

# EAST LONGMEADOW HIGH SCHOOL

Principal  
Mr. Frank Paige

Assistant Principal  
Mr. Gary Wright

Athletic Director  
Mr. Kevin Magee

## Department Heads

|                                      |                       |
|--------------------------------------|-----------------------|
| Director of Curriculum & Instruction | Ms. Heather Brown     |
| Business & Instructional Technology  | Mr. Todd Les          |
| English Language Arts/Reading        | Mr. Mark Bail         |
| Fine Arts                            | Mr. James P. Kiernan  |
| Modern World & Classical Language    | Ms. Jennifer Faulkner |
| Guidance                             | Ms. Amanda DeNardo    |
| Health                               | Ms. Kristin Nordin    |
| History & Social Sciences            | Ms. Kristine Rueger   |
| Mathematics                          | Mr. Brian Freeman     |
| Physical Education                   | Mr. Timothy Gerry     |
| Science/Technology Education         | Ms. Katherine Wahlund |

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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,  
Frank Paige  
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.**

| <b>Criteria</b>                            | <b>Mastery</b>  | <b>Proficient</b>   | <b>Developing</b>  | <b>Needs Improvement</b>  |
|--|---|---|--|---|
| 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.**

| <b>Criteria</b>                             | <b>Mastery</b>  | <b>Proficient</b>  | <b>Developing</b>  | <b>Needs Improvement</b>  |
|---|---|--|--|---|
| 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.**

| <b>Criteria</b>  | <b>Mastery</b>   | <b>Proficient</b>  | <b>Developing</b>   | <b>Needs Improvement</b>   |
|--|--|--|---|--|
| <b>Writing:</b> 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.  |
| <b>Writing:</b> 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.  |
| <b>Reading:</b> 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.   |
| <b>Reading:</b> 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. |
| <b>Digital Literacy</b>                                      | 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.**

| <b>Criteria</b>                             | <b>Mastery</b>   | <b>Proficient</b>   | <b>Developing</b>   | <b>Needs Improvement</b>   |
|---|--|---|---|--|
| <b>Local and Global Community Service</b>   | 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.  |
| <b>Responsibility of One's Own Behavior</b> | 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. |
| <b>Social Skills</b>                        | 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.  |
| <b>Civic Responsibility</b>                 | 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. All students and parents are provided access to Naviance; college and career readiness software. This program is designed to students and parents with college planning and career assessment tools.

### **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.
- Coordinates 504's for ELHS.

## CAREER CENTER

Every student's path is unique, some students might attend a two or four year college, others might pursue a trade school or certification program, and some will go straight into full time employment or the military. The East Longmeadow High School Career Center is available to help every student think about and plan for their life after East Longmeadow High School - drop ins are always welcome!

### SERVICES:

- Community Service - *assistance with the 40 total hour graduation requirement.*
- Employment Assistance - *job search, application completion, and interview skills.*
- Resume Writing - *your extracurricular involvement is great work experience.*
- Job Shadowing - *spend a day learning about a career field you are interested in.*
- Networking - *learn how to utilize your "network" to get more from life.*
- Career Interest Assessments - *your Naviance account is for career research too.*
- Career Tech - *interested in a vocational technical education?*
- Internships/Externships - *spend a block a day working in a school or business.*
- Independent Studies - *an independent course of study of personal interest.*

### SENIOR PROJECT:

- The **Senior Project** is part of the Senior English Curriculum at East Longmeadow High School. It consists of four parts and creates a unique learning opportunity by allowing students to individually select, explore, and present a subject area that interests them - for example, Robotics:
  - **PAPER:** Students will develop a thesis and write a research paper in senior english class.
    - *ex. How robots are impacting U.S. manufacturing and employment.*
  - **FIELDWORK:** Students will arrange fieldwork with professionals in their area of interest.
    - *ex. Engineers at Pratt & Whitney or professors at Western New England University.*
  - **PROJECT:** Students will create a product or service to demonstrate their area of expertise.
    - *ex. Build a robot to complete a specific task or teach a group how to build a robot.*
  - **PRESENTATION:** Students will present their "Senior Projects" to a panel of judges.
    - *ex. Business people, elected officials, or retired professionals.*

## COMMUNITY SERVICE

### PURPOSE:

- 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.

### GRADUATION REQUIREMENT:

- There is a graduation requirement of 40 total hours of community service that must be performed between the first day of grade 9 and May 15 of grade 12.

### ELIGIBILITY OF HOURS:

- Performed Without Compensation - *i.e. not paid*
- Performed For A Non-Profit Organization - *i.e. not at a For-Profit Business*
- Not Court Ordered
- Not Performed During School Hours
- Not Supervised By Relatives

### DOCUMENTATION:

- Students must submit the approved community service documentation form located on the East Longmeadow High School Career Center Portal Page.

| <b>COURSE</b>              | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>CR</b> |
|----------------------------|----------|-----------|-----------|-----------|-----------|
| Foundations of Art         | X        | X         | X         | X         | 4         |
| Adv Art                    |          | X         | X         | X         | 4         |
| Adv Art 2                  |          | X         | X         | X         | 4         |
| Adv Studio Art             |          |           | X         | X         | 4         |
| Smartphone Photography     |          | X         | X         | X         | 4         |
| Accounting I               |          | X         | X         | X         | 4         |
| Advanced Accounting        |          | X         | X         | X         | 4         |
| Business Law 1             | X        | X         | X         | X         | 4         |
| Business Law 2             |          | X         | X         | X         | 4         |
| Personal Finance           | X        | X         | X         | X         | 4         |
| Entrepreneurship           | X        | X         | X         | X         | 4         |
| Professional Business Apps | X        | X         | X         | X         | 4         |
| Internet & Web Page Design | X        | X         | X         |           | 4         |
| Marketing                  |          | X         | X         | X         | 4         |
| Investing                  |          | X         | X         | X         | 4         |
| Honors English 9           | X        |           |           |           | 4         |
| English 9                  | X        |           |           |           | 4         |
| Honors English 10          |          | X         |           |           | 4         |
| English 10                 |          | X         |           |           | 4         |
| Honors English 11          |          |           | X         |           | 4         |
| English 11                 |          |           | X         |           | 4         |
| AP English 11              |          |           | X         |           | 4         |
| AP English 12              |          |           |           | X         | 4         |
| Honors English 12          |          |           |           | X         | 4         |
| English 12                 |          |           |           | X         | 4         |
| Creative Writing           |          | X         | X         | X         | 4         |
| Speech                     |          | X         | X         | X         | 4         |
| Journalism                 |          | X         | X         | X         | 4         |
| Sports Literature          |          | X         | X         | X         | 4         |
| Child Development          | X        | X         |           |           | 4         |
| Child/Nursery Management   |          |           | X         | X         | 4         |
| Culinary Arts              |          |           | X         | X         | 4         |

| <b>COURSE</b>           | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>CR</b> |
|-------------------------|----------|-----------|-----------|-----------|-----------|
| Spanish 2               | X        | X         | X         | X         | 4         |
| Spanish 2H              | X        | X         | X         | X         | 4         |
| Spanish 3               |          | X         | X         | X         | 4         |
| Spanish 3H              |          | X         | X         | X         | 4         |
| Spanish 4               |          |           | X         | X         | 4         |
| Spanish 4H              |          |           | X         | X         | 4         |
| AP Spanish              |          |           |           | X         | 4         |
| Latin 1                 | X        | X         | X         | X         | 4         |
| Latin 2                 |          | X         | X         | X         | 4         |
| Latin 2H                |          | X         | X         | X         | 4         |
| Latin 3                 |          |           | X         | X         | 4         |
| Latin 3H                |          |           | X         | X         | 4         |
| Latin 4H                |          |           |           | X         | 4         |
| Health                  | X        | X         |           |           | 4         |
| Health Seminar          |          |           | X         | X         | 4         |
| 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         |
| Honors Pre-Calculus     |          | X         | X         | X         | 4         |
| Pre-Calculus            |          | X         | X         | X         | 4         |
| AP Calculus             |          |           | X         | X         | 8         |
| Honors Calculus         |          |           | X         | X         | 4         |
| Prob/Stat               |          |           | X         | X         | 4         |
| AP Computer Science     |          |           | X         | X         | 8         |
| AP Statistics           |          |           | X         | X         | 4         |
| Discrete Math           |          |           | X         | X         | 4         |
| Honors Computer Science |          | X         | X         | X         | 4         |

| <b>COURSE</b>            | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>CR</b> |
|--------------------------|----------|-----------|-----------|-----------|-----------|
| Chorus                   | X        | X         | X         | X         | 4         |
| Advanced Chorus          |          | X         | X         | X         | 4         |
| Band                     | X        | X         | X         | X         | 4         |
| Orchestra                | X        | X         | X         | X         | 4         |
| Concert Jazz Band        |          | X         | X         | X         | 4         |
| Drum Lab                 |          | X         | X         | X         | 4         |
| Music Tech & Multimedia  | X        | X         | X         | X         | 4         |
| AP Music Theory          | X        | X         | X         | X         | 4         |
| History of Rock and Roll |          | X         | X         | X         | 4         |
| <hr/>                    |          |           |           |           |           |
| Physical Ed 9            | X        |           |           |           | 4         |
| Physical Ed 10           |          | X         |           |           | 4         |
| Physical Ed 11/12        |          |           | X         | X         | 4         |
| <hr/>                    |          |           |           |           |           |
| AP Biology               |          |           | X         | X         | 8         |
| Biology                  | X        | X         |           |           | 4         |
| Honors Biology           | X        | X         |           |           | 4         |
| Honors Human Anat & Phys |          |           | X         | X         | 4         |
| Human Anat & Phys        |          |           | X         | X         | 4         |
| AP Chemistry             |          |           | X         | X         | 8         |
| Chemistry                |          | X         | X         | X         | 4         |
| Honors Chemistry         |          | X         | X         |           | 4         |
| AP Physics 1             |          |           | X         | X         | 4         |
| AP Physics 2             |          |           | X         | X         | 4         |
| Honors Physics           |          |           | X         | X         | 4         |
| Physics                  |          |           | X         | X         | 4         |
| Environmental Science    |          |           | X         | X         | 4         |
| Honors Enviro Science    |          |           | X         | X         | 4         |
| Forensic Science         |          |           | X         | X         | 4         |
| Honors Forensic Science  |          |           | X         | X         | 4         |
| <hr/>                    |          |           |           |           |           |
| Honors U.S. History 1    |          | X         |           |           | 4         |
| U.S. History 1           |          | X         |           |           | 4         |
| AP US History            |          | X         |           |           | 8         |
| U.S. History 2           |          |           | X         |           | 4         |
| Honors U.S. History 2    |          |           | X         |           | 4         |
| AP Psychology            |          |           | X         | X         | 8         |
| AP US Govern & Politics  |          |           | X         | X         | 4         |
| African American Studies |          |           | X         | X         | 4         |
| Civics & Issues          |          |           | X         | X         | 4         |
| Psychology               |          |           | X         | X         | 4         |
| Modern World History     | X        |           |           |           | 4         |
| Honors ModernWorld Hist  | X        |           |           |           | 4         |

