

# SCITUATE HIGH SCHOOL

## PROGRAM OF STUDIES 2025-2026



Scituate High School  
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Ms. Tara Szymaniak, *Mathematics, 6-12*  
Mr. Patrick Newton, *Science & Engineering Technology Education, 6-12*  
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## About Equity

*Scituate Public Schools have a commitment to maintaining an educational environment and workplace where bigotry and intolerance, including discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, religion, homeless status or disability are not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.*

Scituate Public Schools Mission Statement:

Together, WE inspire, support, and challenge all learners to reach their unique potential.

Scituate Public Schools' Core Values and Beliefs:

WE reach every student by:

- Ensuring Equity
- Nurturing Perseverance, Growth and Achievement
- Valuing Love, Inclusion, and Trust
- Investing in Safety
- Engaging with the Community

Expectations for Student Learning

The members of the faculty of Scituate High School offer to every student the opportunity to demonstrate the following by graduation:

- Being an effective reader
- Being an effective writer
- Being an effective speaker/presenter/performer
- Being an effective problem solver
- Being an effective information seeker/organizer
- Contribute to the community at large

Scituate High School Core Values & Beliefs

All members of the Scituate High School community desire:

- an inclusive and safe environment that fosters self-determination;
- engagement through student-centered and collaborative learning;
- an education that challenges the whole student;
- to be lifelong learners who think critically and creatively to solve problems; and
- to be socially aware, productive members of society.

### **SAIL**

Sail represents a growth mindset for all students and educators in the Scituate High School community. These shared values and beliefs are used to guide our school community in academics, extra-curricular activities, service opportunities, and our behavior and interactions with one another. As the Scituate High School community reflects on these core values, four defining categories emerge:

### **SERVE:**

Service has lasting benefits for ourselves and others.

Service to ourselves promotes happiness and balance.

Service to others fosters empathy and acceptance.  
Service to our broader communities helps improve our world.

**ACHIEVE:**

Achievement looks different for everyone.  
Achievement takes time and requires both successes and failures.  
Achievement happens with the support of others.

**INVEST:**

Investing in your emotional and physical well-being promotes personal balance.  
Investing in relationships creates a support system.  
Investing in your community promotes a sense of belonging.

**LEARN:**

Everyone can learn.  
Learning takes place through consistent and honest self-reflection.  
Learning helps us make sense of our place in the world.  
Learning about others allows us to be empathetic and inclusive.

## PROGRAM OF STUDIES INTRODUCTION

The Program of Studies provides an overview of the Scituate High School curriculum and course offerings, including course descriptions, prerequisites, and recommended program sequences. The Program of Studies is not intended to replace the policies and procedures as set forth in the *Scituate High School Student Handbook*. It is imperative that students and families refer to the *Scituate High School Student Handbook* for the most current school policies, procedures, and student expectations and requirements. This document is available for download on the Scituate Public Schools' website. A hard copy of the *Scituate High School Student Handbook* may also be obtained from the Principal.

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

As students select their program of study, there are several important factors to keep in mind.

1. All students must enroll in sufficient courses to earn a minimum twenty-eight credits over the course of the academic year (equating to seven courses each semester).
2. Students should choose courses that are consistent with their needs and goals and the school's expectations, and are strongly encouraged to select a varied program each year from all departments.
3. Freely consult your parent(s)/caregiver(s), teachers, and school counselor in the course selection process.
4. Read course descriptions carefully as they are the best guide to the subject matter presented.
5. Pay attention to the course prerequisites and recommendations that follow each description.
6. **Be sure** that all graduation requirements (credits, community service) are being fulfilled.
7. Refer to the "Suggested Programs" section for an outline of course requirements for typical post-graduate plans.
8. All academic courses are in line with the Massachusetts Department of Education Curriculum Frameworks and are available at [www.doe.mass.edu/frameworks](http://www.doe.mass.edu/frameworks).
9. Scituate High School reserves the right to withdraw any course due to insufficient enrollment.

### GRADUATION REQUIREMENTS

In order to receive a Scituate High School diploma, students must satisfy a minimum number of course credits (outlined below) and complete 50 hours of community service.

