessments, including a final exam

Text: Cambridge Latin Course Unit 3

LATIN 3H

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Grade of "B-" or better in Latin 2.

By the time a student enters Latin 3 they will have learned most of the basic grammar they will need for this course. The primary focus in Latin 3 is on the reading of Latin prose. As they move through the curriculum, students will review Latin grammar and learn more complex grammar.

Along with a review of grammar from Latin 1 and 2, students will learn gerunds and gerundives, indirect statement and subjunctive verbs and clauses. Students in Latin 3 will read various works, such as *Travelogues of Medieval Latin Writers* (St. Brendan, Gerald of Wales, John Mandeville, and Christopher Columbus), and the *De Bello Gallico* by Julius Caesar. Students will also study cultural topics relative to these readings.

Students are given regular tests and quizzes on the readings and grammar work done in class. Students are also evaluated on class participation and homework.

Texts: Travelogues of Medieval Latin Writers, ed. A. Turner
De Bello Gallico, Julius Caesar

LATIN 4H

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Grade of “C-“ or better in Latin 3.

In Latin 4 students study the poetry of Catullus and Ovid. They also study late-Republican and Augustan culture and history via the lens of these authors.

Students read poetry and study poetic structure in Latin literature. The grammar instruction is particular to the found in poetry, with comparisons to the grammar used in prose.

Students are given regular tests and quizzes on the readings and are evaluated on class participation and homework, as well.

Texts:

Selections from: Catullus and Ovid’s Metamorphoses: Selections from their lyric poetry;
Aronson and Boughner, Prentice Hall

HEALTH

THE PHILOSOPHY OF THE HEALTH EDUCATION DEPARTMENT

The goal of health education is to promote healthy lifestyles for people in our society, and to help students acquire the knowledge, skills, and attitudes that promote healthful behaviors. To achieve this goal there should be organized and systematic learning experiences for students based on expected learning outcomes. Within a comprehensive health education program, the student should do as follows:

- accept responsibility for her/his own health.
- develop decision-making, problem-solving, and inter-personal skills necessary to meet her/his needs in a positive way.
- understand the relationship between personal health and the quality of life.
- know how to use available health resources and services
- know the relationship between health and the major body structures and functions.

A planned health education curriculum will achieve these learning outcomes.

HEALTH

GRADE	CREDITS
9, 10	4

Health education is designed to help students acquire the knowledge and skills to enable them to make responsible present and future decisions regarding their health. Students will explore the relationship between lifestyle practices, health and longevity.

Specific areas include:

Social and Emotional Health: Mental Health, Family Life, Interpersonal Relationships

Safety and Prevention Health: Disease and Prevention, Safety and Injury Prevention, Substance Use/Abuse Prevention, Violence Prevention

Physical Health: Growth and Development, Nutrition, Reproduction and Sexuality

Personal and Community Health: Consumer Health, Ecological Health, Community and Public Health

Students are graded on the basis of class participation, homework, quizzes, tests, projects and a final examination.

Basic Text: Prentice Hall Health, Pruitt, Allegrante, Prothrow-Stith

HEALTH SEMINAR

GRADE	CREDITS
11, 12	2

Prerequisite: A passing grade in Health.

Contemporary Health Seminar is a course which focuses upon personal growth and emotional development. The class will discuss issues and problems encountered by today's teenagers and young adults. Inherent in the course philosophy is that problem-solving skills, self-confidence, self-awareness, and self-control coupled with accurate information will assist them in daily decision-making and self-responsibility.

Specific areas include relationships, human sexuality, substance use and abuse, sexually transmitted diseases, HIV/AIDS and contraception.

Students will be graded on class participation, homework, projects, quizzes, tests, and a final examination.

Texts: Education in Sexuality, Mary Bronson Merki, Ph.D.
The Reality of Drugs, Mary Bronson Merki, Ph.D.
HIV/AIDS and Society, Mary Bronson Merki, Ph.D.

MATHEMATICS

PHILOSOPHY OF THE MATHEMATICS DEPARTMENT

1. The study of mathematics should contribute to a better understanding and appreciation of a contemporary society.
2. In order to fulfill the needs of the individual and of society one should attain the highest degree of mathematical competence.
3. Systematic provisions will be made for adapting curriculum content and instructional procedures to differences in the interests, abilities and needs of the pupils as well as differences in the rate at which they learn.
4. In order to make mathematics more meaningful, emphasis will be placed on its logic, aesthetics, systems and basic concepts.
5. Mathematics will be integrated into other fields of study as much as possible.
6. Mathematics should enhance the student's ability to function and adapt in an ever-changing technological society.

HONORS ALGEBRA 1

GRADE	CREDITS
9	4

Placement: Based on grade in previous math course, teacher recommendation, and assessment results.

This course is designed for students who have demonstrated strong ability and high achievement in Mathematics thus far. It is offered to students who will ultimately take Calculus or AP Calculus. Algebraic skills are developed to a higher degree of difficulty. The material is presented at a faster pace and in a more challenging manner than in Algebra 1.

Topics covered include: number systems; properties; algebraic equations; the coordinate plane; graphs of equations; problem solving by use of algebraic principles; exponents; factoring; systems of equations; operations with polynomials; quadratic equations; radicals; probability; and functions.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Algebra 1, Common Course, Randall I. Charles

ALGEBRA 1

GRADE	CREDITS
9, 10, 11, 12	4

This course is designed for students who have successfully completed the mathematics program in grades K-8. It is an introduction to abstract mathematical ideas and it is considered to be the first step in a college preparatory math sequence.

Topics covered include: number systems; properties; algebraic equations; the coordinate plane; graphs of equations; problem solving by use of algebraic principles; exponents; factoring; systems of equations; operations with polynomials; quadratic equations; radicals; probability; and functions.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Algebra 1, Common Course, Randall I. Charles

HONORS GEOMETRY

GRADE	CREDITS
9, 10	4

Prerequisite: “B“ or better in Algebra 1 or B- or better in Honors Algebra 1.

This course is designed for students who have demonstrated strong ability and high achievement in Mathematics thus far. It is offered to students who will ultimately take Calculus or AP Calculus. Basic geometric concepts are explored in greater depth and in a more challenging manner.

This course deals with parallel and perpendicular lines, planes, angles, triangles, polygons and circles. Also, the Pythagorean Theorem, linear systems, ratio, proportion, congruency, similarity, areas, surface areas, volumes, and Coordinate Geometry are taught. Special emphasis is given to the formal geometric proof and logical reasoning. Students are required to analyze given conditions, organize data, and interpret results. Activities are promoted to help students develop problem-solving skills in mathematical situations.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Geometry, Common Core, Randall I. Charles

GEOMETRY

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: “C“ or better in Algebra 1 or Honors Algebra 1 or B-.

This course explores the basic structure of geometry. It is offered as the second course in a regular college preparatory math sequence.

This course covers topics including points, lines, planes, angles, parallel lines and planes. Definitions, postulates, and theorems are studied throughout the course. Also included are concepts dealing with congruency and similarity of polygons along with an extensive study of the right triangle and circles. Areas of plane figures, constructions, volumes and surface areas of solids, and coordinate geometry are studied. Logical reasoning is introduced.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Geometry, Common Core, Randall I. Charles

HONORS ALGEBRA 2

GRADE	CREDITS
10, 11, 12	4

Prerequisite: “B“ or better in Geometry and in Algebra 1 or “B-“ or better in Honors Geometry and in Honors Algebra 1.

This course is designed for students who have demonstrated high potential and ability to handle the abstract concepts of higher mathematics. This challenging course is offered to ensure those students an opportunity to be fully prepared to proceed to PreCalculus and Calculus.

Topics covered are as follows: real numbers; equations; inequalities; graphs; polynomials; logarithms; matrices; sequences and series; factoring; rational expressions; complex numbers; functions; and conic sections. Problem solving techniques are developed throughout the course. Constant use of a scientific calculator is made. Additional topics include: probability.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Algebra 2, Common Core, Randall I. Charles

ALGEBRA 2

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Passing grade in Geometry

This course logically follows Algebra 1 and Geometry. It is the third course in a college preparatory Math sequence. Successful completion of this course will fulfill Math requirements for many colleges. It is designed for students with good math ability who have performed well in their math courses thus far, and who have demonstrated the potential to handle abstract mathematical concepts.

Topics covered are as follows: real numbers; equations; inequalities; graphs; polynomials; factoring; rational expressions; logarithms; matrices; sequences and series; complex numbers; functions; logarithms; conic sections including circles, parabolas, ellipses and hyperbolas. Problem solving techniques are developed throughout the course. Constant use of a scientific calculator is made. Optional topics may include: matrices and probability.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Algebra 2, Common Core, Randall I. Charles

HONORS PRECALCULUS

GRADE	CREDITS
10, 11, 12	4

Prerequisite: “B” or better Algebra 2 or “B-” or better in Honors Algebra 2.

This course is designed to prepare students for calculus. It is suggested for students who performed well in Geometry and Algebra 2 and who hope to enroll in college upon their graduation.

Topics included are: A review of algebraic concepts; functions and their graphs; polynomial and rational functions; exponential and logarithmic functions; conic sections; polar coordinates; sequences, series; and matrices. A large segment of this course is devoted to the study of trigonometry. Additional topics include: polar coordinates and matrices.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: PreCalculus, With Limits, Roland E. Larson, Robert P. Hostetler
(A graphing calculator is suggested.)

PRECALCULUS

GRADE	CREDITS
10, 11, 12	4

Prerequisite: “C-“ or better in Algebra 2 or “B-“ or better in Essentials of Algebra 2.

This course prepares students for higher-level math courses. It is suggested for those students who have performed well in geometry and algebra and hope to enroll in college.

Topics included are: A review of algebraic concepts; functions and their graphs; polynomial and rational functions; sequences and series; exponential and logarithmic functions. A large segment of this course is devoted to the study of trigonometry. Additional topics include conic sections; polar coordinates; matrices, and determinants.

Students will be evaluated on the basis of tests, class participation, and assignments..

Text: PreCalculus, With Limits, Roland E. Larson, Robert P. Hostetler

AP CALCULUS AB

GRADE	CREDITS
11, 12	6

Prerequisite: “B-“ or better in PreCalculus or Honors PreCalculus.

Departmental approval and/or some prerequisite summer activities may be required.

This course is the most advanced math course offered at the high school. It is designed for students who have clearly shown a keen aptitude and ability to handle algebraic, geometric and trigonometric concepts. Students who enroll in this course will take the advanced placement test in late Spring.

Topics covered are as follows: functions; limits; differentiation; continuity; curve sketching; related rates; maxima and minima; velocity and rates; integration; areas under and between curves; volumes; average value; natural logarithms; exponential functions; and slope fields.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Calculus: A Brief Edition, 6th Edition, Howard Anton
(A graphing calculator is required)

HONORS CALCULUS

GRADE	CREDITS
11, 12	4

Prerequisite: “B-“ or better in PreCalculus or “C-“ or better in Honors PreCalculus.

This course is offered as an alternative to Advanced Placement Calculus.

Although the topics covered are the same as in AP Calculus, the depth of coverage is less extensive. It is designed for students who have shown an aptitude and ability to handle algebraic, geometric, and trigonometric concepts.