| <b>COURSE</b>            | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>CR</b> |
|--------------------------|----------|-----------|-----------|-----------|-----------|
| Resources for Learning   | X        | X         | X         | X         | 4         |
| Life Skills              | 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         |
| Engineer Drawing/CAD 1   | X        | X         | X         | X         | 4         |
| IDEA Shop                | X        | X         | X         | X         | 4         |
| Graphics Com & Tech 1    | X        | X         | X         | X         | 4         |
| Graphics Com & Tech 2    |          | X         | X         | X         | 4         |
| PLTW -Intro to Engin Des | X        | X         |           |           | 4         |
| PLTW – Prin of Eng       |          |           | X         | X         | 4         |
| TV Production            | X        | X         | X         | X         | 4         |
| Work Study               |          | X         | X         |           | 8 or 16   |
| Independent Study        |          |           | X         |           | 4         |

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LPVEC (Career Tech)

| <b>COURSE</b>                   | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>CR</b> |
|---------------------------------|----------|-----------|-----------|-----------|-----------|
| Automotive Technology           |          | X         | X         | X         | 16        |
| Building Property Management    |          | 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        |
| Early Education Care            |          | X         | X         | X         | 16        |
| Facilities Management           |          | 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        |
| Technical Career Exploratory    |          | X         | X         |           | 16        |

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**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 8 credits of U.S. History)
5. Pass 2 Classical and Modern Language (8 cr.)
6. Pass 1 required Health course (4 cr.)
7. Pass 12 elective credits in the Fine Arts, Business/Instructional Technology or the Practical Arts
8. Pass 3 Physical Education courses (12 cr.)

**B. Community Service**

**PURPOSE:**

- 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.

**GRADUATION REQUIREMENT:**

- There is a graduation requirement of 40 total hours of community service that must be performed between the first day of grade 9 and May 15 of grade 12.

**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 <sup>th</sup> grade ..... | 28 credits  |
| Entrance to 11 <sup>th</sup> grade ..... | 56 credits  |
| Entrance to 12 <sup>th</sup> 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 (three must be lab-based)   |
| 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) |

## Action Plan: High School 9<sup>th</sup> Grade

### Fall:

- **Meet your guidance counselor.**  
Your counselor is ready and willing to help you make sense of your college and career options. As soon as you can, set up a meeting to talk about your plans for high school and the future.
- **Get involved.**  
Extracurricular activities (both school- and non-school-sponsored) are an important part of high school. Make the effort to get involved with groups, clubs, or teams that interest you. These activities are fun and make you a well-rounded student.
- **Pick the right mix of classes.**  
Make sure you're enrolled in the appropriate college-prep classes and that you're taking key core requirements, such as English, math, science, history, and a foreign language.

### Winter: Consider a college savings plan

- **Make the grade.**  
Get off to a good start with your grades because they will impact your GPA and class rank. Although college seems like a long way off right now, grades really do count toward college admission and scholarships.
- **Explore your interests and possible careers.**  
Discuss your skills and interests with your guidance counselor and take advantage of Career Day opportunities at your school.
- **Consider a college savings plan.**  
Talk to your parents about planning for college expenses. If your family already has a savings plan, continue to add to it. If not, now is a great time to start saving for college. Your parents can use our financial planning calculator to help them assess their current savings situation and plan for the future.

### Spring/Summer: Learn about college and make summer count

- **Build your credentials.**  
Keep track of academic and extracurricular awards, community service achievements, and anything else you participate in, so it'll be easier to remember later. It'll come in handy when you want to highlight your accomplishments—such as when you're filling out college applications or creating a resume.
- **Start learning about college.**  
Look at the college information available in your counselor's office and school and public libraries. Use the Internet to check out college Websites. Use our college search and view college profiles. You may even want to start a list of colleges that might interest you.
- **Begin to get a feel for college life.**  
Visiting relatives or friends who live on or near a college campus is a great way to get a sense of what college is like. Check out the dorms, go to the library and student center, and walk around the campus. Don't worry yet about where you want to go—just get a feel for college in general.

## Action Plan: High School 10<sup>th</sup> Grade

*Fall: Take the PSAT and explore careers*

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- **Take a practice PSAT.**  
Taking the PSAT as a sophomore will help prepare you for the real thing next year. It also allows you to release your name to colleges so you can start receiving brochures from them.
- **Stay on track with your courses.**  
Work with your guidance counselor to make sure you're enrolled in the courses you need to prepare you for college or a career.
- **Continue exploring potential careers.**  
Explore your career options in more detail—research possible careers to learn about the tasks, education, and training necessary for each occupation.

*Winter: Read and Write*

- **Take on new roles.**  
Stay involved with your extracurricular activities and work toward leadership positions in the activities you like best. Become involved in community service and other volunteer activities.
- **Read, read, read.**  
Developing your reading skills will help prepare you for tests and make you a well-rounded individual. Read as many books as you can and read the newspaper to learn about current affairs.
- **Practice your writing.**  
You'll need good writing skills no matter what path you pursue, so work on those skills now to get prepared. Find a teacher or another adult who can advise and encourage you to write well.

*Spring/Summer: Keep your grades up and reach out to colleges*

- **Keep your grades up.**  
Remember that your grades affect your GPA and class rank—two factors that colleges consider in the admissions process.
- **Start your college search.**  
Use our college search tools to decide what factors are important to you and see a list of colleges that matches your criteria. Attend college fairs and read the material you get from all types of schools—you may see something you like.
- **Consider taking SAT Subject Tests.**  
It's often best to take these types of tests while the material is still fresh in your mind. In May or June, you may want to take SAT Subject Tests in the courses you took this year.
- **Get a summer job.**  
Finding steady summer work will look good to prospective colleges and employers. Putting the money you earn away for college will also help you get a head start on a personal savings plan.

## Action Plan: High School 11<sup>th</sup> Grade

*Fall: Take the PSAT and start a list of colleges*

- **Stay on track with your classes and grades.**  
Meet with your counselor to see what you still need to take. Check on your class rank and your GPA. Even if your grades haven't been that good so far, it's never too late to improve. Colleges like to see an upward trend.
- **Take the PSAT.**  
Taking the test qualifies you for the National Merit Scholarship program, which means you could earn money for college. In addition, it's a good way to practice for the SAT.
- **Evaluate your education options.**  
Now is the time to follow a more specific path. Decide whether you want to pursue full-time employment, further education or training (such as a vocational-technical school, career college, or two-year or four-year college), or a military career.
- **Make a college list.**  
Your list of colleges should include schools that meet your most important criteria (for example, size, location, cost, academic majors, or special programs). Weigh each of the factors according to their importance to you and develop a preliminary ranking of the schools on your list.
- **Continue gathering college information.**  
Go to college fairs, attend college nights, and speak with college representatives who visit your high school; use an online college finder and search top college lists. You may be able to narrow your choices or add a school to your list.
- **Organize a testing plan.**  
Figure out when you'll be taking important tests like the SAT, ACT, SAT Subject Tests, and AP exams, and mark the dates on your calendar. You'll want to have plenty of time to prepare.
- **Make sure you're meeting any special requirements.**  
If you want to play Division I or II sports in college, start the certification process and check with your counselor to make sure you're taking a core curriculum that meets NCAA requirements.

*Winter: Stay involved, organize college lists, and prepare for standardized tests*

- **Stay involved with extracurricular activities.**  
Colleges look for consistency and depth in the non-academic activities you pursue.
- **Organize your college information.**  
Set up a filing system with individual folders for each college's correspondence and printed materials. This will make it easier to locate the specific information you're looking for.
- **Begin narrowing down your college choices.**  
Make sure you have all the information you need about the colleges you're interested in (entrance requirements, tuition, room and board costs, course offerings, student activities, financial aid, etc.). Then begin comparing the schools by the factors that are most important to you and rank your choices.
- **Prepare for standardized tests.**  
Find out if the colleges you are interested in require the SAT, ACT, or SAT Subject Tests.

Register to take the tests you need; most juniors take them in the winter or spring. You can take them again in the fall of your senior year if you're unhappy with your scores.

- **Talk to your family.**  
Have a discussion about the colleges you're interested in. Your family can learn about what you want to pursue and you can hear any concerns or suggestions they might have.
- **Learn more about financial aid.**  
Examine your family's financial resources and gather information about financial aid from the schools you're interested in. High-school sponsored financial aid nights, college financial aid counselors, and advice articles are also good sources of information.

*Spring: Search for scholarships and gather recommendations*

- **Prepare a challenging schedule for senior year.**  
Meet with your counselor to determine what classes you'll take next year and to make sure you're on track for graduation. When you pick your classes, don't load up on easy electives. Colleges do consider your senior year courses and grades, so stick with a schedule that challenges you.
- **Contact your recommendation writers.**  
Teachers and guidance counselors are often asked to write recommendations for lots of students. Consider whom you want to ask now and let them know so they'll have time to prepare before getting tons of requests in the fall. Ask teachers who know you well and who will have positive things to say. Letters of recommendation from a coach, activity leader, or adult who knows you well outside of school are also valuable.
- **Apply for a summer job or internship.**  
Summer employment and internships in fields you're interested in will look appealing on a college application or resume. The money you earn can also be used to help pay application and testing fees in the fall.
- **Set up appointments at your top college choices.**  
You'll often have to plan ahead when visiting colleges. Call the admissions office to set up a personal interview or tour.