### CREDIT REQUIREMENTS

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

Credits must include the following:

ENGLISH	16 Credits (4 in each of the core courses)
MATHEMATICS	16 Credits (including Algebra 1, Algebra 2, Geometry or other courses at the discretion of Department Chair)
HISTORY & SOCIAL STUDIES	12 Credits (2 semesters of World History and 4 semesters of US History)
SCIENCE	12 Credits (Engineering & Technology can be used to fulfill the Science graduation requirement)
HEALTH/WELLNESS	8 Credits (4 credits of Health and 4 credits of Physical Education)
WORLD LANGUAGES	8 Credits (in a single language)
FINE & PERFORMING ARTS	4 Credits
ADDITIONAL CREDITS	20 additional credits from any discipline

### **PROMOTION**

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

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

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

### **COMMUNITY SERVICE**

All Scituate High School students are required to complete a minimum of 50 hours of community service to be eligible for a Scituate High School diploma. These service hours are to be completed beyond the school day unless pre-approved by a school counselor. Community service hours cannot begin prior to the summer before freshman year and cannot be supervised by a parent/guardian or other family member. All community service hours must be completed and papers passed in by the end of first semester senior year. Failure to complete community service will result in social probation (all school sponsored social events and ceremonies) including exclusion from graduation ceremonies. Students are urged to refer to the *Scituate High School Student Handbook* for community service protocols and pacing requirements.

### **MCAS (MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM) and COMPETENCY DETERMINATION**

The MCAS assessments will continue to be administered at Scituate High School as required by state and federal regulations. To earn a Scituate High School Diploma, students must earn their Competency Determination (CD), which allows them to graduate. With the passage of the Ballot Question #2 and the new law enacted on Dec. 5th, 2024, students who have not yet earned their Competency Determination, including those on Educational Proficiency Plans (EPP), can no longer earn a CD through an MCAS test or the retest process.

As of Dec. 5th, 2024, students will earn their Competency Determination by satisfactorily completing coursework aligned with state academic frameworks in English Language Arts, Mathematics, and at least one

Science discipline. As of this writing, Scituate Public Schools is developing a policy for Competency Determination for the class of 2026.

## **LEVELING GUIDELINES**

Scituate High School offers Advanced Placement, Honors, and College Preparatory level courses to provide all students with the opportunity to learn at their own pace and in an environment that is conducive to their academic abilities and needs.

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

This level is designed for students who aim to be college- and career-ready by graduation. College Preparatory classes require students to use skills and content knowledge to learn with some independence. Curriculum units, performance tasks, and assessments at the College Preparatory level are aligned with those at the Honors level.

### **HONORS (H)**

This level is designed to challenge students who are confident in their ability to learn independently and are willing to assume the responsibility for doing so. Such a student will have consistently demonstrated above average skills and content knowledge and commitment to her, his, or their studies. Curriculum units, performance tasks, and assessments at the Honors level are aligned with those at the College Preparatory level.

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

Sponsored by the College Board, The Advanced Placement (AP) program enables students to take college level courses during their high school career. This college level is designed to challenge students who are confident in their ability to learn independently and willing to assume the responsibility for doing so. Such a student will have consistently demonstrated above average skills and content knowledge; curiosity; and commitment to her, his, or their studies. This level is designed for students who have made the commitment to take the corresponding Advanced Placement examination in the spring. (Students who enroll in AP Seminar and/or AP Research are *required* to take the corresponding AP exam.) There is a College Board exam fee associated with the AP exam. If a student has financial difficulty with the fees, they should contact the counseling department prior to November 1st to request a waiver. More information regarding the Advanced Placement program may be found at <https://ap.collegeboard.org>.

## **COURSE SELECTION AND COURSE CHANGES**

The course selection process begins in the second semester of each school year. Efforts are made to provide a thorough explanation of all course levels, prerequisites, and the content and skill mastery each course requires and/or develops. The school gives recommendations to each student and opportunities for parent/caregiver involvement are provided each step of the process. Therefore, each student should make responsible and informed decisions regarding course selections. After the start of the school year, unless there is a scheduling conflict, there will be no changes made to a student's full year schedule with the exception of any of the following conditions:



1. a change in academic level is needed\*;
2. a move of students from one (1) section to another to balance classes within a department;
3. a change to correct an error in a schedule; or
4. a recommendation for a change resulting from a pre-referral conference, DCAP or 504 plan initiative, an IEP/Team Meeting, or ELL contact.