Topics covered include: functions, limits, differentiation, continuity, curve sketching, related rates, maxima and minima, velocity and rates, integration, area under and between curves, volumes, average values, natural logarithms, exponential functions, and integration by parts.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Calculus: Graphical, Numerical, Algebraic, Finney
(A graphing calculator is required)

S A T / TRIG

GRADE	CREDITS
10, 11, 12	2

Prerequisite: A passing grade in Algebra 1, Geometry and Algebra 2.

This course is multidimensional. Students will be given the opportunity to improve their understanding of mathematical concepts and learn techniques to aid them in taking the Scholastic Aptitude Test (SAT). Practice SAT tests will be given.

The trigonometry portion of this course deals with the following topics: trigonometric functions and their graphs; trigonometric identities; law of cosines; law of sines and practical applications.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Official Study Guide for the New SAT, College Board
Trigonometry, Arthur F. Coxford.
Handouts

HONORS PROBABILITY AND STATISTICS

GRADE	CREDITS
11, 12	4

Prerequisite: "C-" or better in any level of Algebra 2.

This course is designed for students who have completed PreCalculus. Statistical information has become commonplace. Virtually everyone uses or consumes some statistical information every day. This course will serve as a general-purpose introduction to the topics of probability and statistics.

Topics covered will include: Graphical representation of statistical data, frequency distributions, measures of central tendency and variability, elements of probability and probability distribution, sampling methods, estimation of parameters, hypothesis testing, correlation, regression analysis, t -test and chi-square.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Statistics: Informed Decisions using Data. Michael Sullivan III.
(A graphing calculator is required.)

AP COMPUTER SCIENCE A

GRADE	CREDITS
11, 12	6

Prerequisite: “B-“ or better in Honors Computer Science or permission of the instructor; and completed Pre-Calculus or taking Pre-Calculus concurrently.

This course will teach the design and implementation of computer programs to solve problems that are fundamental to the study of computer science.

A large part of the APCS course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs are used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. Topics covered include but are not limited to: computer hardware, classes, inheritance, programming control structures, looping techniques, searching and sorting algorithms, general Object Oriented Program design, and class design.

Students will learn to program using the Java programming language.

Students will be evaluated on the basis of tests, class participation, and assignments.

HONORS COMPUTER SCIENCE

GRADE	CREDITS
10, 11, 12	4

Prerequisite: “B-“ or better in Algebra 1.

The course will focus on an overview of the field of computer science. Students will study the history of computer science and gain a basic knowledge of the following topics: computer architecture, high-level language programming, software engineering, computer graphics, and robotics.

Current topics in computer science will also be discussed whenever applicable. The course will require hands-on computer time.

Students will be evaluated on the basis of tests, class participation, and assignments.

Text: Computer Science: An Overview, Brookshear

MATHEMATICAL LITERACY AND REASONING

GRADE	CREDITS
11, 12	4

Prerequisite: A passing grade in Algebra II.

This course is designed to stress the connections between contemporary mathematics and modern society. Applications to be studied include: business and civic management, statistics, elections, fairness and game theory, identification of numbers and information science, the mathematics of money and banking. Math Literacy integrates the six main Common Core high school math standards, Number and Quantity, Algebra, Geometry, Functions, Modeling, and Probability and Statistics. Students will be assessed with quizzes, tests, homework, and project work.

Text: For all Practical Purposes, COMAP.

MUSIC

PHILOSOPHY OF THE MUSIC DEPARTMENT

The Music Department is dedicated to the pursuit of excellence in the development of individual musicians and ensembles. The department offers comprehensive studies in the development of technical skills, music theory and history, and appreciation of the performing arts as a whole.

Students are encouraged to achieve at their highest potential, participate in a variety of ensembles, pursue musical interests outside the classroom, participate in community events and continue their study and enjoyment of music beyond high school.

CHORUS

GRADE	CREDITS
9, 10, 11, 12	4

Students will learn vocal techniques and music reading skills necessary for unison and part singing. Performance in concerts and festivals will be used to have the students hone the students' vocal skills.

Students will use their voices to explore the many styles of music from the Renaissance to the Contemporary. Emphasis will be on intonation, vocal quality, style, and proper singing and breathing techniques.

Student grades are determined by their effort in learning their music demonstrating the ability to sign rudimentary melodies, demonstrating the ability to sign major and minor harmonies, participation in class, and participation in performances.

ADVANCED CHORUS

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Students must successfully complete one year of General Chorus with a “C+” or better or have approval of the instructor.

A full year course designed to provide an atmosphere for the enjoyment, appreciation and performance of all types of choral music, from Early Renaissance to Modern Contemporary. The instruction and improvement of voice quality, intonation, ability to read music, ability to sight-sing, and the overall development of musicianship is stressed in conjunction with the learning of each piece of music. The Chorus performs at evening concerts and other special events. Attendance at these performances and dress rehearsals are a course requirement. Chorus members receive individualized vocal instruction in sectional lessons in addition to regular chorus rehearsals. The successful completion of all activities will provide the student with and advances view of the foundations of performance and study in choral singing.

BAND

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: Students must successfully complete middle school instrumental music or audition for the director.

Band is designed to give students the opportunity to develop musical skills by studying various styles of music in different ensemble settings and to provide a variety of opportunities for performance.

Through their individual instruments, students will explore the following elements of music: melody, harmony, rhythm, timbre and form. Music of many styles, historical periods and cultures will be studied.

Student performance in daily rehearsals, and participation in concerts and events will determine the student's grade.

ORCHESTRA

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: Students must successfully complete middle school instrumental music or audition for the director.

Orchestra is designed to give students the opportunity to develop musical skills by studying various styles of music in different ensemble settings and to provide a variety of opportunities for performance.

Through their individual instruments, students will explore the following elements of music: melody, harmony, rhythm, timbre and form. Music of many styles, historical periods and cultures will be studied.

Student performance in daily rehearsals, and participation in concerts and events will determine the student's grade.

Jazz, Rock and Blues Lab

GRADE	CREDITS
9,10, 11, 12	4

Prerequisite: Students must successfully complete 8th grade band or comparable level of instrumental training. Students must be able to read and play music at a high school level.

Jazz, Rock and Blues Lab will focus on studying the standard repertoire of Jazz, Rock and Blues with a special emphasis on developing improvisation skills. Students will learn Jazz, Rock and Blues standards and develop improvisation skills through the study of chords, modes, scales and solo transcriptions. This is a rigorous course for serious musicians that will require regular home practice.

Materials used in the course will include the following:

The Real Book – Jazz Standards

How to Play Jazz and Improvise – Vol. 1 by Jamey Abersold

Approaching the Standards – Vol. 1-3 by Dr. Willie Hill

Maiden Voyage – Jamey Abersold

Additional published sheet music from Jazz, Rock and Blues artists will be studied throughout the semester.

MUSIC TECHNOLOGY AND MULTI MEDIA

GRADE	CREDITS
9, 10, 11, 12	4

In this course students will design and create original sound and MIDI music that can be used to enhance media rich web sites and computer interactive multimedia presentations, as well as stand alone media such as MP3s and CDs. Students will learn the history of musical technology, MIDI sequencing, and auditory safety concerns. Students will learn appropriate audio recording techniques and recording and editing of live music and processing digital audio. Students will compose, design, edit and notate live, pre-recorded, and original music through the use of computer notation software, computer recording software, and sound editing software.

Students will be graded on the basis of class participation, projects, homework, tests, quizzes, and portfolios.

Text: Reason 3.0, Propellerhead

INRODUCTION TO MUSIC THEORY AND TECHNOLOGY

GRADE	CREDITS
9, 10, 11, 12	4

Prerequisite: Students must be high school level musicians with strong music reading skills.

For students with high school level ability in music, this course provides an introduction to the study of music theory using the latest in music technology. The course covers the basic elements of music, major and minor keys, modes, triads, chords, harmonic analysis, ear training, structure and style of music composition, basic arranging and the study of music of world cultures. Students will learn to use interactive music theory training software, music notation software and music sequencing, composition and production software.

Programs used will include: Finale, Sibelius, Reason, as well as web sites such as musictheory.net and other interactive websites.

Grading will be based on homework, class participation, oral presentations, tests, quizzes and projects.

HISTORY OF ROCK AND ROLL

GRADE	CREDITS
10, 11, 12	4

The History of Rock and Roll will survey the evolution of Rock from the preexisting musical styles of the early '50s to the current trends. Organized by decade and era, a student-created timeline will familiarize students with various styles, performers, and musical techniques. Students will engage in analytical thinking as they compare musical styles, listen objectively to pertinent Rock records, and research important social issues that influenced Rock and Roll's musical contributions to the modern world.

Students will be graded on journals, tests, projects and group presentations.

Text: Rockin' Out: Popular Music in the USA w/ CD

Reebee Garofalo, Prentice Hall

PHYSICAL EDUCATION

PHILOSOPHY FO THE PHYSICAL EDUCATION DEPARTMENT

Physical Education is an integral part of the total education process. It is concerned with all aspects of the individual's development. In this development our purpose is to provide physical education that encompasses the total body-wellness concept (motor, cognitive, affective).

MOTOR:

Physical Education promotes physical wellness by encouraging a comprehension of the scientific principles of fitness. Furthermore, the enjoyment of lifetime sports is achieved by providing our students with a wide variety of skill activities that develop coordination, strength, flexibility and endurance in the setting of individual group games.

COGNITIVE:

Physical Education can be a useful tool in the constructive management of leisure time. To that end, we coordinate the nurturing and understanding of the benefits of physical exercise and the relationship this holds to the students overall academic achievement with class activities. We shall also promote a comprehension and appreciation of sport.

AFFECTIVE:

We understand the many social pressures that young people must cope with and therefore, teach the concept of positive, social interaction in our classrooms. In addition, we feel that the experience of challenge, which is a normal facet of human life, is exemplified in Physical Education. It is through active and varied participation that we hope our students are able to learn to enjoy healthful, recreational living.

PHYSICAL EDUCATION

GRADE	CREDITS
9	4

9th grade physical education is a required subject, and students must pass one semester of this course. The course at this level is planned to develop core skills in major areas of sport activities as well as introduction, in the classroom, into planning for lifetime activities.

The following Massachusetts Health Frameworks categories focused on will be: motor skills, fitness, and personal/social behaviors. Within the categories students may experience the following activities:

- Pickle ball, basketball (motor skills)
- Swimming, Fitness for Life (fitness)
- Cooperative games, table tennis (personal/social behaviors)

Students are evaluated using various assessment tools including a daily participation rubric, unit quizzes, Fitnessgram fitness test, and a final comprehensive written exam.

GRADE	CREDITS
10	4

10th grade physical education is a required subject, and students must pass one semester of this course. The course at this level is planned to develop core skills in major areas of sport activities as well as introduction into planning for lifetime activities.

The following Massachusetts Health Frameworks categories focused on will be: motor skills, fitness, and personal/social behaviors. Within the categories students may experience the following activities:

- Softball, Volleyball (motor skills)
- Fitness Testing, Wellness (fitness)
- Survivor, Dance (personal/social behaviors)

Students are evaluated using various assessment tools including a daily participation rubric, unit quizzes, Fitnessgram fitness test, and final comprehensive exam.