*Summer: Visit colleges and work on application essays*

- **Visit colleges.**  
Visit the campuses of your top five college choices. Take a tour and speak with the admissions and financial aid staff. You may also be able to talk to students if some classes are in session. If you have an interview, be sure to send a thank-you letter to the interviewer once you return home.
- **Start working on your application essays.**  
Compose rough drafts of the essays you'll need for your college applications. Have a teacher read and discuss them with you so you can see what to work on.
- **Make early decision preparations.**  
If you plan to apply early decision to any school, take the time to visit the school again and make sure you're willing to commit. If you elect to apply early decision, you should start working on your application as soon as possible because its deadline will be earlier than others.

## Action Plan: High School 12<sup>th</sup> grade

*Fall: Visit the schools and complete applications*

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- **Continue to visit schools.**  
Fall is a great time to look at the schools on your college lists because classes are in session and you are better able to meet and talk with students and professors. You may even be able to sit in on a class or two.
- **Finalize your college list.**  
Use the information you've gathered from college visits, interviews, and your own research to decide which schools you will apply to. It's okay to apply to colleges that you think will be more difficult to get into. But it's also important to put a few safety schools (where you're sure you'll get in) on your list. Talk to counselors, teachers, and parents about your final choices.
- **Stay on track with your grades and extracurricular activities.**  
Colleges will look at what you've done in your senior year, so stay focused on doing well in your classes and maintaining a commitment to extracurricular activities.
- **Take standardized tests.**  
Register for and take the ACT, SAT, or SAT Subject Tests as necessary. Be sure you have requested (either by mail or online) that your test scores be sent to the colleges of your choice.
- **Keep track of deadlines.**  
You'll be filling out lots of forms this year, so it's important to know what form is due when. Make a calendar showing the application deadlines for admission, financial aid, and scholarships.
- **Ask for letters of recommendation.**  
Give letter of recommendation forms to the teachers you have chosen, along with stamped, addressed envelopes so your teachers can send them directly to the colleges. Be sure to fill out your name and address and the school name on each form. Discuss your goals and ambitions with your teachers so they'll be more prepared to write about you.
- **Meet with your guidance counselor.**  
Your counselor can help you stay on track with admissions requirements. Make sure they know which colleges you want transcripts, score reports, and letters sent to. Give your counselors any necessary forms much earlier than the actual deadlines so they'll have time to send the forms in.
- **Complete applications.**  
Finish the application forms for the schools you're interested in. Proofread them and make extra copies before you send them. Make sure you and your school's guidance office have sent all necessary materials, including test scores, recommendations, transcripts, and application essays. You should plan to get all this done before winter break, so you won't be rushing to make deadlines.

*Winter: Follow up on applications and submit financial aid forms*

- **Act on the results of early decision applications.**  
If you applied early decision, you'll soon find out if you were accepted. If you get in, you have to withdraw your applications from other schools. If not, keep your other applications out there and focus on those colleges.
- **Follow up on your applications.**  
Verify with your counselor that all forms are in order and have been sent out to colleges. Check with the schools to make sure they have received all your information, including test scores, transcripts, and recommendations.
- **Submit financial aid forms.**  
Fill out the FAFSA, and if necessary, the PROFILE. No matter what your family's income level is, the FAFSA is your main priority for financial aid purposes because it will determine how much you're expected to pay. Don't send the forms until after January 1, because they can't be processed before then.
- **Send mid-year grade reports.**  
Ask your counselor to send your mid-year grade reports to the colleges that you applied to. Remember that the schools will continue to keep track of your grades, so it's important to keep working hard throughout your senior year.

*Spring: Compare financial aid packages and make your final decision*

- **Watch your mail for notification from colleges.**  
If you applied under the regular application process, you should receive an admissions decision by March or April. Notifications of financial aid awards should arrive by the end of April.
- **Compare financial aid packages.**  
Make sure to consider each financial aid award carefully. If you have questions, don't hesitate to contact the financial aid office of the college to get more information. Financial aid is a key factor in deciding where you will attend.
- **Make your final college decision.**  
Notify all schools of your intent by May 1. If you're not sure which offer to accept, make one more campus visit to the schools you're considering. Make sure to send your deposit to your chosen school and ask your guidance counselor to send your final transcript to the college in June.
- **Follow up on financial aid information.**  
Make sure you have received a FAFSA acknowledgement. If you applied for a Pell Grant, you will receive a Student Aid Report statement. Review this notice, make a copy for your records, and send the original to the college you plan to attend. If necessary, apply for loans.
- **Complete enrollment paperwork for the college you will attend.**  
Once you accept an offer, you should receive information from the college about course scheduling, orientation sessions, housing arrangements, and other necessary forms. Be sure to complete all required paperwork by the appropriate deadlines.
- **Congratulations!**  
You've finished high school and are about to embark on an exciting new phase of life. Good luck.



## 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.”

### 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                 |

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 are 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 administration of such experiences.

**Generally, for** semester courses, the final grade will be calculated by the following method: 40% for each of the two marking periods (80%) plus a midterm assessment grade (10%) and a final assessment grade (10%).

**Generally, for** full year courses, the final grade will be calculated by the following method: 20% for each of four marking periods (80%) plus a midterm assessment grade (10%) and a final assessment grade (10%).

*\*Although many courses can and will operate using these guidelines, some individual courses may request approval to use a different grading and/or assessment structure unique to the course. Any such changes must be approved by the building principal and will be included on the course syllabus.*

## GPA

ELHS student's GPA (Grade Point Average) is a weighted, academic GPA on a 4.0 scale. Students' final grades in academic courses are calculated into their cumulative GPA. The GPA is updated in January and June. See the table below which illustrates GPA weighting for standard, honors, and Advanced Placement final grades.

| <b>GRADE</b> | <b>STANDARD</b> | <b>HONORS</b> | <b>AP</b> |
|--------------|-----------------|---------------|-----------|
| A            | 4.0             | 4.5           | 5.0       |
| A-           | 3.7             | 4.2           | 4.7       |
| B+           | 3.3             | 3.8           | 4.3       |
| B            | 3.0             | 3.5           | 4.0       |
| B-           | 2.7             | 3.2           | 3.7       |
| C+           | 2.3             | 2.8           | 3.3       |
| C            | 2.0             | 2.5           | 3.0       |
| C-           | 1.7             | 2.2           | 2.7       |
| D+           | 1.3             | 1.8           | 2.3       |
| D            | 1.0             | 1.5           | 2.0       |
| D-           | .07             | 1.02          | 1.07      |
| E            | 0.0             | 0.0           | 0.0       |

## REQUIRED COURSE LOAD FOR ALL STUDENTS

All full time 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. Resources for Learning Any of the following may substitute for a 4<sup>th</sup> or 5<sup>th</sup> weighted course: Accounting; Art (1-4); Instrumental Music; Chorus; Child Development; Child Study/Nursery Management; Entrepreneurship; Health; Health Seminar; Law; Personal Finance; Technical Applications; RFL, and Music Theory.

## **COURSE CHANGE POLICY**

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 during the first semester. Level changes may be requested by the end of first term for semester one courses and for full year courses. Level changes for semester two courses must be made by the end of third term. 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 with the exception of IEP changes and course failures. All changes are subject to final approval of the Principal.

## **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 encouraged 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.

## FOUNDATIONS OF ART

| 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.

## ADVANCED ART

| GRADE         | CREDITS |
|---------------|---------|
| 9, 10, 11, 12 | 4       |

**Prerequisite:** “ C-“ or better in Foundations of Art.

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 Foundations of Art. 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 Foundations of Art will have the background knowledge and skills necessary for this course.

The content of Advanced Art 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, printmaking 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.

## ADVANCED ART II

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

**Prerequisite:** “B-“ or better in Advanced Art.

This 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 Advanced Art 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, watercolor, pastel, charcoal, scratch board, colored pencils, sculpture, and printmaking.

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.

## ADVANCED STUDIO ART/PORTFOLIO PREPARATION

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

**Prerequisite:** “B-“ or better in Advanced Art II **and** permission of instructors.

This studio course is open to the mature and highly motivated 11<sup>th</sup> or 12<sup>th</sup> grade student, who wishes to continue an in depth study in a particular area of art. The course will particularly benefit those students seeking further study and/or a career in the arts. The 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.

## SMARTPHONE PHOTOGRAPHY

| GRADE      | CREDITS |
|------------|---------|
| 10, 11, 12 | 4       |

Prerequisite: "C-" or better in Foundations of Art.

This smartphone photography class is planned so that students will learn the art of capturing, processing, and publishing pictures using the smartphone. The class will be organized in three parts:

1. Learning to see and create pictures. We will cover composition, light and color, learning to use those visual elements as parts of a story.
2. Processing and editing pictures with apps: We will start by using the basic camera app on the smartphone and work in more apps as we go for capturing, editing, processing.
3. Sharing pictures using the G Suite for Education.

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

Required materials: Working smartphone with a spare charger.



## **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       |

Accounting I is a comprehensive course designed to bring the real world of accounting into the classroom. Students will have the opportunity to use Excel, and learn how to apply the GAAP to the real-world financial situations.

The prime objective of this course is to introduce students to the double-entry system accounting for sole proprietorship, corporate, and partnership forms of business enterprises by using real-world applications and connections. Other important objectives include the following:

- \*To help students develop personal and professional skills for school and work.
- \*To help students understand the relationship between the manual system of accounting and a computerized system.
- \*To help students find success in accounting.

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: Accounting I

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.

Students 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.

## **PROFESSIONAL BUSINESS APPLICATIONS**

| 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 | 4       |

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**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 10, 11, 12   | 4              |

This class is designed to teach students about the importance of investing. Students will learn about a variety of investments with an emphasis placed on stock, mutual funds, and index funds. Financial planning will be emphasized along with the importance of beginning to save at a young age. Students will acquire a basic understanding of assets and the concepts of 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: Computers with Internet access, Google Sheets/Excel, Microsoft Word/Google Docs, and Microsoft PowerPoint/Google Sheet

## **YEARBOOK**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 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.