\*If a student desires a change in academic level, approval will only be granted by the department chair and administrator after the student, teacher, school counselor, parent(s)/guardian(s) communicate and agree to the change.

Reason for a course change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate justifications for a schedule change and *will not be honored*. While we try our best to accommodate everyone's choices, there are limitations to scheduling.

## GRADING SYSTEM AND GRADE POINT AVERAGE

### GRADING SYSTEM

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

- A indicates excellence.
- B indicates consistently good work.
- C indicates average accomplishment. (The attainment of a C or better is strongly advised if a student wishes to continue with the next sequential course).
- D indicates poor performance.
- F indicates a failing grade and credit will not be assigned.
- W indicates a student withdrew from a course with no grade.
- W/F indicates a withdrawal with failure.
- INC indicates an incomplete grade. An "INC" is assigned when the work of a marking period is incomplete as a result of illness or some other approved reason. The "INC" is replaced with an "F" if the incomplete work is not made up within two weeks or ten school days after the conclusion of the marking period. Cases of extended or recurring absences shall be treated individually.

<p><b>Grading Range: A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D= 63-66; D- = 60-62; F = &lt;60</b></p>
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### GRADES

All courses will be graded on a quarterly basis. Final grades and credits will be awarded at the end of Semester 1 for Semester 1 courses only, and at the end of Semester 2 for full year and Semester 2 courses. Most courses offered are for a full year in duration. Four credit courses are full year courses. Two credit courses are semester-long courses. One credit courses are quarter-long courses. Final grades and credits will be awarded at the year's end only. Exceptions will be made for 3 ½ year graduates.

## GRADE POINT AVERAGE

All courses which receive letter grades are used in computing G.P.A. Grades in both Advanced Placement and Honors courses are weighted more heavily than in other courses. GPA calculations are calculated at the completion of each academic school year. A student's cumulative GPA is calculated by averaging the GPA from each completed academic year.

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

## SHS PATHWAYS PROGRAMS

Students at SHS have the option to enter one of three available pathways. The Department of Elementary and Secondary Education has designated Scituate High School's Pathways in Business and Finance and Environmental Stewardship as Innovation Career Pathway (ICP) Programs. These ICP Pathways connect students with post-secondary college and career exploration opportunities through specific coursework, technical classes, and authentic workplace learning experiences. This program has been designed to ensure that all students, particularly those who are underrepresented, can participate fully. The program will culminate in a 100-hour internship or capstone project. The five guiding principles of the program are equitable access, guided academic pathways, enhanced student support, connections to careers, and effective partnerships.

The third pathway available at SHS is the Global Citizenship/World Language Pathway. The Global Citizenship Pathway is designed to promote global awareness in our graduates and to foster an appreciation of the interconnected, worldwide political, economic, and social relations. For our graduates, this would encompass the knowledge, skills, and habits of mind necessary to understand the global environment; similarly, we want our students to participate actively and constructively with global issues both individually, through their community, and in international contexts.

For details on program requirements, refer to the Business section for the Business Pathway, the World Language section for the Global Studies Pathway, and the Science and Engineering Technology section for the Environmental Stewardship Pathway. Students interested in Innovation Career Pathways should consult their school counselor.

Students participating in the ICP Program can enjoy the following benefits:

- Real-world applications using tools relevant to their field
- Access to tutoring for all coursework
- Post-secondary planning tools to identify interests and possible careers
- Guidance from ICP Faculty Advisors
- Opportunities to earn industry-recognized credentials
- Completion of an internship or capstone project in their chosen field
- The opportunity to wear an ICP stole during the graduation ceremony
- The possibility of graduating high school with college credits
- Creation of a strong resume or college application

### **ADVANCED PLACEMENT (AP) CAPSTONE DIPLOMA PROGRAM**

The AP Capstone Diploma Program helps students enhance their development of higher level college and career readiness skills; specifically critical thinking, research, collaboration, and communication. The program includes two AP courses taken in sequence through the Social Studies department: AP Seminar and AP Research. The AP Capstone Diploma Program signifies outstanding academic achievement and attainment of college level academic and research skills. In order to qualify for this honor, students need to score a 3 or higher in both AP Seminar and AP Research and on four additional AP exams of their choosing. Students who score a 3 or higher in both AP Seminar and AP Research (and not on 4 additional AP exams) earn the AP Seminar and Research Certificate.