TEAM SPORTS

GRADE	CREDITS
11,12	4

Pre-requisite: Completion of 9th and 10th grade Physical Education classes (8 total P.E. credits).

Juniors must choose 1 of the 4 PE electives that are offered because this is a REQUIRED course to be taken in the students Junior year. Seniors may choose to take an additional PE elective only after Juniors have been scheduled, but it can't be one they have previously taken.

Aligning with the *Massachusetts Comprehensive Health Curriculum Frameworks*, this course will focus on improving students' motor skills, fitness levels, and personal/social behaviors through a variety of potential activities, such as basketball, football, softball, volleyball and/or water polo.

Students will be evaluated through the use of various assessment tools including a daily participation rubric, unit quizzes, FitnessGram fitness testing, and a final comprehensive written exam.

INDIVIDUAL SPORTS

GRADE	CREDITS
11,12	4

Pre-requisite: Completion of 9th and 10th grade Physical Education classes (8 total P.E. credits).

Juniors must choose 1 of the 4 PE electives that are offered because this is a REQUIRED course to be taken in the students Junior year. Seniors may choose to take an additional PE elective only after Juniors have been scheduled, but it can't be one they have previously taken.

Aligning with the *Massachusetts Comprehensive Health Curriculum Frameworks*, this course will focus on improving students' motor skills, fitness levels, and personal/social behaviors through a variety of potential activities, such as aquatics, badminton, golf, table tennis, tennis, and/or sepak takraw.

Students will be evaluated through the use of various assessment tools including a daily participation rubric, unit quizzes, FitnessGram fitness testing, and a final comprehensive written exam.

PERSONAL FITNESS

GRADE	CREDITS
11,12	4

Pre-requisite: Completion of 9th and 10th grade Physical Education classes (8 total P.E. credits).

Juniors must choose 1 of the 4 PE electives that are offered because this is a REQUIRED course to be taken in the students Junior year. Seniors may choose to take an additional PE elective only after Juniors have been scheduled, but it can't be one they have previously taken.

Aligning with the *Massachusetts Comprehensive Health Curriculum Frameworks*, this course will focus on improving students' motor skills, fitness levels, and personal/social behaviors through a variety of potential activities, such as aquatics, dynamic and plyo-metric activities, endurance training, strength training, and/or yoga.

Students will be evaluated through the use of various assessment tools including a daily participation rubric, unit quizzes, *FitnessGram* fitness testing, and a final comprehensive written exam.

NON-TRADITIONAL LIFETIME ACTIVITIES

GRADE	CREDITS
11,12	4

Pre-requisite: Completion of 9th and 10th grade Physical Education classes (8 total P.E. credits).

Juniors must choose 1 of the 4 PE electives that are offered because this is a REQUIRED course to be taken in the students Junior year. Seniors may choose to take an additional PE elective only after Juniors have been scheduled, but it can't be one they have previously taken.

Aligning with the *Massachusetts Comprehensive Health Curriculum Frameworks*, this course will focus on improving students' motor skills, fitness levels, and personal/social behaviors through a variety of potential activities, such as archery, aquatics, backyard games, golf, and orienteering.

Students will be evaluated through the use of various assessment tools including a daily participation rubric, unit quizzes, *FitnessGram* fitness testing, and a final comprehensive written exam.

SCIENCE

PHILOSOPHY OF THE SCIENCE DEPARTMENT

The principal goal of the East Longmeadow High School Science Department is to help students acquire the ability to solve problems using critical thinking, scientific methods and 21st century skills. The development of these skills, combined with an attitude of sustained intellectual curiosity is essential to understanding our universe and the natural processes and forces that shape and govern it. Students enrolled in science courses will study scientific concepts, principles, terminology and procedures in the classroom and will also have the opportunity to apply that knowledge while conducting scientific experiments in a laboratory setting. This will enable students to manipulate scientific equipment and materials in a responsible and efficient manner. Students will learn to collect, organize and report scientific data and formulate conclusions. It is vital that students be technologically literate and understand the historical, sociological and economic implications of developments in science in order to make informed decisions as scientific issues impact society and their everyday lives.

ADVANCED PLACEMENT BIOLOGY

GRADE	CREDITS
11, 12	8

Prerequisite: A grade of "B-" or better in both Honors Biology/Biology and Honors Chemistry/Chemistry.
A grade of "B-" or better in Algebra II.
It is strongly recommended that students take Anatomy & Physiology prior to or concurrently.
Departmental approval is strongly recommended.
Completion of a summer assignment is required.

Advanced Placement Biology is a full-year course and is the equivalent of a college-level biology course for biology majors. The curriculum is mandated by the Advanced Placement Examination, underwritten by the College Board. The Course is intended to be the equivalent of a two-semester college course usually taken by biology majors during their first year. Upon successful completion of the course, some students may waive their freshmen college or university biology Prerequisites. The broad curriculum areas include ecology, animal behavior, biochemistry and cell biology; cell energetics; genetics and biotechnology; evolution and diversity; and structure and function of organisms. Evaluation methods include quizzes, examinations, supplemental reading assignments, essays, presentations, projects and laboratory reports based on data collected by students. The laboratory investigations will provide a strong background in research techniques to be used in future college biology courses, while also providing hands-on examples of the topics discussed in lecture. Students are expected to take the Advanced Placement Biology examination in May.

Basic Text: Biology. Campbell and Reece

BIOLOGY

GRADE	CREDITS
9, 10	4

This course provides a molecular approach to help students understand current scientific thinking and to assist them to learn traditional biological content that has been aligned to the state Biology standards. The biological topics include Evolution and Biodiversity, Biochemistry and Cell lecture, laboratory investigations, projects and presentations. Students will be evaluated on the basis of quizzes, tests, laboratory reports, written homework assignments, projects, and classroom participation.

Students are required to take the MCAS Biology exam at the end of the course.

Basic Text: Biology: Miller and Levine

HONORS BIOLOGY

GRADE	CREDITS
9, 10	4

Prerequisite: A grade of “B+” or better in Grade 8 Science.

This course is designed for students who have both a strong interest and have demonstrated aptitude in science. This fast paced course is intended for students who plan to take AP science courses. Concepts in Biology and related areas of science will be explored in greater depth and in a more challenging manner. The course is intended to provide motivated students with a sophisticated knowledge of biology and to sharpen their independent learning and higher order thinking skills.

Honors Biology is aligned to the Massachusetts state frameworks in Biology. The threads of molecular biology and evolution by natural selection are tied together as the emphasis is gradually shifted from molecules to cells, individuals, populations and eventually to the biosphere. This course provides students with knowledge of and insights into molecular biology that enable them to better understand how the rapid advances in biology will affect their lives in the twenty-first century. Additional topics to be covered will include characteristics of organisms, evolution of life, principles of heredity, matter and energy in ecosystems and human anatomy and physiology.

Students will be evaluated on the basis of quizzes, tests, laboratory reports, written homework assignments, oral presentations, projects and lab based assessments. It is expected that each student is an active participant in all aspects of the class.

Basic Text: Biology, Mader.

HONORS HUMAN ANATOMY AND PHYSIOLOGY

GRADE	CREDITS
10, 11, 12	4

Prerequisite: A grade of “C-“ or better in Honors Biology/Honors Chemistry or “B-“ or better in Biology/Chemistry.

This honors level course is intended to give students an opportunity to study, using college level curriculum materials, the structure, function and processes of the human organism. Students contemplating further study in nursing, medicine, medical technology, biotechnology and other science careers should find Human Anatomy and Physiology extremely valuable in preparing for college. Even though this course is designed with scientific and biomedical careers in mind, other students wishing to learn about anatomy and physiology in an appropriately challenging classroom environment will find this exciting course both interesting and useful.

Human Anatomy and Physiology begins with an introduction to the organization of the human body followed with a fast paced review of cell structure and function and an introduction to tissues. Each organ system is then thoroughly investigated and studied. This material is covered by means of classroom lecture and discussion as well as frequent laboratory exercises including some dissections. Daily reading assignments also help the student to become familiar with the material to be covered in class the next day. Student evaluations will be based upon examinations, frequent quizzes, lab reports, and PowerPoint presentations.

Basic Text: Human Anatomy and Physiology. Hole

HUMAN ANATOMY AND PHYSIOLOGY

GRADE	CREDITS
11, 12	4

Prerequisite: A “C-“ or better in Biology and Chemistry or teacher approval.

This course is intended to give students an opportunity to study the structure, function, and process of the human organism. Students contemplating further study in scientific or biomedical careers should find this course extremely valuable in preparing for college.

Human Anatomy and Physiology begins with an introduction to the organization of the human body and tissues. Selected body systems will be thoroughly investigated and studied. This material is covered by means of classroom lecture and discussion as well as frequent laboratory exercises including some dissections. Daily reading assignments also help the student to become familiar with the material to be covered in class the next day.

Student evaluations will be based upon examinations, frequent quizzes, class work, homework and lab reports.

Text: Structure and Function of the Body, (13th Ed.) Thibodeau & Patton

ADVANCED PLACEMENT CHEMISTRY

GRADE	CREDITS
11, 12	8

Prerequisite: A grade of a B or better in Honors Chemistry or Chemistry, and a grade of a B- or better in Algebra II. Departmental approval is strongly recommended and some prerequisite summer activities may be required.

This full-year course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For most students, the course enables them to undertake, as a freshman, second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. The six big ideas are as follows: 1) The chemical elements are fundamental building materials of matter, and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions. 2) Chemical and physical properties of materials can be explained by the structure and arrangements of atoms, ions, or molecules and the forces between them. 3) Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons. 4) Rates of chemical reactions are determined by details of the molecular collisions. 5) The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter. 6) Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition, sensitive to initial conditions and external perturbations.

Students will be graded primarily on the basis of performance on tests and laboratory work.

BasicText: Chemistry and Chemical Reactivity; 6th edition. Kotz, Triechel, and Weaver

CHEMISTRY

GRADE	CREDITS
10, 11, 12	4

Prerequisite: A grade of "C-" or better in Algebra 1 and a "C-" or better in Biology or Honors Biology.

This is a traditional survey course in chemistry that integrates both the mathematical and reasoning skills needed to understand the behavior of matter at the atomic level. Laboratory experimentation and the development of safe lab techniques and procedures are an essential part of this course.

Topics covered in this course include the classification of matter, chemical reactions and changes in chemical properties and energy, a review of acids, bases and pH, atomic structure, the organization of the periodic table and periodic trends, chemical formulas, nomenclature, chemical equations, stoichiometry, chemical bonding, molecules, chemical compounds, kinetic theory and the gas laws.

Tests, quizzes, lab reports, homework and classroom participation are used to evaluate student performance.

Basic Text: Chemistry: Matter and Change. Glencoe

HONORS CHEMISTRY

GRADE	CREDITS
10, 11	4

Prerequisite: A grade of "B+" in Biology or a "B-" or better in Honors Biology. Concurrent enrollment in Algebra 2 is highly recommended.

This course is designed for sophomores and juniors who have both a strong interest and have demonstrated aptitude in science. This is a fast paced, curriculum driven, honors level course for students who intend to later take AP science courses. Concepts that are normally covered in Chemistry are explored at a depth and level of academic challenge commensurate with an honor level course.