## COMMUNITY ACTION LEARNING

| GRADE | CREDITS |
|-------|---------|
| 11    | 4       |

*Community Action Learning* is designed to give students the opportunity to apply 21<sup>st</sup> learning skills while solving real world challenges. This course emphasizes collaboration, creativity, communication, research and the use of technology in accomplishing a worthwhile community goal. Students will first select a community project that contains a relevant challenge to solve. Students will then work collaboratively with their classmates and community members to design an action plan that will address a solution to their project. Students will be given a Chromebook for the duration of the course. Students who choose to take Community Action Learning will also be added to the same English 11 course section to maximize the use of this technology.

## **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/Common Core 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*  
Other novels and/or plays at the discretion of the teacher  
An Anthology  
Edith Hamilton's *Mythology*  
*Grammar and Composition, Book #3*  
*Of Mice & Men*  
*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*  
*Of Mice & Men*  
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 10<sup>th</sup> 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.

Required Reading: *The Crucible*  
*To Kill a Mockingbird*  
*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.

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

## AP ENGLISH LANGUAGE AND COMPOSITION

| GRADE | CREDITS |
|-------|---------|
| 11    | 4       |

Prerequisite: "B-" average in Honors English 10 and/or departmental approval.

AP English Language and Composition is a diverse course because of the rhetoric and composition course in college serves a variety of functions in the undergraduate curriculum.

The following, however, are the primary goals of the course:

- ▶ **Developing critical literacy:** This course is intended to strengthen the basic academic skills students need to perform confidently and effectively in courses across the curriculum. The course introduces students to the literacy expectations of higher education by cultivating essential academic skills such as critical inquiry, deliberation, argument, reading, and writing, listening, and speaking. Few colleges and universities regard completion of this entry-level course as the endpoint of students' English language education; subsequent courses in general and specialized curricula should continue building the skills students practice in their rhetoric and composition courses.
- ▶ **Facilitating informed citizenship:** While most college rhetoric and composition courses perform the academic service of preparing students to meet the literacy challenges of college-level study, they also serve the larger goal of cultivating the critical literacy skills students need for lifelong learning. Beyond their academic lives, students should be able to use the literacy skills practiced in the course for personal satisfaction and responsible engagement in civic life.

To support these goals, rhetoric and composition courses emphasize the reading and writing of analytic and argumentative texts instead of, or in combination with, texts representing English-language literary traditions. Like the college rhetoric and composition course, the AP English Language and Composition course focuses students' attention on the functions of written language in and out of the academy, asking students to practice the reading as well as the writing of texts designed to inquire, to explain, to criticize, and to persuade in a variety of rhetorical situations. In this approach to the study and practice of written language, a writer's style is important because of its rhetorical, rather than its aesthetic, function.

## 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.

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

Texts:

- 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.

Texts: *Lord of the Flies*  
A Shakespeare play  
Selected Poetry  
Short stories  
A novel  
Supplementary paperbacks

## ADVANCED PLACEMENT ENGLISH 12

GRADE      CREDITS  
12            4

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*  
*Oedipus Rex*  
*King Lear*  
*Death of a Salesman.*

A variety of novels including or equivalent to:

*The Sun Also Rises*  
*Crime and Punishment*  
*The Sound and the Fury*  
*Invisible Man*  
*Sun Also Rises*  
*As I Lay Dying*  
*Beloved, and Crime and Punishment.*

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.

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.

Texts typically include:

*The Things They Carried*

*Night*

*Angela's Ashes*

*Kite Runner*

*Doll's House and Dante's Inferno*

Selected non-fiction

Various stories, poems, and novels at teachers' discretion

Various composition texts

## **CREATIVE WRITING: POETRY, FICTION & NON-FICTION**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 10, 11, 12   | 4              |

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**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 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**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 10, 11, 12   | 4              |

This course will focus on learning the background and history of Journalism. Students will write various types of journalistic articles. Students will format the school newspaper (editors) and will be responsible for collecting advertisements (the marketing aspect of journalism).

Texts: Reading and analysis of articles

Test, quizzes, in-class presentations

An assigned book (non-fiction) based on journalism and broadcasting (for class discussion, writing)

Reading and analysis of articles

## **SPORTS LITERATURE**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 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 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

## **SOCIAL ISSUES IN WOMEN'S LITERATURE COURSE**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 11, 12       | 4              |

Social Issues in Women's Literature is an elective designed to give students an introductory background in Literature written exclusively by women. It seeks to provide an understanding of various historical and social issues from an analytical perspective through a Feminist lens.

The course will include reading and analysis of various genres of women's literature and will include a research component, written literary analysis, and formal presentations. Students will be graded on the basis of tests, quizzes, written work, presentations, as well as a research paper.

Texts: various sources in women's literature

## 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.**

**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 |
|------------|---------|
| 10, 11, 12 | 4       |

The purpose of this course is to provide students with an understanding of child development from conception through preschool as well as an understanding of how childhood has evolved and changed over time. This course is beneficial for students interested in careers working with children, such as teacher, nurse, doctor, dietician, social worker, counselor, psychologist, psychiatrist, speech and language pathologist, occupational therapist, physical therapist, and for those interested in learning more about children.

As part of this course, students observe and participate with children in the Little BIG Kids Nursery School which is housed in the high school. High school students in this course will be expected to fully participate in all aspects of the preschool program: playing, reading, art, singing, dancing, outdoor play etc...

Students are graded on class participation, interactions with preschoolers, homework, quizzes/tests, and projects.

Basic Text: The Developing Child, Brisbane  
Child Development, Decker

## **CHILD AND NURSERY MANAGEMENT**

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

Prerequisite: Child Development (preferred)

The purpose of this course is to provide students with the knowledge and skills to operate a nursery school and/or work in early childhood education. Students will become familiar with the developmental stages of the preschool child and how to use that knowledge to plan, conduct, and evaluate all aspects of the nursery school program. Students will explore 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 the nursery school. This course is beneficial for students interested in careers in education and for those interested in learning more about children.

As part of this course, students will serve as teachers in the nursery school. They write lesson plans and create and implement all activities for the preschool under the direct supervision of the Child and Nursery Management teacher.

Student evaluation will be based on attendance, nursery school participation, lesson plans, projects, quizzes/tests, and a thematic unit (culminating project).

## CAREERS IN EDUCATION

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

This course is open to students in Grades 11-12 with the recommendation of the Child Development teacher. The Careers in Education course is offered to juniors and seniors who are interested in a career in education and have successfully completed Child Development and/or Child Nursery Management. In this course, students will examine careers working with children including: qualifications, responsibilities, expectations, and certifications for teachers and related staff. Students in this course will participate in externships in early childhood, elementary, middle/high school and/or special education under the guidance of cooperating practitioners. The structured combination of classroom based education and practical work experience provides students with the fundamental practices necessary to take their first steps on the path to becoming accomplished professionals in the field of education.

**EVALUATION:** Performance-based assessments such as portfolios of artifacts (classroom videos, work produced in their externship, lesson and/or project plans) that demonstrate their competence in a particular skill or area of study, weekly journal entries, observations of performance in placement by cooperating practitioner and course instructor.

Text: Teaching, Goodheart Wilcox

## CULINARY ARTS

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

Explore how to prepare, cook, and present different foods in various ways in this lecture-lab course. In this course, students will learn about kitchen safety & sanitation, various kitchen equipment and their uses, how to read and adapt recipes, basic cookery principles, food preparation with nutritional exploration, and balanced meal planning. The student will learn the fundamentals of what should be consumed through exploring the nutritional values and health benefits of different foods through the USDA MyPlate. Students will be evaluated through projects/labs, quizzes, classwork & participation

Text: Guide To Good Food



## CLASSICAL AND MODERN LANGUAGE

### PHILOSOPHY OF THE CLASSICAL AND MODERN LANGUAGE DEPARTMENT

The Classical and Modern 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.

Classical and Modern 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.

## SPANISH 1

| GRADE         | CREDITS |
|---------------|---------|
| 9, 10, 11, 12 | 4       |

This is the first course of the Spanish program. The course is designed to introduce students to a variety of vocabulary themes and grammatical concepts to facilitate basic communication. The development of four skills (listening, speaking, reading, and writing) is emphasized. The cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States are studied. The class is conducted partially in Spanish.

Students are graded based on assessments of the four communicative skills (listening, speaking, reading and writing) as well as assessments of vocabulary and grammar use.

Text and resources: *Descubre 1* and Supersite: [www.vhlcentral.com](http://www.vhlcentral.com)

## SPANISH 2

| GRADE         | CREDITS |
|---------------|---------|
| 9, 10, 11, 12 | 4       |

Prerequisite: C- grade or better in Spanish 1.

The course is designed as a progressive continuation of the content and skills learned in Spanish 1. The development and proficiency of four skills (listening, speaking, reading, and writing) is emphasized. The cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States are studied. The class is conducted partially in Spanish.

Students are graded based on assessments of the four communicative skills (listening, speaking, reading and writing) as well as assessments of vocabulary and grammar use.

Text and resources: *Descubre 2* and Supersite: [www.vhlcentral.com](http://www.vhlcentral.com)

## SPANISH 2 HONORS

| GRADE         | CREDITS |
|---------------|---------|
| 9, 10, 11, 12 | 4       |

Prerequisite: B- or better in Spanish 1.

This accelerated course is designed to begin to prepare students for an optional Advanced Placement (AP) Spanish Language Exam. More content is covered than in the regular Spanish 2 course with the goal of enhancing the development and proficiency of four skills: listening, speaking, reading, and writing. Students learn advanced grammatical structures and vocabulary. Students also continue to study the cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States. The class is primarily conducted in Spanish.

Students are graded based on assessments of the four communicative skills (listening, speaking, reading and writing) as well as assessments of vocabulary and grammar use.

Text and resources: *Descubre 2* and Supersite: [www.vhlcentral.com](http://www.vhlcentral.com)

## SPANISH 3

| GRADE      | CREDITS |
|------------|---------|
| 10, 11, 12 | 4       |

Prerequisite: C- or better in Spanish 2.