### **PROGRAM SUGGESTIONS**

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

### **MASSACHUSETTS STATE COLLEGE AND UNIVERSITY ADMISSION STANDARDS POLICY**

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

#### Minimum Course Requirements:

College preparatory courses are required as follows:

(A course is equivalent to one full school year of study.)

English	4 courses
Mathematics	4 courses (Algebra 1 is a minimum requirement.)
Science	3 courses (including 3 LAB courses)
Social Sciences	2 courses (including 2 courses in U.S. History)
World Languages	2 courses (in single language)

Electives 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

### Minimum Grade Point Average (GPA)

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

#### LIBERAL ARTS COLLEGE

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

#### ENGINEERING COLLEGES

English	4 courses
Algebra	2 courses
Geometry	1 courses
Physics	1 course
Chemistry	1 course
Social Studies	2 courses
World Language	3 courses

#### NURSING SCHOOLS AND COLLEGES

English	4 courses
Math	4 courses
Chemistry	1 course
Biology	1 course
Lab Science	1 course
World Language	3 courses

#### BUSINESS COLLEGES- DEGREE PROGRAMS

English	4 courses
Math	4 courses (students are expected to take Calculus at college)
Science	1 course
Social Studies	1 course
World Language	3 courses
Business Course	1 course (minimum)

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

#### THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

In order to be considered by The National Collegiate Athletic Association (NCAA) to play Division I or Division II athletics at the collegiate level, high school students must apply through the NCAA initial eligibility clearinghouse. The NCAA determines what courses may be used toward initial eligibility requirements. Student-athletes are cautioned to review the list of approved courses for Scituate High School by visiting the [NCAA website](#) and are urged to see their school counselor for more details. **It is the student's responsibility to notify his/her/their school counselor by the end of the first semester of junior year if they intend to apply to the NCAA.**

#### NON-DEGREE BUSINESS PROGRAMS

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

#### TECHNICAL SCHOOLS

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

## **ART SCHOOLS**

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

## **CAREER AND SPECIALTY SCHOOLS**

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

## **WORLD OF WORK**

Students seeking career opportunities directly after graduation need to understand that employers look for the following skills: reading, writing and computation; willingness to learn; communication, listening and oral; creative thinking and problem solving; ability to work within a team; motivation and potential leadership.

## **ARMED FORCES**

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

## SHS Course Offerings 2025-2026

*\*Indicates New Courses offered in the SHS Program of Studies 2025-2026.*

ART COURSES	CREDITS	GRADE
<a href="#">Foundations in Art</a>	2	9-12
<a href="#">2D Art 1 (Drawing &amp; Painting)</a>	2	9-12
<a href="#">3D Art 1 (Sculpture &amp; Ceramics)</a>	2	9-12
<a href="#">2D Art 2</a>	2	9-12
<a href="#">3D Art 2</a>	2	9-12
<a href="#">Honors 3D Art 2</a>	2	10-12
<a href="#">Photo 1</a>	2	10-12
<a href="#">H Photo</a>	2	10-12
<a href="#">Honors Art</a>	4	10-12
<a href="#">Honors Portfolio Development</a>	4	11,12
<a href="#">AP Drawing</a>	4	11,12
<a href="#">AP 2D Design</a>	4	11,12
<a href="#">AP 3D Design</a>	4	11-12
BUSINESS COURSES	CREDITS	GRADE
<a href="#">Entertainment and Event Marketing</a>	2	9-12
<a href="#">Sports Marketing</a>	2	9-12
<a href="#">Fashion Marketing &amp; Merchandising</a>	2	9-12
<a href="#">Restaurant and Resort Management</a>	2	9-12
<a href="#">Business Law (H/CP)</a>	2	10-12
<a href="#">DECA/Marketing &amp; Shark Tank Experience (H/CP)</a>	4	10-12
<a href="#">Investing &amp; Personal Finance (H/CP)</a>	4	11-12
<a href="#">Adulting 101 and Independent Living</a>	2	11-12
<a href="#">Honors Accounting (H)</a>	2	11-12
<a href="#">Entrepreneurship &amp; Business Leadership Capstone (H)</a>	2	11-12
<a href="#">School to Career Internship (H/CP)</a>	4	11-12
<a href="#">Vocation/Transition</a>	4	9-12, PG
<a href="#">Technology</a>	4	9-12, PG
ENGLISH COURSES	CREDITS	GRADE
<a href="#">English Language Arts 9 (H/CP)</a>	4	9
<a href="#">English Language Arts 10 (H/CP)</a>	4	10
<a href="#">English Language Arts 11 (H/CP)</a>	4	11
<a href="#">AP English Language &amp; Composition</a>	4	11,12
<a href="#">AP English Literature &amp; Composition</a>	4	12
<a href="#">Creative Writing (H/CP)</a>	2	12
<a href="#">Graphic Novels (H/CP)</a>	2	12
<a href="#">Literature of the Self (H/CP)</a>	2	12
<a href="#">Literature of Sport (H/CP)</a>	2	12
<a href="#">Film as Literature (H/CP)</a>	4	12
<a href="#">Mythology (H/CP)</a>	2	12
<a href="#">Short Stories and the Language of Literature (H/CP)</a>	2	12
<a href="#">Women's Literature (H/CP)</a>	2	12
<a href="#">Lean into the Lyric: A Dive Into the Culture &amp; History of Hip Hop*</a>	2	12
<a href="#">Public Speaking and Personal Presentation (English Elective)</a>	2	9-12
<a href="#">Introduction to Journalism (English Elective)</a>	2	9-12
<a href="#">Advanced Journalism (H) (English Elective)</a>	4	11,12