Topics to be investigated include the classification of matter, chemical reactions and changes in chemical properties and energy, a review of acids, bases and pH, atomic structure, the organization of the periodic table and periodic trends, chemical formulas, nomenclature, chemical equations, stoichiometry, chemical bonding, molecules, chemical compounds, kinetic theory and the gas laws.

Tests, quizzes, lab reports, and student classroom participation are used to evaluate student performance.

Basic Texts: Chemistry, 8th edition: Raymond Chang

ADVANCED PLACEMENT PHYSICS 1

GRADE	CREDITS
11, 12	6

Prerequisite: No Pre-requisite required. Students taking AP Physics 1: Algebra-Based are expected to have strong mathematical ability as evidenced in their performance in previous mathematics classes.

AP Physics 1: Algebra-Based is the equivalent of a first-semester college course in algebra-based physics, but is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs.

The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound; and electric circuits.

Evaluation of Students: Students will be evaluated based on the following:

Tests:	50%
Quizzes:	20%
Labs:	20%
Homework:	10%

Basic Text: Physics, Wilson and Buffa

ADVANCED PLACEMENT PHYSICS 2

GRADE	CREDITS
11, 12	6

Prerequisite: Grade of B- or better in Physics, Honors Physics, or AP Physics 1: Algebra-Based. In addition, students taking AP Physics 2: Algebra-Based are expected to have strong mathematical ability as evidenced in their performance in previous mathematics classes.

AP Physics 2: Algebra-Based is the equivalent of a second-semester college course in algebra-based physics, but is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs.

The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Evaluation of Students: Students will be evaluated based on the following:

Tests:	50%
Quizzes:	20%
Labs:	20%
Homework:	10%

HONORS PHYSICS

GRADE	CREDITS
10, 11, 12	4

Prerequisite: A grade of “C-“ in Honors Chemistry or “B-“ or better in Chemistry. Concurrent enrollment in Pre-Calculus is highly recommended.

This course is designed for students who have a strong interest and have demonstrated aptitude in science. This is a fast paced course intended for students who will later take AP science courses. Concepts covered in Physics are explored at a depth and level of academic challenge commensurate with an honors level course.

Topics covered include forces and motion, mass and inertia, Newton’s laws of motion, Newton’s law of universal gravitation, waves, heat and heat transfer and electromagnetic radiation.

Tests, quizzes, lab reports, and student classroom participation are used to evaluate student performance.

Text: Holt Physics: Serway and Faughn

PHYSICS

GRADE	CREDITS
10, 11, 12	4

Prerequisite: Successful completion or concurrent enrollment in Algebra II.

Physics is the study of the way the universe works at a fundamental level. A working knowledge of physics is especially useful to students planning to major in science or technical subjects in a four-year college or university after high school. This is because a course in physics is almost always required of these majors. One objective of Physics, therefore, is to provide an understanding of those aspects of physics that will be most useful to students interested in scientific, engineering, or health-related careers. These include: the way things move, Newton's Laws, the forces of nature and concepts of energy.

A secondary objective is to enable each student, including those students who may be undecided about a career, to gain an understanding of the basic rules of nature described by physics. The physical world makes a lot more sense once one knows these basic rules.

The student who takes Physics should have already taken Geometry and should be enrolled in at least Algebra II. Mathematical problem solving will be an important part of this course because math is one of the languages of physics and also because the ability to analyze and solve problems is a requirement for many of today's increasingly technical careers.

Class time will be divided among the following activities: lectures, discussions, and laboratory experiments. Numerous examples from every-day life are used to illustrate the principles of physics.

The main determinant of the grade is the student's test and quiz average. A test or quiz is given almost every week. In addition, laboratory work (including lab reports), effort, and class participation have an effect on the student's grade.

Basic Text: Physics: Principles and Problems. Murphy, Hollon, Zitzewitz and Smoot

ENVIRONMENTAL SCIENCE

GRADE	CREDITS
11, 12	4

Prerequisite: Successful completion of any Biology course and any Chemistry course.

This course is a hands-on integrated science course in which students will further explore relevant areas of biology, chemistry, and physical science.

The curriculum will include the biosphere, ecological interactions, energy, land and water resources, and human impact on the environment.

Students will be evaluated on the basis of quizzes, tests, lab reports, field journals, written homework, oral presentations and long-term projects.

Text: Environmental Science: The Way The World Works, Nebel and Wright

FORENSIC SCIENCE

GRADE	CREDITS
11, 12	4

Prerequisite: Successful completion of a Biology and Chemistry Course.

This course is an introduction to crime scene investigation and evidence gathering. Utilizing lecture and laboratory work students will learn the analysis methods, procedures, techniques, and preservation of crime scene evidence. The course covers topics in respect to biological evidence, chemical and materials evidence, and physical and technological evidence. Students will learn the history of how scientific instrumentation has changed the courtroom. Additional forensic information will be obtained from documented cases and investigations that have reached a dead end (cold case files). Students will be evaluated on the basis of quizzes, tests, laboratory reports, homework assignments, critical thinking exercises, and crime scene analysis.

Text: Introduction to Forensic Science and Criminalistics, McGraw Hill

HONORS FORENSIC SCIENCE

GRADE	CREDITS
11, 12	4

Prerequisite: Successful completion of a Biology and Chemistry Course.

Honor Forensic Science is an introductory course but designed for students who have a strong interest in forensic science, have a demonstrated aptitude in science and technology, and are looking for a challenging and rigorous science course. Topics are arranged similarly to the standard level but a deeper understanding of the trainings and topics are required. Utilizing lecture and laboratory work students will learn the analysis methods, procedures, techniques, and preservation of crime scene evidence. The course covers topics in respect to biological evidence, chemical and materials evidence, and physical and technological evidence. Students will learn the history of how scientific instrumentation has changed the courtroom. Additional forensic information will be obtained from documented cases and investigations that have reached a dead end (cold case files). Students will be evaluated on the basis of quizzes, tests, laboratory reports, homework assignments, research projects, presentations, critical thinking exercises, and crime scene analysis.

Text: Introduction to Forensic Science and Criminalistics, McGraw Hill

HISTORY AND SOCIAL SCIENCES

PHILOSOPHY OF THE HISTORY AND SOCIAL SCIENCES DEPARTMENT

DEPARTMENT OBJECTIVES:

The East Longmeadow High School History and Social Sciences Department is committed to providing a comprehensive program that promotes life long learning that meets the following major objectives:

1. Development of knowledge and understanding - facts, concepts and generalizations in the fields of history, geography, government and civics, economics, and the social and behavioral sciences.
2. Development of skills - improve reading comprehension, writing, research, analysis, synthesis, and evaluation skills in all subject areas. This skill development may be accomplished through (but not limited to): examinations, journal work, textbook assignments, class presentations, research, group assignments, written assignments, and class participation.
3. Development of values that are necessary to be a responsible citizen – understanding and promoting participation in the political process, developing an appreciation of the cultural diversity of our society, and recognizing the strengths and challenges of our diversity.

HONORS - UNITED STATES HISTORY I

GRADE	CREDITS
9, 10	4

Honors - United States History I is a rigorous course of considerable complexity and intensity that covers approximately three hundred years of U.S. History. The course focus begins with a brief overview of the development of Europe's "modern era" and how these changes would eventually lead to the birth of the United States. Furthermore, the American history component of the course is studied through the historical period of the *New Industrial Age* of the 19th century, with a particular view of how world events have impacted the development of the United States.

The course emphasizes relevant factual knowledge and synthesis of material while making use of primary sources, substantial secondary readings, and other historical materials.

The student will be tested frequently on independent reading assignments as well as on the material presented in class. The tests will include objective and essay sections. Research papers may also be assigned.

Varying academic activities will also be used including substantial resources from the internet.

Basic Text: *The American Journey* and various online sources

UNITED STATES HISTORY I

GRADE	CREDITS
9, 10	4

United States History I is a one-semester course, primarily for ninth grade students.

The curriculum covers U.S. history, from the rise of European influence, through the Colonial period and the founding of the United States. The course then turns its focus to the development of the United States through the *New Industrial Age* of the 19th century. The emphasis is on determining contributions to the development and relationship of long term principles and forces that tie the various eras of history together. There is also considerable emphasis on geographic knowledge.

Grades are determined largely by completion of regular homework assignments and by testing conducted subsequent to each one or two chapters of material. Occasional "surprise" quizzes are employed, and either individual or group projects or reports may be assigned. Class participation is also considered.

Text: *A History of the United States*, Boorstin & Kelley and various online sources.

ADVANCED PLACEMENT UNITED STATES HISTORY

GRADE	CREDITS
10, 11	8

Prerequisite: Recommended grades in previous history courses: A grade of *B-* or higher in *Honors - U.S. History*, a grade of *B* or higher in *U.S. History I / II*, a grade of *B+* or higher in *Essentials U.S. History I*

Some prerequisite summer activities may be required.

Advanced Placement U.S. History is designed primarily to prepare the student for the Advanced Placement Examination given in May. The student will review American History from the Colonial period to the Civil War. A major emphasis, however, is on a mastery of the facts and themes of American History from the post Reconstruction period to the present.

The student will be tested frequently on independent reading assignments as well as on the material presented in class. The tests will include objective and essay sections. Research papers may also be assigned.

In May, we administer the Advanced Placement Examination as a part of the College Board's Advanced Placement Program. It is expected that all students will take the examination; however, since the testing fee is approximately \$80, it is not required.

Text: *American Pageant*, Bailey and Kennedy and various online sources.

U.S. HISTORY II

GRADE	CREDITS
10, 11	4

Prerequisite: Recommended grades in previous history courses: successful completion of *Honors - U.S. History*, *U.S. History I*

U.S. History II is designed for the college-bound student interested in an in-depth study of American history. Lectures and class discussions will include the development of the significant political, economic, social and cultural themes in the American experience with emphasis on the chronology from the late 19th century emergence of the U.S. as a world power, to the present. Material to be covered will also investigate the role of the United States in global affairs and the study of world history as it relates to America's foreign policy.

Testing will stress both the mastery of factual information and the interpretation of historical themes. Test will contain both objective and essay sections. Research papers and outside readings of primary and secondary sources will be expected of the student.

Text: *A History of the United States*, Boorstin & Kelley and various online sources.

HONORS UNITED STATES HISTORY II

GRADE	CREDITS
10, 11	4

Prerequisite: Recommended grades in previous history courses: A grade of *B-* or higher in *Honors - U.S. History I*, a grade of *B* or higher in *U.S. History I*

Honors - U.S. History II is a detailed and complex study of American history from the period of late 19th century imperialism through the modern-day. There will be an emphasis on the mastery of the facts and themes of American history from the beginning of the 20th century to the present. Independent readings may be required and various student evaluations will be employed.

ADVANCED PLACEMENT MODERN EUROPEAN HISTORY

GRADE	CREDITS
11, 12	8

Prerequisite: Recommended grades in previous history courses: A grade of *B-* or higher in *Honors - U.S. History*, a grade of *B* or higher in *U.S. History I / II*

Some prerequisite summer activities may be required.