The course is designed as a progressive continuation of the content and skills learned in Spanish 2. The development and proficiency of four skills (listening, speaking, reading, and writing) are emphasized. The cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States are studied. The class is conducted partially in Spanish.

Students are graded based on assessments of the four communicative skills (listening, speaking, reading and writing) as well as assessments of vocabulary and grammar use.

Text and resources: *Descubre 2* and Supersite: [www.vhlcentral.com](http://www.vhlcentral.com)

## SPANISH 3 HONORS

| GRADE         | CREDITS |
|---------------|---------|
| 9, 10, 11, 12 | 4       |

Prerequisite: C- or better in Spanish 2 Honors or B- or better in Spanish 2.

*It is highly recommended that a student take Spanish 2 Honors in preparation for this course.*

This accelerated course is designed to continue to prepare students for an optional Advanced Placement (AP) Spanish Language Exam. More content is covered than in the regular Spanish 3 course with the goal of enhancing the development and proficiency of four skills: listening, speaking, reading, and writing. Students continue to learn advanced grammatical structures and vocabulary. Students also continue to learn about the cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States. The class is primarily conducted in Spanish.

Students are graded based on assessments of the four communicative skills (listening, speaking, reading and writing) as well as assessments of vocabulary and grammar use.

Text and resources: *Descubre 3* and Supersite: [www.vhlcentral.com](http://www.vhlcentral.com)

## SPANISH 4

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

Prerequisite: Spanish 3 (grade of 70/C- or better)

The course is designed as a progressive continuation of the content and skills learned in Spanish 3.

The development and proficiency of four skills (listening, speaking, reading, and writing) are emphasized. The cultures of Spanish-speaking countries as well as Spanish-speaking populations of the United States are studied. The class is conducted partially in Spanish.

Students are graded based on assessments of the four communicative skills (listening, speaking, reading, and writing), as well as assessments of vocabulary and grammar use.

TEXT: *Descubre 3* and Supersite: [www.vhlcentral.com](http://www.vhlcentral.com)

## SPANISH 4 HONORS

| GRADE      | CREDITS |
|------------|---------|
| 10, 11, 12 | 4       |

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

*It is highly recommended that a student take Spanish 2 Honors and Spanish 3 Honors in preparation for this course.*

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 communicative skills: listening, speaking, reading, and writing. Command of the Spanish language is promoted through the study of geography, civilization, culture, arts, film, music and literature of Spanish-speaking countries. Advanced grammatical structures, vocabulary, idiomatic expressions and colloquialisms are reinforced as students use the target language for active communication. The class is solely conducted in Spanish.

Students are graded based on assessments of the four communicative skills (listening, speaking, reading and writing) as well as assessments of vocabulary and grammar use.

Text and resources: *Imagina, Revista: Comunicación sin barreras*, *Encuentros Maravillosos: Gramática a través de la literatura*, and Supersite: [www.vhcentral.com](http://www.vhcentral.com)

## AP SPANISH

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

Prerequisite: C- or better in Spanish 4 Honors.

This course is designed to meet the demands and expectations of the College Board Advanced Placement (AP) Spanish Language Exam. The primary course 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. The class is solely conducted in Spanish. A specific format for class activities and assessments is followed to prepare students for the exam, which is administered in May. It is hoped that all students take the exam.

Students are graded based on assessments of the four communicative skills (listening, speaking, reading and writing).

Text and resources: *Triángulo Aprobado*

## 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 and vocabulary. In addition, students will gain an awareness of Latin's relationship to English and will explore elements of Roman culture and history, as well as mythology.

The textbook, the *Cambridge Latin Course*, is designed to teach students to read Latin fluently. It starts with simple stories that build in complexity as students' skills increase, with the goal of reading unadapted Latin literature in the higher-level courses. Students follow a high-interest storyline rooted in the culture of the Roman world in the 1<sup>st</sup> century CE that is continued in Latin 2 and Latin 3 Honors.

Grading is based primarily on frequent vocabulary and grammar quizzes, as well as unit tests, culture projects, and other reading comprehension assessments. Class participation is essential for building the skills of the course.

Texts: *Cambridge Latin Course*, Units 1 and 2

## LATIN 2

| GRADE      | CREDITS |
|------------|---------|
| 10, 11, 12 | 4       |

Prerequisite: C- or better in Latin 1

Latin 2 continues the study of Latin begun in Latin 1. By continuing to follow the storyline of the *Cambridge Latin Course*, students further develop their skills in reading Latin, including more complex study of grammar and vocabulary, as well as gaining further knowledge about Roman culture as embedded in the storyline. Connections between Latin and English continue to be emphasized. Students also learn about the mythology and history of Rome from its foundations through the early 1<sup>st</sup> c. BCE through supplementary readings.

Grading is based primarily on frequent vocabulary and grammar quizzes, as well as unit tests, culture projects, and other reading comprehension assessments. Class participation is essential for building the skills of the course.

Texts: *Cambridge Latin Course*, Units 2 and 3

## LATIN 2 HONORS

| GRADE      | CREDITS |
|------------|---------|
| 10, 11, 12 | 4       |

Prerequisite: B- or better in Latin 1

This accelerated course continues the study of Latin begun in Latin 1. More content is covered at a faster pace than in the standard level course, and students are expected to achieve a higher level of proficiency in the language.

By continuing to follow the storyline of the *Cambridge Latin Course*, students further develop their skills in reading Latin, including more complex study of grammar and vocabulary, as well as gaining further knowledge about Roman culture as embedded in the storyline. Connections between Latin and English continue to be emphasized. Students also learn about the mythology and history of Rome from its foundations through the early 1<sup>st</sup> c. BCE through supplementary readings.

Grading is based primarily on frequent vocabulary and grammar quizzes, as well as unit tests, culture projects, and other reading comprehension assessments. Class participation is essential for building the skills of the course.

Texts: *Cambridge Latin Course*, Units 2 and 3

## LATIN 3

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

Prerequisite: C- or better in Latin 2

Latin 3 continues the student's study of the Latin language and Roman culture. The storyline begun in Latin 1 is completed and authentic Latin literature is introduced, with a focus on the history of the 1<sup>st</sup> c. BCE. Grammar and vocabulary and connections with English continue to be developed.

Grading is based primarily on frequent vocabulary and grammar quizzes, as well as unit tests, culture projects, and other reading comprehension assessments. Class participation is essential for building the skills of the course.

Texts: *Cambridge Latin Course*, Unit 3  
Suetonius, *Life of Julius Caesar*

## LATIN 3H

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

Prerequisite: C- or better in Latin 2 Honors or a B- or better in Latin 2. It is highly recommended that a student take Latin 2 Honors in preparation for this course.

Latin 3 Honors continues the student's study of the Latin language and Roman culture. The storyline begun in Latin 1 is completed and authentic Latin literature is introduced, with a focus on the history of the 1<sup>st</sup> c. BCE. Grammar and vocabulary and connections with English continue to be developed. This course moves at an accelerated pace compared to Latin 3 and expects the student to display greater accuracy in the use of Latin grammar and vocabulary.

Grading is based primarily on frequent vocabulary and grammar quizzes, as well as unit tests, culture projects, and other reading comprehension assessments. Class participation is essential for building the skills of the course.

Texts: *Cambridge Latin Course*, Unit 3  
Suetonius, *Life of Julius Caesar*

## LATIN 4H

| GRADE | CREDITS |
|-------|---------|
| 12    | 4       |

Prerequisite: B- or better in Latin 3 or C- or better in Latin 3 Honors

Students in Latin 4 Honors study Latin literature with a thematic focus on mythology and folklore. Students first read Roman folktales such as "The Widow of Ephesus" and selected *Fables* of Phaedrus and Apuleius' *Cupid and Psyche*, while analyzing their cultural context, literary value, and connections to folklore from other cultures. Students then study Greek and Roman literature related to the Trojan War, primarily Homer's *Iliad* (in English) and Vergil's *Aeneid*, Book 2. Finally, students analyze ways in which authors portray transformations and metamorphoses through readings from Ovid and other authors.

Grading is primarily based on literary analysis-focused in-class quizzes and tests and creative and evaluative projects. Class preparation participation is essential for building the skills of the course.

Primary texts: Petronius, "The Widow of Ephesus"  
Phaedrus, *Fables*  
Apuleius, *Cupid and Psyche* (ed. Balme and Morwood)  
Vergil, *Aeneid* 2 (ed. Boyd/Pharr)  
Ovid, *Metamorphoses* (various stories, various edd.)



## ANCIENT GREEK HONORS

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

Pre-requisite: Grade of B- or better in Latin 2 / 2 Honors, Spanish 3 / 3 Honors, or French 2

It is highly recommended that students take this course in conjunction with their chosen foreign language.

This accelerated course is an introduction to the language of the ancient Greeks. Students will learn to read simple Attic Greek as it was written by authors such as Plato and Sophocles. Students will also study the civilization of the Greeks and its influence on our own culture by reading Greek literature in translation. Because this is an honors course, students will be expected to work at a quick pace with thorough understanding of all course material; the course should be approximately the equivalent of one semester of college Greek. No prior study of Classics is required, but students should have successfully completed at least two years of another language other than English.

Students will be expected to read and write Greek words, sentences, and short stories. In this course, we will study basic Attic Greek vocabulary, all forms of declensions 1-3 for nouns, and several tenses for verbs. Students will also recognize the many English words that are derived from Greek roots, as well as the cultural debt we owe Greek civilization, including literature itself, mythology, philosophy, history, politics, mathematics and science, and art and architecture.

Assessment will be based on frequent vocabulary and grammar quizzes, as well as unit tests; reading comprehension activities; essays and projects on cultural topics and literature in translation; and class participation and preparation.

TEXT: *Athenaze* Book 1: An Introduction to Ancient Greek, 3d ed. rev., Maurice Balme, Gilbert Lawall, and James Morwood

## **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 | 4       |

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.