<a href="#">Academic Strategies</a>	2 or 4	9-12
Applied English Language Arts <a href="#">1</a> & <a href="#">2</a>	4	9-12, PG
<a href="#">Academic Skills Support</a>	2	9-12
<b>FAMILY AND CONSUMER SCIENCES COURSES</b>	<b>CREDITS</b>	<b>GRADE</b>
<a href="#">Experimental Foods</a>	2	9-12
<a href="#">American Regional Cuisine (H/CP)</a>	2	10-12
<a href="#">International Cuisine (H/CP)</a>	2	10-12
<a href="#">Culinary Services and Careers</a>	2	10-12
<a href="#">RTI Seminar</a>	2	9-12
<a href="#">Culinary Skills and Safety <a href="#">1</a> &amp; <a href="#">2</a></a>	4	9-12, PG
<a href="#">Personal Development</a>	4	9-12, PG
<a href="#">Skills for Independent Living</a>	4	9-12, PG
<b>HEALTH AND WELLNESS COURSES</b>	<b>CREDITS</b>	<b>GRADE</b>
<a href="#">Health (9/10)</a>	1	9,10
<a href="#">First Aid/CPR/AED and Critical Health Issues</a>	1	11,12
<a href="#">Human Development</a>	1	11,12
<a href="#">Self, Society &amp; Human Relationships</a>	1	11,12
<a href="#">Stress Management &amp; Personal Wellness</a>	1	11,12
<a href="#">Physical Education (9/10)</a>	1	9,10
<a href="#">Adventure</a>	1	11,12
<a href="#">Lifelong Activities &amp; Personal Fitness</a>	1	11,12
<a href="#">Competitive Team Sport Education: Net &amp; Field Games</a>	1	11,12
<a href="#">Competitive Team Sport Education: Invasion Games</a>	1	11,12
<a href="#">Unified Adapted Physical Education &amp; Wellness Internship*</a>	2	11,12
<b>MATHEMATICS COURSES</b>	<b>CREDITS</b>	<b>GRADE</b>
Geometry ( <a href="#">H/CP</a> )	4	9
<a href="#">Algebra 1 (CP)</a>	4	10
Algebra 2 ( <a href="#">H/CP</a> )	4	10
Precalculus ( <a href="#">Acc/H/CP</a> )	4	11
<a href="#">Algebra 3 (CP)</a>	4	11
<a href="#">Intro to Statistics (CP)</a>	4	11,12
<a href="#">Intro to Calculus (H)</a>	4	12
<a href="#">AP Statistics</a>	4	11,12
<a href="#">AP Calculus AB</a>	4	12
<a href="#">AP Calculus BC</a>	4	12
<a href="#">Foundations of Mathematics</a>	2	9,10, 11
<a href="#">Problem Solving Strategies</a>	2	9, 10,11
<a href="#">H Computer Engineering</a>	2	9-12
<a href="#">H Intro to Python*</a>	2	9-12
<a href="#">AP Computer Science Principles</a>	4	9-12
<a href="#">AP Computer Science A</a>	4	11,12
Applied Math Level <a href="#">1</a> & <a href="#">2</a>	4	9-12, PG
<b>MUSIC COURSES</b>	<b>CREDITS</b>	<b>GRADE</b>
<a href="#">Symphonic Band <a href="#">1</a></a>	4	9-12
<a href="#">Symphonic Band <a href="#">2</a> (H)</a>	4	9-12
<a href="#">Chorale <a href="#">1</a></a>	4	9-12
<a href="#">Chorale <a href="#">2</a> (H)</a>	4	10-12
<a href="#">Select Choir (H)</a>	4	10-12
<a href="#">Music Performance (H)</a>	4	9-12
<a href="#">Music Theory (H)</a>	2	10-12