AP Modern European History is a rigorous full-year course of study designed to challenge qualified high school students with subject material covered in a manner normally found in a college curriculum.

The course covers a period from ancient times to the present, with emphasis on what is considered "modern" - the history of Europe from the Renaissance. Theories on society, government, economics and religion are studied. It is expected that students take the Advanced Placement Examination in the spring. The testing fee is approximately \$80.

Students are graded on the basis of test and quiz scores with heavy emphasis on writing. Participation in class discussions is expected.

Text: *History of the Modern World*, R.R. Palmer and Joel Colton

ADVANCED PLACEMENT PSYCHOLOGY

GRADE	CREDITS
11, 12	6

Prerequisite: Recommended grades in previous history courses: A grade of *B-* or higher in *Honors - U.S. History*, a grade of *B* or higher in *U.S. History I / II*

Some prerequisite summer activities may be required.

Advanced Placement Psychology is a full year course. (84 minutes first semester, and 41 minutes second semester) This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts and principles within the field of psychology. This course is geared towards students who are willing and able to perform college level work while in high school.

Students will be evaluated on the basis of their performance on tests, quizzes, outside readings and research, class participation and a final project. There will be a heavy emphasis on writing and students will be expected to write using the APA format. Students are expected to take the Advanced Placement Psychology examination in May.

The testing fee is approximately \$80.

Text: *Psychology* - Myers, David

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

GRADE	CREDITS
11, 12	4

Prerequisite: Recommended grades in previous history courses: A grade of *B-* or higher in *Honors - U.S. History*, a grade of *B* or higher in *U.S. History I / II*

Some prerequisite summer activities may be required.

Course objectives for *A.P. U.S. Government and Politics* should include a significant level of abstract thinking. This is considered as an introductory college level course and course work will reflect this. In addition, students will need to master substantive theories that explain events, actions, and connections, as well as policy outcomes. The course is designed to give students a critical perspective on politics and the government.

The student will be tested frequently on independent reading assignments as well as on the material presented in class. The tests will include objective and essay sections. Research papers may also be assigned.

In May, we administer the Advanced Placement Examination as a part of the College Board's Advances Placement Program. It is expected that all students will take the examination. The testing fee is approximately \$80.

Text: *Government in America* - Edwards, Wattenberg, Lineberry.

HONORS ANTHROPOLOGY

GRADE	CREDITS
11, 12	4

Honors Anthropology is an elective designed to give the students an introductory background in cultures other than our own. It also seeks to provide a basic understanding of the scientific origins of the human species.

The course is broken down into two sections: physical anthropology, which deals with evolutionary theories and the development of the different races, and cultural anthropology, which studies various customs, family groupings and economic structures.

Students are graded on the basis of test and quiz scores as well as a term paper and in-class writing assignments.

Text: *Anthropology*, William Haviland

WORLD HISTORY

GRADE	CREDITS
11, 12	4

Successful completion of U.S. History I and II requirement

The description should include the following:

The course will primarily cover the period from the post Roman Empire. Topics will include: the Middle Ages, East Asia, the Renaissance, Expansion and Absolutism, Revolutions in Europe and the Americas, Industrialism and Nationalism, and the 20th Century.

A variety of assessments will be used to evaluate understanding of these themes. The student will be tested frequently on independent reading assignments as well as on the material presented in class. The tests will include objective and essay sections. Research papers may also be assigned.

AFRICAN AMERICAN STUDIES

GRADE	CREDITS
11, 12	4

Prerequisite: Students must complete and pass U.S. History 1 and U.S. History 2

African American Studies is a course designed for students interested in a comprehensive study of African American history beyond the highlights offered in a U.S. History class. In addition, instruction and class discussions will include the examination of the impact of the economic, social, and political forces that shape the African American experience from the trans-Atlantic slave trade of the Colonial Period through the 21st century. Furthermore, students will examine, analyze, and interpret the state of race relations in America and appraise the value of understanding and appreciating the diversity of human affairs.

Assessment will stress both the mastery of factual information and the interpretation of economic, social, political, and historical themes. A variety of assessments will be used to evaluate understanding of these themes and tests will contain both objective and essay sections. Independent work, such as research papers and outside readings of primary and secondary sources will be expected of the student.

Text: Prentice Hall African American History: 2nd Edition, by Darlene Clark Hone, William C. Hine, and Stanley Harrold

CONTEMPORARY ISSUES

GRADE	CREDITS
11, 12	4

Prerequisite: A passing grade in a *United States History* course sequence.

Contemporary Issues is a one semester course that will investigate recent current events for both international impact as well as their influence on American culture and society. The geographic and historical framework of current events will also be examined.

Topics that are covered will be dictated by specific current events. Domestic issues such as crime, poverty, environment, and politics may be covered as well as global issues that will shape America's future.

Students will be evaluated on the basis of objective, subjective and open-ended tests and quizzes. A research paper may also be required.

Text: *The Week Magazine*

PSYCHOLOGY

GRADE	CREDITS
11, 12	4

Psychology is a social science that studies human behavior. This course covers most of the subjects found in an introductory college course.

The following topics will be covered: Introduction of Terms, the Scientific Method, Biological Basis of Behavior, Methods of Learning, Memory and Cognition, Development, Personality, Intelligence, and Abnormal Behavior. The following topics will focus on Social Psychology: Social Influence, Social Perception, Prosocial Behavior, and Aggression.

Students may be evaluated on class participation; objective, subjective and open-ended tests and quizzes on materials presented in class and assigned reading. An outside novel and/or a research paper may also be assigned.

Texts: *Understanding Psychology* - Kasschau, R.
Exploring Social Psychology - Baron, R., Byrne, D., & Johnson, B.

SPECIAL EDUCATION

PHILOSOPHY OF THE SPECIAL EDUCATION DEPARTMENT

Every individual has a unique combination of intellectual potential, physical attributes and constraints, behavioral and emotional patterns, and a preferred learning style. Education has evolved as an institution to help growing persons make the most of this uniqueness.

Most students' needs can be met with choices under the heading of "regular education." If differing too much from the majority of learners in one or more aspects, a student may then come under the aegis of "special education" services. Regular and special education should not be viewed as discrete, separate entities, however, but should be seen as an educational continuum.

Appropriate options should be available along this continuum so that each student at each developmental level of growth may have an appropriate education provided in the least restrictive setting. These options should include: regular classroom setting with monitoring, consulting, training, and supportive personnel (including aides where appropriate) available; team teaching with regular and special needs educators sharing teaching responsibilities in one setting; resource rooms for remediation and specialized teaching; and substantially separate programs.

OBJECTIVES OF THE SPECIAL EDUCATION DEPARTMENT

In keeping with the philosophy, we offer as objectives:

1. To systematize the pre-referral process throughout the school system.
2. To provide diagnostic procedures for identification and appropriate placement of students in need of special services as specified by state and federal laws.
3. To offer a range of program options in both regular and special education for students at each educational level so students may have an appropriate education in the least restrictive setting.
4. To recognize the role of developmental stages on the educational needs of students and provide appropriate program emphases to meet the needs of each stage.
5. To develop a method for evaluating the long-range effectiveness of the decisions made about program option and teaching style chosen for students.
6. To provide training opportunities for regular and special education teachers in the different learning styles and in exploring techniques which can be used to help students reach maximum learning in these differing ways.
7. To be sensitive to the effect that school-wide and system-wide policies may have on the special needs students.
8. To provide scheduled time within school buildings for regular and special education teachers to confer and plan for the students they share.
9. To offer a wide range of support services to the special needs students and the regular classroom teachers.
10. To be sensitive to each student's need for success and feelings of competency.
11. To encourage on-going communication between special educators and parents.
12. To offer informational and training opportunities for parents.

RESOURCES FOR LEARNING

GRADE	CREDITS
9, 10, 11, 12	2
9, 10, 11, 12	4

Prerequisite: Students must have a signed Individual Educational Plan.

Students enrolled in the Resources for Learning course will be required to participate in structured tutorial activities based upon courses taken in the regular educational environment.

This course is designed to provide enhancement of the regular education curriculum. Students will work individually or in small groups to address individual learning issues.

Students will be graded on the basis of attendance, preparation, participation, application of skills to course work, and assigned projects. Students will be encouraged to enroll in Resources for Learning when their schedule is most demanding and academically challenging.

PRACTICAL ENGLISH

GRADE	CREDITS
9, 10, 11, 12	4

The English program provides instruction in Literature, Composition, Communication and Language.

Specific areas of instruction in literature include: American and English authors, short stories, poems, autobiography, plays and the novel. Instruction in writing and composition uses the Writing Process Approach.

Language instruction is comprised of the parts of speech, understanding the structure of sentences, punctuation, and capitalization. Communication development involves gaining competency in the areas of listening, speaking, research, study skills, vocabulary, and use of the dictionary. Life skills include letter format, personal and business letters, forms, and reading the newspaper.

Students are graded on the basis of class attentiveness, class participation, homework, quizzes and tests.

Texts: (At teacher's discretion)

MATH SKILLS

GRADE	CREDITS
9, 10, 11, 12	4

Mathematics is designed to provide the students with competency skills in the areas of all basic math operations in order to achieve a level of application and understanding in all types of daily living situations.

Specific areas that are covered include the fundamental operations of addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and percents. Also, all arithmetic fundamentals are taught using units in daily living skills areas. These include banking, budgeting money, comparative shopping, discounts and coupons, measurement, and elapsed time.

Students are graded on the basis of class attentiveness, class participation, homework, quizzes, and tests.

Text: Practical Mathematics for Consumers: Globe Fearon - Pearson Learning Group

MATHEMATICAL CONNECTIONS 1

GRADE	CREDITS
9, 10, 11	4

This course, open to all students, is designed to help students make the necessary connections from middle school mathematics to basic ideas of high school algebra and geometry. Students who elect this course require more structure and support in the study of mathematics.

The curriculum will include operations within variable expressions, properties of mathematics, order of operations, estimation, scientific notation, integers, graphing in the coordinate plane, equation writing and solving, graphs and data analysis. Applied thinking, problem solving and estimation will be stressed throughout the course. Students will have an opportunity to explore the applications of calculators.

Evaluation of students is by written tests and quizzes, special projects, assignments, and class participation.

Text: Mathematical Connections: Gardella, Frazee, Meldon, Weingarden, and Campbell.

MATHEMATICAL CONNECTIONS 2

GRADE	CREDITS
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Prerequisite: A passing grade in Mathematical Connections 1.

This course continues to build a bridge to Algebra and Geometry and at the same time solidifies the student's grasp of arithmetic concepts and procedures.

Topics include data analysis and its importance in the real world: connections in mathematics with other subject areas such as history, science, music, and language arts with exposure to contributions made by other cultures and ethnic groups: career application in which the role of mathematics is increasingly evident: learning to reflect on a result, to develop a sense of reasonableness, to think critically about its implications, and to consider alternate ways to approach situations and to generalize from them: exposure to current technology including fraction calculators and computers and expansion of number sense.

Evaluation of students is by written tests and quizzes, special projects, assignments and class participation.