### CALCULATOR POLICY

All math department courses require the use of either the scientific or graphing calculator. A scientific calculator (with basic 3 trigonometric functions) is sufficient for courses except any level of Calculus and Statistics, where a graphing calculator is required. Graphing calculators are strongly encouraged over scientific calculators in Algebra 2 and PreCalculus.

Calculators are not provided for student use. Students who are unable to secure their own calculator during the first 5 days of a math course due to financial need will seek assistance through the classroom teacher.

No cell phone calculators are permitted during any type of math department assessment. During regular instruction, cell phone calculators may be allowed for class activities at the sole discretion of math teachers as per ELHS policy.

## 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 Core, 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 Core, 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: Passing grade in Algebra 1

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 of functions; 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 of functions; 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

## PRECALCULUS

| GRADE      | CREDITS |
|------------|---------|
| 10, 11, 12 | 4       |

Prerequisite: “C-“ or better in 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 | 8       |

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, 6<sup>th</sup> 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: A Brief Edition, 6<sup>th</sup> Edition, Howard Anton  
(A graphing calculator is required)  
Handouts

## PROBABILITY AND STATISTICS

|        |         |
|--------|---------|
| GRADE  | CREDITS |
| 11, 12 | 4       |

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

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

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 and Probability with Applications, 3e  
(A graphing calculator is required.)

## AP STATISTICS

|        |         |
|--------|---------|
| GRADE  | CREDITS |
| 11, 12 | 4       |

Prerequisite: B- or better in Honors Algebra 2 or A- or better in Algebra 2 or department approval.

The topics for AP Statistics are divided into four major themes: exploratory analysis (20–30 percent of the exam), planning and conducting a study (10–15 percent of the exam), probability (20–30 percent of the exam), and statistical inference (30–40 percent of the exam).

I. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. In examining distributions of data, students should be able to detect important characteristics, such as shape, location, variability and unusual values. From careful observations of patterns in data, students can generate conjectures about relationships among variables. The notion of how one variable may be associated with another permeates almost all of statistics, from simple comparisons of proportions through linear regression. The difference between association and causation must accompany this conceptual development throughout.

II. Data must be collected according to a well-developed plan if valid information is to be obtained. If data are to be collected to provide an answer to a question of interest, a careful plan must be developed. Both the type of analysis that is appropriate and the nature of conclusions that can be drawn from that analysis depend in a critical way on how the data was collected. Collecting data in a reasonable way, through either sampling or experimentation, is an essential step in the data analysis process.

III. Probability is the tool used for anticipating what the distribution of data should look like under a given model. Random phenomena are not haphazard: they display an order that emerges only in the long run and is described by a distribution. The mathematical description of variation is central to statistics. The probability required for statistical inference is not primarily axiomatic or combinatorial but is oriented toward using probability distributions to describe data.

IV. Statistical inference guides the selection of appropriate models. Models and data interact in statistical work: models are used to draw conclusions from data, while the data are allowed to criticize and even falsify the model through inferential and diagnostic methods. Inference from data can be thought of as the process of selecting a reasonable model, including a statement in probability language, of how confident one can be about the selection.

Text: The Practice of Statistics, 6e

## AP COMPUTER SCIENCE A

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 8       |

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

## DISCRETE MATHEMATICS

| 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. Discrete Mathematics 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**

| <b>GRADE</b>  | <b>CREDITS</b> |
|---------------|----------------|
| 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**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 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

## **DRUM LAB**

| GRADE         | CREDITS |
|---------------|---------|
| 9, 10, 11, 12 | 4       |

Pre-requisite: None

This drumming and percussion class will cover drumming basics, such as, rudiments, marching percussion, hand drumming, bucket drums, drum circles, drum set, mallet percussion, and more. Students will be evaluated using performance based assessments, written assignments, and project based assessments.

Text: Percussion method books and lesson units written by instruction



## **MUSIC TECHNOLOGY AND MULTI MEDIA**

| <b>GRADE</b>  | <b>CREDITS</b> |
|---------------|----------------|
| 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.

Primary Software used: Soundtrap, Audacity and other video/audio production and editing tools

## **AP MUSIC THEORY**

| <b>GRADE</b>  | <b>CREDITS</b> |
|---------------|----------------|
| 9, 10, 11, 12 | 4              |

Pre-requisite: Music playing experience and strong music reading skills

This is an advanced level Music Theory course that will follow the prescribed AP Music Theory curriculum. Course content will include the elements of music, chorus, harmonic analysis, ear training, and score reading. Students will be evaluated with written assignments, performance based assessments, and project based assessments.

Text: Tonal Harmony - by Koska and Payne

## 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 OF 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       |

9<sup>th</sup> 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       |

10<sup>th</sup> 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.

## PE 11/12

| GRADE | CREDITS |
|-------|---------|
| 11,12 | 4       |

Prerequisite: Completion of 9<sup>th</sup> and 10<sup>th</sup> grade Physical Education classes (8 total P.E. credits).

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.

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.

## 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 21<sup>st</sup> 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.  
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 Structure and Ecology, 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: What is Life? with Physiology, Phelan.



## 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 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 and presentation..

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

## ADVANCED PLACEMENT CHEMISTRY

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 8       |

Prerequisite: A grade of a B or better in Honors 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; 6<sup>th</sup> 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 & balancing, chemical bonding, gas 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 "B" or better in Honors Biology and Algebra 1. 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, gas theory and the gas laws.

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

Basic Texts: Chemistry, 8<sup>th</sup> edition: Raymond Chang

## ADVANCED PLACEMENT PHYSICS 1

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

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.

Basic Text: Physics, Wilson and Buffa

## ADVANCED PLACEMENT PHYSICS 2

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

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.

## HONORS PHYSICS

| GRADE      | CREDITS |
|------------|---------|
| 10, 11, 12 | 4       |

Prerequisite: Successful completion of Algebra 1 with a minimum grade of B-.

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 of Algebra 1.

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 living aspects of environmental science.

The curriculum will include sustainability, biodiversity, plant biology, agriculture, forestry, ecology, rehabilitation, conservation, global warming and next steps.

Students will be evaluated on the basis of projects, exams, oral presentations and long-term projects.

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

## HONORS 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**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 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). An individual serial killer presentation to the class is required. 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**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 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. An individual serial killer presentation to the class is required. 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



## HONORS FORENSIC SCIENCE 2

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

Prerequisite: Successful completion of Biology, a Chemistry course, and Forensic Science/Honors Forensic Science

Honor Forensic Science 2 is a continuation of the introduction to forensic science course and is designed for students who have a strong interest in forensic science and are looking for a challenging and rigorous science course.

Topics build on what was taught in Forensic Science. Utilizing lecture, case studies, and laboratory work students will learn the analysis methods, procedures, techniques, and preservation of crime scene evidence. The course covers topics in pathology, anthropology, entomology, forensic DNA, and trace evidence.

Students will be evaluated on the basis of quizzes, tests, laboratory reports, homework assignments, research projects, presentations, critical thinking exercises, and crime scene analysis.

## HISTORY AND SOCIAL SCIENCES

### PHILOSOPHY OF THE HISTORY AND SOCIAL SCIENCES DEPARTMENT

An effective history and social science education integrates knowledge from many fields of study, it improves reading comprehension and writing by increasing students' content knowledge, it builds students' capacities for reasoning, making logical arguments, and critical thinking. It incorporates the study of current events and media literacy and teaches students about using data analysis and digital tools as research and presentation techniques. History and social science prepares students to understand their rights and responsibilities as informed citizens and to appreciate the shared values of this country, it incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, sexual orientation, disability, and personal experience.

**Students will be able to:**

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.

## MODERN WORLD HISTORY

|       |         |
|-------|---------|
| GRADE | CREDITS |
| 9     | 4       |

Modern World History is a one-semester course designed to provide all students with a review of the major themes in the development of world history from the mid 16th century up to the 21st century.

This course begins with the rise and fall of Absolutism, the arrival of the Industrial Age & New Imperialism, as well as the rise of the modern day nation-state, and continues through the turbulent 20th century, ending with the major world topics of the present day. Topics that will be covered include: the influences of religion, the economy, and international relationships, as well as geography. The impact of cultural similarities and differences will also be considered.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments including: homework, classwork, tests, quizzes, essays, as well as group and individual projects.

Text: *World History: The Modern Era*, (2016), Pearson

## HONORS - MODERN WORLD HISTORY

|       |         |
|-------|---------|
| GRADE | CREDITS |
| 9     | 4       |

Honors Modern World History is a one-semester course, of considerable complexity and intensity, for ninth grade. The curriculum covers the major themes in the development of world history from the mid 16th century up to the 21st century.

Emphasis will be placed on political, social, and economic theories. Students will also delve into international relations, geography and the cultural topics of art, literature, and music. Development of the following historical thinking skills will be focused on: Identifying & explaining, Sourcing primary & secondary sources, Analyzing arguments, Contextualization, Patterns & connections, and Developing an argument. Course content will be covered at a quicker pace, with more challenging assessments when compared to its standard level counterpart.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments including: homework, classwork, tests, quizzes, essays, as well as group and individual projects.

Text: *World History: The Modern Era*, (2016), Pearson

## UNITED STATES HISTORY I

| GRADE | CREDITS |
|-------|---------|
| 10    | 4       |

*United States History I* is a one-semester course, and 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 19<sup>th</sup> 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 will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments including: homework, classwork, tests, quizzes, essays, as well as group and individual projects. Varying academic activities will also be used including resources from the internet.

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

## HONORS - UNITED STATES HISTORY I

| GRADE | CREDITS |
|-------|---------|
| 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 19<sup>th</sup> 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.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments including: homework, classwork, tests, quizzes, essays, as well as group and individual projects. Varying academic activities will also be used including substantial resources from the internet.

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

## ADVANCED PLACEMENT UNITED STATES HISTORY

| GRADE | CREDITS |
|-------|---------|
| 10    | 8       |

Prerequisite: Recommended grades in previous history courses: A grade of *B-* or higher in an honors history course or a grade of *B* or higher in a standard history course.