<a href="#">Voice Class</a>	2	9-12
<a href="#">Music Technology 1</a>	2	9-12
<a href="#">Music Technology 2</a>	2	10-12
<a href="#">Guitar Workshop</a>	2	9-12
<a href="#">Advanced Guitar Workshop</a>	2	10-12
<a href="#">Piano Lab</a>	2	9-12
<a href="#">Jazz Improvisation for the Instrumentalist</a>	2	9-12
<a href="#">Instrumental Music Workshop</a>	2	9-12
<b>SCIENCE AND ENGINEERING COURSES</b>	<b>CREDITS</b>	<b>GRADE</b>
<a href="#">Biology (H/CP)</a>	4	9
<a href="#">Intro to Engineering Design PLTW (H)*</a>	2 or 4	9-12
<a href="#">Principles of Engineering PLTW (H)*</a>	2 or 4	9-12
<a href="#">Chemistry (H/CP)</a>	4	10
<a href="#">AP Chemistry</a>	6	10-12
<a href="#">Anatomy &amp; Physiology (H)</a>	4	11,12
<a href="#">AP Biology</a>	4	11,12
<a href="#">Principles of Biomedical Science PLTW (H)</a>	4	11,12
<a href="#">AP Environmental Science</a>	4	11,12
<a href="#">Environmental Sustainability PLTW (H)*</a>	4	11,12
<a href="#">Environmental Challenges (CP)</a>	4	10-12
<a href="#">Physics (H/CP)</a>	4	11,12
<a href="#">AP Physics 1</a>	6	11,12
<a href="#">AP Physics C</a>	6	12
<a href="#">Meteorology (H/CP)</a>	2	11,12
<a href="#">Oceanography (H/CP)</a>	2	11,12
<a href="#">Ornithology: The Biology of Birds (H/CP)</a>	2	11-12
<a href="#">Astronomy (H/CP)</a>	2	11,12
<a href="#">Forensics (H/CP)</a>	2	11,12
<a href="#">Engineering Capstone (H)</a>	2	12
<a href="#">Biology Strategies (CP)</a>	2	9-12
<b>SOCIAL STUDIES COURSES</b>	<b>CREDITS</b>	<b>GRADE</b>
<a href="#">World History (H/CP)</a>	4	9
<a href="#">US History I (H/CP)</a>	4	10
<a href="#">US History II (H/CP)</a>	4	11
<a href="#">AP US History II</a>	4	11
<a href="#">International Affairs (H/CP)</a>	2	10-12
<a href="#">Advocacy Lab (H/CP)</a>	2	10-12
<a href="#">Foundations of Economics (H/CP)</a>	2	11,12
<a href="#">Sociology (H/CP)</a>	2	11,12
<a href="#">General Psychology (H/CP)</a>	2	11,12
<a href="#">Women's History (H/CP)</a>	2	11,12
<a href="#">AP Seminar</a>	4	9-12
<a href="#">AP Research*</a>	4	10-12
<a href="#">AP Human Geography</a>	4	10-12
<a href="#">AP Comparative Government</a>	4	11,12
<a href="#">AP US Government &amp; Politics</a>	4	11,12
<a href="#">AP Psychology</a>	4	12
<b>WORLD LANGUAGE COURSES</b>	<b>CREDITS</b>	<b>GRADE</b>
<a href="#">French I (CP)</a>	4	9-12
<a href="#">French II (H/CP)</a>	4	9-12
<a href="#">French III (H/CP)</a>	4	10-12