Text: Mathematical Connections: Gardella, Frazee, Meldon, Weingarden and Campbell

TECHNOLOGY / ENGINEERING DEPARTMENT

PHILOSOPHY OF TECHNOLOGY/ENGINEERING DEPARTMENT

A central role of an educational institution is to offer a curriculum that provides its students basic understanding of the society in which they live. Our society today is both democratic and highly technological; to a greater extent than ever before, our lives are influenced by technology and technological systems. This demands that all citizens gain a measure of technological literacy. Technology-Engineering is the study of designed solutions to practical problems. Our courses place an emphasis on technology-engineering concepts through hands-on activities. These experiences should be a part of the education of all students at all grade levels and abilities, in order that they may understand, function in, and control their technological environment. Our course activities promote an awareness of industry and enterprise, and help learners discover their talents and abilities in the areas of technology, innovation, design, and engineering. Technology-engineering education enables the future scientist, designer, architect, and engineer to gain experience in solving technical problems. It provides technical and technological skills and knowledge basic to most occupations and professions. Our activities reinforce the core academic curriculum and help develop an interest in the materials, products, and processes of the human-made world. We strive to foster problem-solving, creative thinking, and character improvement. We encourage all students to gain an understanding of abstract ideas and concepts through concrete experiences that feature actual involvement with tools, machines, and materials.

ENGINEERING DRAWING/CAD 1

GRADE	CREDITS
9, 10, 11, 12	4

An introductory course in the language of engineering: Technical Drawing. Skill topics include sketching, instrument drafting and computer aided drafting and design. The course emphasis is on visualization, interpretation and graphic expression of ideas. Students learn sketching, the proper use of drafting instruments, ANSI and ISO drafting conventions, and basic skills in orthographic projection, pictorial, oblique, isometric and perspective drawing, as well as dimensioning techniques and sectional & auxiliary views. After a thorough grounding in manual drafting, students move to the computer lab to explore a 2 and 3-dimensional mechanical CAD program.

The majority of class time is devoted to hands-on activities. Students are evaluated through a combination of drawing projects, class participation and quizzes.

Texts: Basic Technical Drawing, The CadKey Project Book, and various readings

ENGINEERING DRAWING/ARCHITECTURAL CAD 2

GRADE	CREDITS
10, 11, 12	4

Prerequisite: "C-" or better in Engineering Drawing or at the discretion of the instructor.

An intermediate/advanced course that builds on skills learned in Engineering Drawing/CAD 1, and also introduces fundamentals of architectural drawing and design. Students explore 2 and 3-dimensional mechanical CAD drawing techniques, wire-frame and solid modeling, and also learn to use an architectural CAD program. CAD is used by industrial and architectural designers, engineers and technical illustrators in many industries. CAD is employed in the design of manufactured products in industries such as aerospace, automotive, electronics, building and communications. Advanced design concepts are facilitated through activities that involve the creation and modification of solids, wire-frame and surface modeling, pictorial assemblies and an intro to architectural design.

The majority of class time is devoted to hands-on and computer-based activities. Students are evaluated through a combination of drawing/design projects, quizzes and class participation.

Text: The CadKey Project Book, The Envisioneer User Guide, and various readings

TECHNOLOGY APPLICATIONS 1

GRADE	CREDITS
9, 10, 11, 12	2

Technology Applications is a course designed to provide the student with an understanding of how Technology and Academics integrate across the disciplines. Students rotate through a variety of technology-based activities including Audio, Laser, Structural, Electronics, Satellite, Transportation, Robotics, Computer Applications and Video Production. Activities in each module allow students to perform both hands-on and computer-based work using technology equipment and software programs. Students learn critical thinking, problem-solving and explore technology in a meaningful way. They study the impacts of technology on their daily lives. In addition, the modules allow students to explore various career options.

Students are evaluated using a combination of tests, quizzes and the presentation of a work portfolio for each module.

GRAPHIC COMMUNICATIONS AND TECHNOLOGY 1

GRADE	CREDITS
9, 10, 11, 12	4

Graphic Communications is an exploratory course covering a variety topics related to the role of graphic design and technology in general to our daily lives. The course emphasizes visualization, creation and graphic expression of ideas. Activities include the design of a variety of objects, employing message analysis, the design principles and elements, layout procedures and desktop publishing techniques, and may use drawing, computer generation, screen-printing and photography.

The majority of class time is devoted to hands-on activities. Some written and research assignments are required, and students are evaluated through a combination of projects, class participation and written work.

Text: Graphic Communications, various readings and articles

GRAPHIC COMMUNICATIONS AND TECHNOLOGY 2

GRADE	CREDITS
10, 11, 12	4

Prerequisite: "C-" or better in Graphic Communications 1 or at the discretion of the instructor.

This intermediate/advanced course builds on the skills learned in Graphic Communications taking them to a higher level. Students do further work in desktop publishing, image generation and production of computer-based and printed materials using methods such as drawing, photography and screen printing. Students will produce a variety of group and individual projects which often include desktop publishing, 'wall squares' and the design of tickets, forms and programs for events and the school.

The majority of class time is devoted to hands-on activities. Students are evaluated through a combination of quizzes, class participation and projects.

Test: Graphic Communications and various readings

TV PRODUCTION

GRADE	CREDITS
9, 10, 11, 12	2

The purpose is to instruct students in the elements of both field and studio video production and post-production. The course includes the proper usage and setup of cameras, lighting, and sound equipment; an exploration of how perception can be manipulated both by camera placement and editing; and the application of media copyright and other legal standards.

Students will be evaluated on homework, class participation, quizzes, projects and final exams.

Please note: the class meets once a week at night and is graded on a Pass/Fail basis.

THE INDEPENDENT STUDY PROGRAM

PURPOSE: To enable students who qualify to pursue a course of study outside the classroom and receive credit for their work. This may be done as part of a regular class or in lieu of a class. The first is preferred, and if it is in lieu of a class it must meet as a class.

SUBJECT AREAS: Any area as long as the prescribed requirements are met.

ELIGIBILITY: Students must be recommended by a teacher. The recommendation should be based upon the student's capability to handle the responsibility rather than on past marks. The program will be highly selective.

CREDITS: A student **MAY** receive not more than **FOUR CREDITS PER SEMESTER** for a satisfactorily completed project. If a student does not complete the required work he/she will receive zero credit. Students are required to have all graduation requirements fulfilled without the Independent Study credit unless prior approval is granted by the principal.

SCHEDULING: Student and teacher will meet during scheduled class periods.

PROCEDURE:

1. Student submits an outline of his/her proposed program to the teacher involved before the project starts.
2. When the outline is approved by the teacher a copy must be submitted to the principal's office for final approval.
(This copy will be placed in the student's permanent folder)
3. Progress reports are to be submitted periodically to the teacher.
4. At the end of the marking periods a student will be graded on a pass/fail basis.
5. The title of the Independent Study Project and the final mark will be entered on the student's permanent record.
6. A student may undertake no more than one such project per semester.
7. Teachers will be asked to handle not more than three students on Independent Study at one time.

PLEASE NOTE: The above is subject to review.

CHAPTER 74 VOCATIONAL PROGRAM NON-RESIDENT PROCESS

1. Eligibility

General Laws Chapter 74, section 7 guarantees a student the right to a vocational education in the subject area of his/her choice. If a student resides in a city or town which does not offer an approved Chapter 74 program in the chosen subject area (either at the comprehensive high school or at a regional vocational school to which the city or town belongs), the student may apply to another vocational school which offers the program. If the vocational school accepts the student as a non-resident, the city or town of residence is required to pay non-resident tuition to the vocational school (Chapter 74, section 7C, as amended by sec. 129 of Chapter 110 of the Acts of 1993), and must provide transportation through its school committee if the student is at the secondary level (Chapter 74, section 8A).

2. Application Process

When a student applies to a vocational school as a non-resident, the vocational school completes Part I of the Chapter 74 non-resident application form, and forwards the form to the superintendent of schools in the city or town in which the student resides. The superintendent has ten days to review the application, and may request a personal interview with the applicant. The superintendent must sign the application and indicate whether he or she is approving it or disapproving it. If the application is disapproved, the reason for disapproval must be noted.

After completing Part II of the application, the superintendent must return it to the vocational school. The application should be sent to the Department of Education only if the local superintendent has disapproved the application, and the vocational school can cite a reason under Chapter 74 or Department of Education policy that the application should be approved. In that case, the application, along with a letter explaining why it should be approved, should be sent to:

Attention: Mr. Kevin Matthews
Massachusetts Department of Education
School to Employment Services
350 Main Street
Malden, MA 02148

The student applies only one for a particular program area. Once the application has been approved, that student has approval to continue as a non-resident enrolled in the program until he or she completes it. If the student changes program areas, a new non-resident application must be completed and approved.

3. Application Deadlines

The Department of Education sets application deadlines so those superintendents will know the amount of non-resident tuition the city or town must pay, prior to final preparation of the budget for the next school year.

Since secondary non-resident applications must be presented to the superintendent of schools in the city or town of residence by April 1 of the year preceding enrollment, students should notify their guidance counselor in writing by March 27. The deadline does not apply if a secondary student who was already enrolled in a Chapter 74 program moves into a community during the school year. In that case, the new community and the old community should split the cost of tuition based on the amount of time during the school year that the student lived in each community.

Career and Technical Education Center Programs

The Career and Technical Education Center (**Career TEC**) is an extension of the seven member high schools served by the Lower Pioneer Valley Educational Collaborative. Transportation to and from the Career TEC is provided by the Lower Pioneer Valley Educational Collaborative. Enrolling at Career TEC is a part of the process of course selection in the home high school.

Career TEC programs are recognized career pathways as defined by the Carl D. Perkins Vocational and Applied Technology Act of 1990 and 1998 and as such these students are eligible to register for Tech Prep.

Tech Prep is a sequence of study beginning in the junior year of high school and continuing at least two years of post secondary education. The program parallels the college prep course of general education by preparing students for high-skill occupations. Tech Prep students should be well prepared to continue their education at a two-year college, then transfer to a four-year college, university or enter full-time employment in their chosen field.

Tech Prep advantages include the opportunity for students to begin earning college credit while still in high school by taking courses in a career pathway that is articulated with area community colleges. Interested students should register for Tech Prep with their guidance counselor at the end of their sophomore year/beginning of their junior year. Registered Tech Prep students are eligible to take an early college placement test during the spring of their junior year.

For students who opt for a CTEC three-year program the East Longmeadow High School Graduation requirements are as follows:

- 4 English courses
- 4 Math courses
- 3 Science courses
- 3 Social Studies courses
- 1 Foreign Language course
- 1 Health course
- 2 Physical Education courses
- 40 hours community service

AUTOMOTIVE TECHNOLOGY

The Automotive Technology program is certified by the National Automotive Technicians Education Foundation (**NATEF**) in the following areas: Brakes, Electrical/Electronic Systems, Engine Performance and Suspension and Steering. Students are assessed on competencies aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks - Transportation Cluster – Automotive Technology and the National Institute for Automotive Service Excellence (**ASE**). The NATEF curriculum prepares students to meet national automotive industry standards and requires students to become proficient in a multitude of automotive procedures and diagnostic techniques. Students completing the Automotive Technology program will be able to demonstrate an understanding of careers within the automotive field, shop safety, automotive systems, related math applications for automotive technicians, automotive measurements, diagnostic and testing procedures, troubleshooting and problem solving. Students' assignments and projects will be in various forms of communication including written and oral presentations. Assignments and projects will require students to draw upon their academic skills in language arts, science, mathematics and computer applications. It is recommended that students wanting to enter this program have a strong foundation in these academic skills.