*Advanced Placement United States History* is a full-year course. (84-minutes first and second semester) *A.P. U.S. History* is a two-semester chronology of United States History beginning with Indigenous societies and concluding with the 21st Century. The examination of U.S. History in this course will be done through an anti-bias/anti-racist lens. This course is opened to sophomores and is considered as the equivalent of a **college level** survey course in American History. Students are expected to be extremely self-motivated as the teacher's primary role is to serve as a learning facilitator. This is a rigorous course that places a strong emphasis on historical reasoning skills, performance practice standards, advanced level critical thinking, mastery of facts and themes, and literacy standards that meet the expectations of College Board. Completion of this course, with a passing grade, will fulfill the US I and US II history requirements and 8 of the required 12 Social Studies credits for graduation.

Students will be assessed frequently on primary and secondary reading materials as well as the material presented in class. Research assignments may also be assigned.

In May we administer the Advanced Placement Examination as 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 \$98, it is not required.

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

## U.S. HISTORY II

| GRADE | CREDITS |
|-------|---------|
| 11    | 4       |

Prerequisite: Successful completion of a *U. S. History I* course.

*U.S. History II* is a continuation of United States history in the 20th and 21st centuries. Students will learn about the emergence of the U.S. as a world power, the economic history of the Great Depression, New Deal, World War II, the Cold War and civil rights, concluding with an analysis of domestic and global policies and politics in the 21st century. Topics will include the political, economic, social and cultural themes that have influenced American history.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments including: homework, classwork, tests, quizzes, essays, as well as group and individual projects. Varying academic activities will also be used including resources from the internet.

Text: *The American Vision*, Appleby, J.; Glencoe and various online sources.

## HONORS UNITED STATES HISTORY II

| GRADE | CREDITS |
|-------|---------|
| 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 rigorous course designed for the college-bound student interested in an in-depth study of American history. Students will learn about the emergence of the U.S. as a world power, the economic history of the Great Depression, New Deal, World War II, the Cold War, civil rights movement, and policies during the Vietnam Era, concluding with an analysis of domestic and global policies and politics in the 21st century. Material to be covered will also investigate the role of the United States in global affairs.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments including: homework, classwork, tests, quizzes, essays, as well as group and individual projects. Varying academic activities will also be used including substantial resources from the internet.

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

## CIVICS & ISSUES

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

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

Civics and Issues is a one-semester course in which students revisit the Founding Documents of the United States and Massachusetts with an emphasis on understanding their relevance and impact on policies and politics in the present. Students will investigate the foundations of American government and democracy with an emphasis on the Constitution, citizenship, global economic systems, geography and the role the United States has in a changing world.

Students will examine major historical political ideas, forms of government and the founding principles of the U.S. government. Students will also be exploring and discussing current events in an attempt to broaden their interest and involvement in society so they can form their own opinions on matters that affect their world. Some of the issues students may be examining include: Immigration, education, state & local government, poverty, crime, global terrorism, globalization, the economy and federal budget.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments including: homework, classwork, tests, quizzes, essays, as well as group and individual research projects.

Text: We The People: The Citizen & The Constitution, The Center for Civic Education

## 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 II*, a grade of *B* or higher in *U.S. History II*.

\*Some prerequisite summer assignments are required.

A.P. U.S. Government and Politics objectives include application, analysis and comparison. This is considered as an introductory college level course and course work will reflect this. In addition, students will need to master required Foundational Documents and Supreme Court cases, as well as policy outcomes. This course is designed to teach students about how government works, allowing them to become well informed citizens, and giving them a critical perspective on politics and government.

The student will be tested frequently on independent reading assignments as well as on the material presented in class. Students will be tested through multiple choice questions as well as four essay components. In May, it is expected that students will take the Advanced Placement Examination.

Text: *American Government: Stories of a Nation*, Waples and Abernathy

## 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 **ANY** student interested in taking a deep dive into the examination of the history of the black experience in the United States. This course will include an examination African Civilizations that flourished for thousands of years before Trans-Atlantic Slave Trade, the legacy of the African diaspora, often overlooked contributions of Black/African Americans, and the fight for justice and equality. Moreover, this course will provide an accurate and thorough treatment of Black History in the United States, examine the impact of current economic, social, and political forces that shape the Black experience within the current racial climate and contribute to a basic understanding of the unique issues people who identify as B.I.P.O.C. face in the modern world. During this journey, we will deconstruct and decolonize the way U.S. History has been taught and contemplate the future of a diverse society. We will explore critical race theory to understand the effects of institutional & structural racism, implicit bias, and the disproportionate inequities that exist as a result. Furthermore, students will reflect on their own experiences navigating a society shaped by race as they interrogate their own worldview and appraise their value of understanding and appreciating the diversity of human affairs. It is an additional hope that this experience will help shatter misconceptions that some may have about people of color in general and African Americans in particular. Finally, it is a goal that black students who take the course will learn more about their heritage as well as reinforce their own positive self-image.

Textbook: From Slavery to Freedom: 9<sup>th</sup> Edition by John Hope Franklin and Evelyn Brooks Higginbotham.

Other Text Sources: *Stamped from the Beginning* by Ibram X. Kendi; *How to Be Anti-Racist* by Ibram X Kendi; *The New Jim Crow* by Michelle Alexander, *The Color of Law* by Richard Rothstein; *A People's History of the United States* by Howard Zinn; *The Miseducation of the Negro* by Carter G. Woodson; *The Color of Water* by James McBride; *The Other Wes Moore* by Wes Moore; *A Raisin in the Sun* by Lorraine Hansberry and other various articles and online resources



## PSYCHOLOGY

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 4       |

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

*Psychology* is a social science that studies the behavior and mental process of organisms. This elective will cover many of the subjects typically found in any college introductory psychology course. Students will learn the history, concepts, methodology, and vocabulary of contemporary psychology. Students will gain an understanding of how the subfields of psychology are linked together and these are supported by empirical evidence.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments including: homework, classwork, tests, quizzes, essays, as well as research projects.

Texts: *Understanding Psychology* - Kasschau, R.

## ADVANCED PLACEMENT PSYCHOLOGY

| GRADE  | CREDITS |
|--------|---------|
| 11, 12 | 8       |

Prerequisite: Recommended grade in previous history courses: *B* or higher in Honors level  
\*Some prerequisite summer assignments are required.

*Advanced Placement Psychology* is designed for students who wish to experience a rigorous, college-level introductory course in psychology in preparation for the Advanced Placement exam in May. The course stresses content, critical thinking, reading, and writing within the context of scientific methodology and inquiry. This course is taught at a collegiate level and student study habits should reflect this fact. Students are introduced to the major topical areas of psychology by examining core concepts and theories, and by learning the basic skills of psychological research. A thematic approach is used to provide students with the tools for mastering the broad content of an introductory course and the exam.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments including: homework, classwork, tests, quizzes, FRQ's, as well as projects and a final project. There will be a heavy emphasis on writing and students will be expected to use the APA format.

Text: *Psychology for AP 2nd edition* - Myers, David

## 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 II*, a grade of *B* or higher in *U.S. History II*.

\*Some prerequisite summer assignments are 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. Students will develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change.

This course is formatted as a college-style chronological survey course covering the significant events, individuals, developments, and processes of Europe from approximately 1450 to the present with a focus on the following themes: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. It is expected that all students will take the Advanced Placement Examination in the spring; however, since the testing fee is approximately \$98, it is not required.

Grades will be determined through student engagement, class citizenship, and a variety of formative and summative performance based assessments, with a heavy emphasis on reading analysis & writing, including: homework, classwork, tests, quizzes, essays, as well as projects.

Text: *History of the Modern World*, R.R. Palmer and Joel Colton  
*The Western Heritage, Since 1300 11th Edition*, Donald M. Kagan, Steven Ozment, Frank M. Turner, & Alison Frank

## **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**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 9,10,11,12   | 4              |

Resources for Learning is special education course that provides targeted remediation for students who have demonstrated a deficiency in foundational skills in English and/or Math. Eligibility for RFL will be determined by student assessment data and a IEP team recommendation. Students assigned to an RFL will be exposed to direct instruction in the area of the identified skill deficit(s) by a special education teacher. Students will also participate in learning activities geared to help bridge academic gaps in these areas. Various benchmark assessments will be conducted with students to help monitor their development of key skills.

## **INCLUSION SERVICES**

Inclusion classes are designed to provide extra support to students who have exhibited deficiencies with executive functioning and behavioral skills. This would include assistance with organizational, self-monitoring, planning, prioritization, task initiation and completion skills. Inclusion classrooms may also include small group instruction and various other types of remedial teaching practices to ensure that all students are meeting the class objectives. Inclusion classes take place in various core content classrooms to allow students with disabilities to learn alongside their peers. These classrooms include a general education teacher, a special education teacher or a paraprofessional.

## **PRACTICAL ENGLISH**

| <b>GRADE</b>  | <b>CREDITS</b> |
|---------------|----------------|
| 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**

| <b>GRADE</b>  | <b>CREDITS</b> |
|---------------|----------------|
| 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

## **LIFE SKILLS**

| <b>GRADE</b>  | <b>CREDITS</b> |
|---------------|----------------|
| 9, 10, 11, 12 | 4              |

This class is designed for students to learn functional life skills by being provided with authentic and hands-on experiences. The program will focus on the skills that students need in order to transition successfully from high school into adult life. This course examines skills that are frequently demanded in natural domestic, vocational, and community environments. Students will be learning about kitchen safety, identifying and utilizing kitchen tools, and maintaining a clean environment. Students will be practicing pre-vocational skills such as dishwashing, sweeping, mopping, cleaning tables, and laundry. Students will learn the process of creating shopping lists, using shopping flyers, and following a recipe. Money, budgeting, and healthy eating habits will be focused on during this process as well.

## 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

## IDEA SHOP

| GRADE         | CREDITS |
|---------------|---------|
| 9, 10, 11, 12 | 4       |

IDEA-SHOP (*Innovation, Design & Engineering for All*)

I.D.E.A SHOP at ELHS focuses on problem-solving and critical thinking. In a hands-on tools/technology-lab setting, students explore Technology/Engineering in a meaningful way. Students participate in projects and ongoing technology-based activities: LASER apps, Structural Engineering, Electronics, Arduino/Raspberry-Pi programming and robotics, Pneumatic and Hydraulic fluid power systems, Mechanisms/Simple Machines, CAD/CAM, 3-D printing and Precision Measurement. Completing module work (hands-on tasks involving technological equipment and software), students learn how STEM impacts their daily lives and future careers. Considering a Tech career like Engineering or Design? Take this course!