Students are prepared for employment within the automotive workforce, requiring good attendance, an exemplary work ethic, professional appearance and outstanding interpersonal and communication skills. Students are prepared for "All Aspects of the Industry" through various experiences in class, shop, and the community. These experiences consist of class discussions, independent projects, the Skills USA Professional Development Program, job shadowing, student exposure in various local shops, and field trips. Equal emphasis is placed on related automotive theory class and in shop hands-on time. The shop is designed to emulate a typical automotive shop in customer contact and repair techniques and procedures.

The Automotive Technology course also participates in the **AYES (Automotive Youth Educational Systems)** program. This program allows students to job-shadow in local area dealerships and gives the highest achieving eleventh grade students the opportunity of becoming interns in a specific dealership, during the summer before their senior year. This internship may carry over into their senior year as a Cooperative Education work experience opportunity, allowing the **AYES** student interns to continue receiving the most advanced and recent developments and procedures in the automotive industry. The **AYES** program provides a tremendous benefit to the school and students through the donation of curriculum, equipment, vehicles, and provides a close working relationship with area dealerships that includes career opportunities for the students.

CARPENTRY

The Carpentry program is a Chapter 74 approved course of study offering a comprehensive competency based curriculum aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Construction Cluster – Carpentry. First year students focus in the classroom and shop on developing basic carpentry-related skills. Students begin by mastering basic carpentry competencies, such as ruler reading, workplace safety, and operation of both hand and power tools. Building site preparation follows, including transit set up, calculating grade elevations, properly situating the building and the construction of batter boards.

Students will advance through the curriculum learning modular layout techniques for residential concrete installation and wood framing. Hands-on practice is combined with related written and computational skills development such as, but not limited to, cost estimating, blue print reading and materials take-off calculation. Students combine this curriculum with manipulative skills

development associated with shop tools through a series of on-campus projects such as personal toolboxes, sawhorses, etc.

Upon successful completion of the first year curriculum students have the opportunity to study one of the following:

Off-campus projects: These projects range from partial or whole buildings to small renovations such as porches. This exposes students to all aspects of the building industry including compliance with building codes, city ordinances, OSHA regulations, scheduling with other sub-contractors and meeting deadlines, and contact with building inspectors.

Architectural Woodworking: Students will follow a course of study that incorporates the standards of the Architectural Woodworkers Institute (A.W.I.) as it relates to the commercial side of interior finish work. Related theory and hands-on training will expose students in areas of wood types, laminating, veneers, casework (cabinets), stair parts, moldings and many other areas of millwork.

The Carpentry Program has an articulation agreement with Holyoke Community College. Through this articulation agreement, registered Tech Prep students have the opportunity to earn college credit in Introduction to Building Materials (TCH 120) - 3 credits.

There are many post-secondary options available for students successfully completing the Carpentry program. Below is brief representation of post-secondary options:

COSMETOLOGY

The Cosmetology program is a comprehensive competency based three year program designed to develop skills used by cosmetologists. Students who wish to enter the program must do so by the start of their sophomore year. The Cosmetology program is certified by the Commonwealth of Massachusetts Board of Registration of Cosmetologists. Upon successful completion of the course, which includes the requirement of 1000 instructional hours, students are prepared to take the Board of Registration of Cosmetologists license exam using the curriculum standards set by the Board. All of the professionals in the field of Cosmetology work closely with the public and are regulated by the Commonwealth of Massachusetts Division of Professional Licensure Board of Registration of Cosmetologists. This Board also sets the curricula requirements, which are aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Business and Consumer Services Cluster – Cosmetology, and regulates the schools which train candidates in these occupations. The Board protects the health and safety of the public by maintaining high standards for the industry.

Students in the Cosmetology program are introduced to career opportunities in the field of cosmetology which includes hair stylist, manicurist, skin care specialist, cosmetic chemist, and make-up artist. The curriculum, following the guidelines set by the Board of Registration of Cosmetologists, emphasizes toxic use. Under the supervision of licensed instructors in a state of the art equipped classroom/shop, students will learn techniques and skills necessary for success in the beauty industry along with the sciences of the profession including anatomy, physiology, and chemistry. The level one student is exposed to the basic fundamentals of hairdressing. After 250 hours, level two students are able to perform hands-on non-chemical services on clients. Chemicals are introduced to level three students after completing 400 hours. Qualified level four students who have mastered skills in all phases of cosmetology will have the opportunity to extend their learning experience into the world of work in an area salon as part of the Co-operated Education Program.

CULINARY ARTS

The Culinary Arts program is a competency based Chapter 74 approved program aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Hospitality and Tourism Cluster – Culinary Arts that prepares students for careers in hotels, restaurants, resorts, institutions, and corporations. The program builds on a foundation of basic knowledge, skills, attitudes, behaviors, and work habits needed to be successful in this demanding industry. Students operate a fully equipped commercial kitchen and dining room encompassing restaurant, banquet, and buffet services through the two student run restaurants: the morning Java Café, serving breakfast, and the Brush Hill Bistro, serving lunch, which are open to the general public two days a week.

Students in the program receive instruction in the form of demonstration, lecture/interactive discussions, and hands-on experience. Students are assessed on industry standard competencies developed by the American Culinary Federation, the Federation of Dining Room Professionals, and the American Hotel & Lodging Association. While meeting these standards and accepting responsibility for time management, food quality, and customer service, students develop skills in baking, culinary techniques, menu planning, and food costs and hospitality management. Training in proper use and maintenance of equipment, culinary tools, sanitation, and proper storage and handling of food are all part of the curriculum. Students are prepared for the ServSafe® Certification through the National Restaurant Association’s Educational Foundation training program.

The Culinary Arts program has articulation agreements with Holyoke Community College, University of Massachusetts Isenburg School of Management Hospitality and Tourism Management Program, and the International College of Hospitality Management.

Through the articulation agreement with Holyoke Community College students have the opportunity to earn college credits in Culinary Foundations I (CUL100), Baking Theory and Practice (CUL110), Safety and Sanitation (HFM 111) - provided the student has received the ServSafe® Certification, Principals of Food Production (HFM130), and Cooperative Education in Hospitality Management (HFM280) - provided the student has completed 225 hours of practical experience in a supervised setting concurrent with a weekly seminar.

Through the articulation agreement with the International College of Culinary Arts students have the opportunity to receive college credits in Principles of Modern Culinary Arts (FPR 110), Culinary Arts Practical Kitchen Application (FPT 111), Culinary Management (FPR 112), Introduction to the Hospitality Industry (HOS 116), and students who submit a National Restaurant Association Sanitation Certificate will be eligible for credit in Food Production Sanitation (FPR 113).

Through the articulation agreement with the University of Massachusetts Isenburg School of Management Hospitality and Tourism Management Program students have the opportunity to obtain a waiver for the Introduction to the Hospitality Management course upon successfully passing a challenge examination, and a waiver for the ServSafe® course upon presenting passing test scores to the Hospitality and Tourism Management department.

DESIGN AND VISUAL COMMUNICATIONS

The Design and Visual Communications program is a competency based program that prepares students for the visual design field and is aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Arts & Communications Service Cluster – Design and Visual Communications. Using state of the art digital imaging, illustration, and page layout software and equipment, students learn to apply their creativity to multi-media image composing.

This computer-based program allows students to explore and develop their artistic and technical skills through the creation and presentation of graphic and multi-media projects. Students enhance their skills using software programs such as Adobe InDesign, Photoshop, and Illustrator. Students maintain an electronic portfolio and will work on projects such as ads, logos, multi-page four color publications and posters, and products to market. Students strengthen their skills in visual design by concept development, creating corporate identities, branding and packaging, as well as design and original game and commercials. Students will also learn to create websites using Adobe GoLive software.

The Design and Visual Communications program has articulation agreements with The New England Institute of Art, Springfield Technical Community College, and Holyoke Community College.

Through the articulation agreement with the New England Institute of Art graduates of the Design and Visual Communications program with a grade of A have the opportunity to earn 3 credits in Fundamentals of Design (GD 102).

Through the Springfield Technical Community College articulation agreement students have the opportunity to earn college credit for: Typography (GA 125) - 3 credits, Introduction to Graphic Arts Computer (GA 145) - 3 credits, Computerized Graphic Design (GA 445) - 3 credits, and Macintosh Operating Systems (GA 455) - 3 credits.

Through the Holyoke Community College articulation agreement students have the opportunity to earn 6 college credits: 3 credits in Graphic Design Production - Art 258, and an additional 3 credits will be awarded in either Art 259 or will be general elective credit in the Graphic Arts major. A decision on awarding the credits for Art 259 will be made by the Graphic Arts faculty based on the student's demonstrated proficiency with the layout software or different packages being used by the Graphic Arts department.

FACILITIES MANAGEMENT

The Facilities Management program is a competency based program designed to introduce students to the many facets of facilities maintenance: interior, exterior, and seasonal grounds and lawn care. The curriculum is aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks - Construction Cluster - Facilities Management.

Students are introduced to a cross section of hands-on training in the basic skills related to building/facilities maintenance including: carpentry, electrical, floor care, landscaping, painting, and plumbing, with an emphasis on safe work practices and employability skills and safety. Safety within the curriculum includes the use of appropriate hand and power tools in conjunction with industry standards. Students learn preventative maintenance and repair techniques of small engines and power tools.

Students work both independently and in team related projects using maintenance and repair manuals and other appropriate resources for research in problem solving. Students will gain knowledge through field studies and off-site work experiences that align with the curriculum.

FASHION TECHNOLOGY

The Fashion Technology program is a competency based Chapter 74 approved program aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Business and Consumer Services Cluster – Fashion Technology. Fashion Technology offers a well rounded curriculum that allows students to develop knowledge and skills in all aspects of the Fashion Industry. Students are encouraged to develop their creative thinking and design abilities through systematic instruction in fashion illustration and fashion design. Students develop their own portfolio of fashion designs. Students learn the skills of garment construction and pattern development using state of the art industrial sewing equipment. Design ability is enhanced by the study of color theory, design principles, and textile science. Project based learning includes creating a variety of garments, costumes for local theatrical productions and custom embroidery.

The business of fashion is a focus of the Fashion Technology program. Students learn the business practices of major fashion retailers from customer service and store management, to buying and visual merchandising. Students create a product and develop a business plan for their product including the financial, production and promotion aspects of business planning.

Emphasis is placed on developing an understanding of fashion terminology, current fashion trends, and a creative approach to the fashion world. Students are exposed to a wide variety of real-world influences including store visits, and field trips. Students read trade publications, learn about fashion history, and study current fashion design collections to expand their understanding of the Industry.

Students learn a variety of career skills vital to success in the industry including resume writing, career planning, developing business presentations, business and research writing, and computer skills. A wide variety of career opportunities in fashion are explored in the classroom setting. Students are encouraged to expand their experiences through job-shadows, internships, and co-op placements in local businesses.

The Fashion Technology program has articulation agreements with Holyoke Community College and The Art Institute of Philadelphia.

Through the articulation agreement with Holyoke Community College students have the opportunity to earn college credit in marketing for: Customer Services MKT227- 3 credits.

Through The Art Institute of Philadelphia, students have the opportunity to earn up to 18 college credits in Fashion Design or Fashion Marketing. These credits may be applied to either the Associate of Science Degree or the Bachelor of Science Degree. Credits in the Fashion Design major (3 credits per course) will be awarded for: Fashion Design Sketch 1 FD20512, Color Theory GR10130, Clothing Construction FD 10412, Textiles and Fabrics FS 10212, Survey of Fashion Industry FS10112, Remedial Construction FD0011RC. Credits in the Fashion Marketing Major (3 credits per course) will be awarded for: Business Management FS10312, GR10130 Color Theory, Apparel Evaluation and Construction FM10432, Textiles and Fabrics FS10212, Survey of Fashion Industry FS10112, and Intro to Retailing FM 10412.

GRAPHIC COMMUNICATIONS

The Graphic Communications program is a competency based Chapter 74 approved program aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Arts and Communication Services Cluster – Graphic Communication that prepares students for a wide range of career opportunities in the graphic arts and communications industry. Students are assessed on industry standard competencies developed by PrintED[®]. PrintED[®] is a national accreditation program, based on industry standards for graphic communications courses of study at the secondary and post-secondary levels and is a component of the Graphic Arts Education and Research Foundation (GAERF[®]).

Graphic Communications introduces students to theory and practical aspects of the commercial printing industry. Students gain competencies in traditional and computer-based layout, design, and typesetting; copy preparation and composition; electronic plate making using the DPX Genesis computer-to-plate technology; printing press operations on three two-color presses including the state-of-the-art Hamada H234A true two-color automated off set press; finishing and binding using the Baum Ultra Fold with right angle technology; collating with a Duplo twelve station collating booklet maker; and paper cutting using a computer driven Baum paper cutter. Students use industry standard software on both Macintosh and PC computers with the advantage of gaining experience using both platforms. In addition students will be exposed to digital photography and 4-color silk screening technology.

The Graphic Communications Program has articulation agreements with Springfield Technical Community College and Holyoke Community College.

Through the Springfield Technical Community College articulation agreement students have the opportunity to earn college credits in Introduction to Prepress (RPH 122) - 3 credits, Printing Technology (GA 131) - 3 credits, Introduction to Graphic Arts Computer (GA 145) - 3 credits, and Offset Presswork (GA 360) - 3 credits.

Through the articulation agreement at Holyoke Community College students have the opportunity to earn college credit in Graphic Design Production (Art 258) - 3 credits.

HEALTH ASSISTING

The Health Assisting program is a comprehensive competency based program aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks - Health Services Cluster - Health Assisting. The program focuses on safe and effective performance of the student providing care in a health-care setting. In addition to holding Chapter 74 approval, the Health Assisting program is certified by the Commonwealth of Massachusetts as a Certified Nursing Assistant (CNA) and Sending Health Aide (HHA) testing site and by the Department of Public Health as a Feeding Assistant testing site.

Students are introduced to career opportunities in the field of health care and are provided instruction in basic entry-level skills. The Nursing Assistant program focuses on the safe and effective performance of the student providing health care in a health care setting. The program introduces students to career opportunities in the field of allied health care as well as provides instruction in basic entry level skills. Emphasis is placed on specific nursing assistant duties and on the concept pertaining to the psychosocial aspect of care giving. Students receive a strong academic foundation as well as experiencing externships where they can practice their skills in a real world setting under the supervision of experienced medical professionals.

Students become First Aid, CPR and AED certified prior to clinical rotations through nursing and rehabilitative centers and a local hospital. Students are exposed to a vast array of careers in health care through clinical rotations in a variety of health care departments as well as numerous field trips to various health care facilities and settings.

The following pre-requisites, with documentation, must be in place by September 15th of each school year in order for the student to partake in the clinical component of this program:

- Provide documentation of a complete physical examination within the last 24 months.
- Copy of all immunizations
- Copy of current insurance card
- Hepatitis B inoculations
- Mantoux Test (tuberculosis) (will be administered by the school nurse)
- CORI check (Criminal Offender Record Information) (to be processed through school's Human Resource Manager)

The Health Assisting Program has an articulation agreement with Holyoke Community College. Through this articulation agreement, registered Tech Prep students have the opportunity to earn college credit in Introduction to Computer Technology to Support Nursing Informatics (Nursing 100) - 1 credit.

INFORMATION SUPPORT SERVICES AND NETWORKING

The Information Support Services and Networking program is a competency based program designed to provide students with entry level skills in personal computer maintenance and repair, data communications and networking. The curriculum is aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Information Technology Services Cluster- Information Support Services and Networking. Students are taught the basic skills needed to install, troubleshoot, and repair computer system hardware and operating systems as it prepares students the Comp-TIA A+ technician certification.

The technical support section will develop awareness of work opportunities for technically prepared individuals and, thus, help each student focus on directions for further training and meaningful work in the field. Included in the program are some fabrication skills along with electro-mechanical troubleshooting and repair. Students will have practical knowledge of analog and digital electronics, as well as competencies with tools and test equipment.

The Cisco Networking Academy component provides students with a solid background in the field of data communications, which includes network design, routing and switching, and network maintenance and operation. Topics include the OSI model, internetworking devices, IP addressing, LAN media and topologies, structured cabling, PC hardware and software, patch cables, installation of structured cabling, cable management techniques, and the use of test equipment. In addition, students develop the critical skills needed to succeed in a changing economy – math, science, problem solving, reading and writing. Additionally, instruction and training are provided in the proper care, maintenance, and use of networking software, tools and equipment, as well as all local, state, and federal safety, building, and environmental codes and regulations.

The Cisco Networking curriculum delivers Web-based content, online assessment, student performance tracking, hands-on labs, instructor training, and support. The program's curriculum

gives students in-demand Internet technology skills for designing, building, and maintaining networks. Combining instructor-led, online education with hands-on laboratory exercises, the curriculum enables students to apply what they learn in class while working on actual networks. The Cisco Networking Academy Curriculum™ prepares students for industry standard, as well as vendor neutral certification exams.

Assignments and projects will require students to draw upon and develop their academic skills (language arts, science, and mathematics.) The curriculum emphasizes hands-on work, both individual and as a member of a team. Theory and practice are combined in order to prepare individuals to be valued assets in the technically oriented workplace.

LANDSCAPING TECHNOLOGY/HORTICULTURE

The Landscaping Technology/Horticulture program is a Chapter 74 approved program aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Agriculture and Natural Resources Cluster – Horticulture that offers a comprehensive competency based course that explores career areas in landscape maintenance, construction and design, greenhouse production, nursery production, floriculture, and retail garden center operation. The program emphasizes knowledge of plant science as a foundation to all career areas. Students learn while using equipment and materials that represent industry standards. Project based learning activities, residential landscaping projects, greenhouse sales, and floral projects provide experiences for students to reinforce, and practice skills and knowledge learned in the classroom setting.

The classroom environment is geared towards preparing students for the world of work with respect to work ethic, attitude, appearance, and teamwork. Leadership and personal development skills are promoted through involvement in the Future Farmers of American (FFA) Student Organization.

The Landscaping Technology/Horticulture program has an articulation agreement with Springfield Technical Community College. Through this articulation agreement students have the opportunity to earn college credits in Principles of Horticulture (GL 120) - 3 credits, Landscape Operations (GL 350) - 3 credits, and Plant Propagation (GL 410) - 3 credits.

MEDICAL OFFICE TECHNOLOGY

The Medical Office Technology program is a competency-based program that is aligned with the Massachusetts Department of Education Vocational Technical Framework – Business and Consumer Services Cluster – Office Technology. The program is designed to help students develop the skills needed to meet with success in the workplace and is intended to provide students with an opportunity to become proficient in performing the clerical and office technology skills necessary to work in a medical office environment.

The Medical Office Technology program is a two-year program and is intended to provide students with an opportunity to become proficient in medical office technology skills including: medical terminology, medical transcriptions and medical coding as well as word processing, filing, scheduling, billing and keyboarding using the latest in office technology and appropriate software. Successful students will be prepared for a variety of non-clinical entry-level positions in the medical related office environment through a competency-based curriculum that includes at least one semester of cooperative education/internship.

Classroom standards of expectations are geared toward promoting the development of workplace ethics. The integration of math and language arts is evident as students obtain new skills from the course work.

Students will learn and demonstrate:

- Proper keyboarding skills/techniques
- Microsoft Software, including Word, Excel, Access, PowerPoint, and Outlook
- Applicable medical office appointment scheduling software
- Proper business and medical communications (verbal and written)
- Proper interpersonal communication and telephone techniques
- Proper record keeping, including filing and patient records
- Maintenance and purchasing of medical and office supplies
- Basic medical terminology
- Maintenance of financial records
- Prepare a resume, application letter and demonstrate interview skills
- Understanding and processing of insurance forms and the decoding of diagnoses and procedures
- Understanding of the Health Insurance Portability And Accountability Act (HIPAA)
- Understanding of OSHA Blood Borne Pathogens
- Become CPR and First Aid Certified

Students will be prepared to perform the duties of an administrative support staff person for medical practices, hospitals, outpatient facilities, medical laboratories, rehabilitation centers, nursing, convalescent, or other health care facilities, medical billing companies, health insurance companies and other service administrators or health care professionals.

The Medical Office Technology program has articulation agreements with Greenfield Community College, Holyoke Community College and Springfield Technical Community College.

Through the articulation agreement with Greenfield Community College students have the opportunity to earn college credit in Keyboarding through the Computer Information Systems Department (ADM-106) 1 credit.

Through the program's articulation agreement with Holyoke Community College students have the opportunity to earn college credit in keyboarding and Microsoft Word through the Business Department (OTC 111) 1 credit each.

Through the articulation agreement with Springfield Technical Community College students have the opportunity to earn college credits through the Computer Information Technology Department Powerpoint (CMPA-120) 1 credit, Word (CMPA-102) 3 credits, and Data Entry Keyboarding (CMPA-116) 3 credits.

TECHNICAL CAREER EXPLORATORY

The Technical Career Exploratory is a one-year introductory program designed to introduce students to the career training options available at the Lower Pioneer Valley Career Vocational Technical Education Center (LPV Career TEC). The course of study is divided into two segments.

The first half of the course consists of a series of projects taught through modular instruction. These projects are designed to give the students the skills necessary for success in all shops at the LPV Career TEC. The skills, such as problem solving, independent thinking, teamwork, and self-motivated creativity can be utilized in any job area and are necessary for success after formal education.

The second half of the course allows students to participate in a shop exploration. The students select three shops from the fifteen available, after having first been introduced to the shops as part of a one-day informational visit. Selection is based on personal interest as well as results of a self-directed search. Students also draw from knowledge gained during the modular projects. Upon completion of these shop visits, during which students become part of the existing program for approximately three weeks, a final shop selection is made to complete the school year.

Upon completion of the Technical Career Exploratory program, students have the knowledge and experience necessary to make a well informed decision as to which shop they wish to enter into to further continue their career training.