## **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.

Text: Graphic Communications and various readings

## TV PRODUCTION

| GRADE         | CREDITS |
|---------------|---------|
| 9, 10, 11, 12 | 4       |

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.

## ENGINEERING ESSENTIALS (PLTW)

| GRADE         | CREDITS |
|---------------|---------|
| 9, 10, 11, 12 | 4       |

**Engineering Essentials** is designed as a first-exposure experience to inspire students of all backgrounds to explore the breadth of engineering-related career opportunities. Throughout the course, students explore global engineering challenges and sustainability goals, the impact of engineering, and the variety of career paths available to them. Engineering Essentials is geared toward first or second-year engineering high school students.

*GOALS:* On course completion, students will:

- Understand the various disciplines within the engineering field and how they apply to today's world and future career opportunities.
- Approach and solve problems in different ways including process solutions, mechanical solutions, electronic solutions, and infrastructure solutions.
- Use a variety of industry tools such as geographical information system, computer-aided design, and electrical circuit simulation.
- Build an engineering mindset and proficiency in key STEM-related career competencies including technical communication, collaboration, computational thinking, systems thinking, project management, and ethical reasoning.

*EVALUATION:* Students will be evaluated via graded activities, projects, written classwork, homework, quizzes and a final exam.

*TEXT :* Course content delivered via online curriculum provided by PLTW

## INTRODUCTION TO ENGINEERING DESIGN

| GRADE         | CREDITS |
|---------------|---------|
| 9, 10, 11, 12 | 4       |

Prerequisite: Currently taking or have taken Alg I.

Introduction to Engineering Design (IED) is a high school level foundation course in the Project Lead The Way (PLTW) Engineering Program. Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3D modeling software. Are you ready to design the future?!

Students will be assessed on the basis of tests, quizzes, project development and execution, and teacher/peer evaluation.

## PRINCIPLES OF ENGINEERING (PLTW)

| GRADE      | CREDITS |
|------------|---------|
| 10, 11, 12 | 4       |

**PRE-REQUISITE:** Highly suggested that students will have taken a previous PLTW class (IED or the new Essentials class) or have taken a physics class (any level).

Principles of Engineering (POE) is a foundation course of the Project Lead the Way (PLTW) high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

### Course Content:

**Unit 1 Energy and Power** The goal of Unit 1 is to introduce students to mechanisms, energy sources, and alternative energy applications. Students will gain an understanding of mechanisms through the application of theory-based calculations accompanied by lab experimentation.

**Unit 2 Materials and Structures** The goal of Unit 2 is for students to have a more concrete understanding of engineering through materials properties and statics. Students begin by learning about beam deflection and then forces on truss structures. They learn to identify forces acting on those structures and then gain the ability to calculate internal and external forces acting on those structures.

**Unit 3 Control Systems** The goal of Unit 3 is for students to recognize the abundance of an infinite variety of computer use in our daily lives. Students learn to control mechanical systems by recognizing computer outputs and gaining an understanding of how to write code to control them. They additionally experiment with various input devices and learn how they can adapt computer code to control computer outputs.

**Unit 4 Statistics and Kinematics** In Unit 4 students are engaged in learning to use statistics to evaluate an experiment. Later they begin a study of dynamics, specifically kinematics, and apply statistical skills to study free-fall motion. Students use theoretical and experimental data as a basis for learning statistical analysis. By collecting, organizing, and interpreting the data, students build the skills needed to understand data results.

**Evaluation of Students:** Students will be evaluated through a combination of in-class assignments, projects, participation, quizzes, and tests.

**TEXT (If required):** Online text and materials provided by Project Lead the Way

## **SENIOR PRIVILEGES**

### **WORK STUDY PROGRAM**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 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 are required to turn in a time sheet each week and are evaluated on attendance and employer evaluations.

Students may work in various fields. Students are required to work 15 hours per week.

### **THE INDEPENDENT STUDY PROGRAM**

| <b>GRADE</b> | <b>CREDITS</b> |
|--------------|----------------|
| 12           | 4              |

#### **PURPOSE:**

- The program will be highly selective and will enable students who qualify to pursue an independent course of study outside the classroom for credit.

#### **ELIGIBILITY:**

- Student must be a Senior.
- Student must be recommended by a faculty mentor and the recommendation should be based upon the student's ability to work independently.

#### **CREDITS:**

- A student MAY receive not more than FOUR CREDITS PER SEMESTER for a satisfactorily completed Independent Study.
- Students are required to have all graduation requirements fulfilled without the Independent Study credit unless prior approval is granted by the principal.

#### **PROCEDURE:**

##### **1. APPROVAL:**

- a. Students will work with a faculty mentor to complete a detailed syllabus of their proposed Independent Study that includes a detailed description AND a detailed timeline of what they plan to do during their 18 week semester.
- b. Once the student syllabus is approved by a faculty mentor, the student will formally present their detailed Independent Study plan to the committee (guidance counselor, career counselor, and an administrator) for final approval. (This copy will be placed in the student's permanent folder)

## THE INDEPENDENT STUDY PROGRAM cont...

### 1. GRADING:

- a. Students will submit a weekly written progress report to their faculty mentor for a weekly pass/fail grade. This report will detail what the student accomplished during the week, what they will do the following week, and update their timeline.
- b. To receive a passing grade for the marking period, students must pass 6 of 9 weekly reviews AND present their progress to the committee (guidance counselor, career counselor, and an administrator) for final pass/fail grade.
- c. To receive a passing grade for the semester, students must pass their 10 minute final presentation AND pass each marking period.

### PLEASE NOTE:

- The above is subject to review.

## EXTERNSHIP PROGRAM

| GRADE | CREDITS |
|-------|---------|
| 12    | 4 or 8  |

An externship is a one or two blocks per school day experience where students work on a project, keep a portfolio of artifacts, and present what they have learned or created at the end of the semester. This opportunity allows students to further explore an area of interest under the supervision of a teacher or mentor. An externship cannot be taken in lieu of a course that we require for graduation. Students are evaluated on their work during their externship, project or product, portfolio, and presentation. Externship students receive four credits or eight credits, are evaluated every term and obtain a Pass/Fail grade.

## DUAL ENROLLMENT

### Overview

East Longmeadow High School values any opportunity for students to pursue areas of interest that align with their unique path. Taking college courses for credit through the Dual Enrollment/Early College program is a great way for many of our students to familiarize themselves with the college environment.

The Dual Enrollment Program offers juniors and seniors the opportunity to take approved college courses and earn both high school credits and college credits (depending upon the institution).

With prior approval, students may be enrolled full-time or take individual college courses at any accredited two or four-year college or university in Massachusetts that has an early admission program.

Students who are eligible to apply for the Early College Program must:

Be a high school junior or senior.

Have met all MCAS requirements.

Must be a student in good standing for graduation.

Must meet the application guidelines and requirements of the institution of higher learning.

## FULL-TIME EARLY COLLEGE

### Overview

East Longmeadow High School finds value in any opportunity that allows students to pursue areas of interest that align with their unique path. Taking college courses for credit through the Dual Enrollment/Early College program is a great way for many of our students to challenge themselves and explore courses in the college environment.

Students interested in attending full-time early college must meet with their School Counselor and submit their request in writing to the Principal by April 30th. Students must also meet with their School Counselor before the beginning of each new semester to obtain approval for each semester's courses.

Eligibility: Students interested in full-time early college will take 75% of their coursework at the college.

Students must take their \*English 12 and their \*senior Math at ELHS and must be enrolled in college courses totaling at least 12 academic credits (4 college courses) Students must meet any outstanding ELHS graduation requirements through their college course selections.

Course Selection: Coursework to be taken at the institution of higher learning is determined collaboratively by students and the School Counselor. It is the responsibility of the student and parent to consult with the Counselor to ensure that courses selected will meet the requirements for high school graduation.

ELHS Credit: An East Longmeadow High School Early College Program student will earn 4.0 credits for each 3.00 credit college course.

ELHS GPA: All approved college courses that a student takes and passes at an institution of higher learning will not be averaged into the student's GPA but will count towards credits.



## 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
- 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.

## **EARLY EDUCATION AND CARE**

The Early Education and Care program is a growing and ever changing field which includes the care and teaching of children from birth through age 7. The Early Education and Care program at CTEC is a comprehensive 3 year program in which students will experience a combination of classroom instruction and hands on experience with children from ages 6 weeks through 6 years of age.

Students in our program will understand and be familiar with many aspects of child development from infancy through elementary school years. They will be well versed in health and safety topics pertaining to children and become knowledgeable about current events and developments in the early childhood field. Upon completion of the program, they will have a thorough understanding of early childhood math and science concepts, music and movement, art and creativity and will

understand the way children learn. Students will have classroom experience where they interact with children and facilitate learning under the guidance of experienced teachers and their classroom instructors.

Students will be prepared to apply for the Department of Early Education and Care Teacher License upon successfully completing this program, which will include a minimum of 450 supervised hours working directly with young children. The Lower Pioneer Valley Early Learning Center is an onsite child care facility that is the first multi-age early childhood classroom in Western Massachusetts. The Early Learning Center provides education and care for children ages 6 weeks through 6 years old, offering students the opportunity to obtain both a Preschool Teacher License as well as an Infant/Toddler Teacher License. Under the supervision of the High School Instructor and the Early Learning Center Director and Lead Teacher, students will become familiar with the State of Massachusetts Department of Early Education and Care Regulations for licensed programs. They will learn the importance of providing quality care and education to young children of various ages. In addition to learning about child development within their high school classroom, the students will gain hands-on experience in the state of the art Early Learning Center, with professional role models to help them develop the skills necessary to be successful in the Early Education and Care field. Students will be guided through the process of planning and developing curriculum for young children, creating activities and implementing lesson plans with the children in the Early Learning Center.

## **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 15<sup>th</sup> 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.