<a href="#">French IV (H/CP)</a>	4	11-12
<a href="#">French V (CP)</a>	4	12
<a href="#">AP French</a>	4	12
<a href="#">Mandarin 1 (CP)</a>	4	9-12
<a href="#">Mandarin 2 (H/CP)</a>	4	9-12
<a href="#">Mandarin 3 (H/CP)</a>	4	10-12
<a href="#">Mandarin 4 (H/CP)</a>	4	10-12
<a href="#">Mandarin 5 (CP)*</a>	4	12
<a href="#">AP Chinese</a>	4	12
<a href="#">Spanish I (CP)</a>	2	9-12
<a href="#">Spanish II (H/CP)</a>	4	9-12
<a href="#">Spanish III (H/CP)</a>	4	10-12
<a href="#">Spanish IV (H/CP)</a>	4	10-12
<a href="#">Spanish V</a>	4	12
<a href="#">AP Spanish</a>	4	12

## **BUSINESS EDUCATION COURSE OFFERINGS**

*The Business Department operates under the philosophy that in order for a student to be considered truly prepared for life after graduation, business education must be part of their Scituate High School educational experience. Students enrolled in business education programming will acquire the important business knowledge and skills to be better prepared for college, a career and life as they will be well informed consumers and citizens.*

*To meet the demands of a dynamic and global economy, our business education program provides compelling learning experiences that connect all students to adulthood as well as a variety of career opportunities. Through an engaging blend of academic, technical, and employability skills, our business education courses provide students with relevant, real-world learning experiences aligned to National Business Education Association (NBEA) standards.*

*Business courses are offered at two levels: College Preparatory and Honors. Movement among levels is expected from one year to the next as students develop their skills and academic commitment. Business courses offering Honors credit will run a mixed Honors model in which students earning CP credit and students earning Honors credit will meet concurrently in the same classroom. Students earning Honors credit will be expected to complete one (or more) substantive supplemental assignment(s) each quarter and to complete other work independently.*

### **ENTERTAINMENT AND EVENT MARKETING**

COURSE NO.	GRADE	CREDITS
332	9, 10, 11, 12	2

The Entertainment Industry and Event Marketing/Planning are two exciting areas within the Marketing field. The class will examine the impact of marketing on the entertainment industry as well as concert and event venue planning. Students will enhance their classroom understanding through an in-depth educational tour of TD Garden's operations and/or participation at the Event Planning Workshop facilitated by Gillette Stadium staff. Entertainment Marketing students will also have the opportunity to be enrolled as members of Distributive Education Clubs of America (DECA) and demonstrate their marketing knowledge at district, state and international events. This course utilizes a problem-solving approach through case studies and the use of Virtual Business: Entertainment® simulation software to enhance the classroom curriculum.

### **SPORTS MARKETING**

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

Sports Marketing is a specialized course designed to provide students with insight into how significant the sports industry has become within our culture. Students will develop skills in the areas of promotional advertising, merchandising, public relations, sponsoring, ticket distribution and varied career opportunities as they relate to the sports industry. Students will bring to life classroom learning by presenting a business plan to marketing representatives from Gillette Stadium at the Gillette facility. Sports Marketing students will also have the opportunity to be enrolled as members of Distributive Education Clubs of America (DECA) and demonstrate their marketing knowledge at district, state and international events. This course utilizes a problem-solving approach through case

studies and the use of Virtual Business: Sports® simulation software to enhance the classroom curriculum.

### **FASHION MARKETING & MERCHANDISING**

COURSE NO.	GRADE	CREDITS
335	9, 10, 11, 12	2

Fashion Marketing and Merchandising brings to life the business aspects of the exciting, fast-paced fashion world. Students are introduced to the basics of market economics, trends, and branding as well as design, and promotion. Students will receive an in-depth view of the merchandising production chain and a comprehensive study of the strategies for retail success. Through the integration of technologies such as online resources, Virtual Business Fashion web-based learning, and DECA Curriculum and Workshops, students will gain a current perspective of the global fashion industry, its relevance to them as consumers, as well as diverse fashion industry career opportunities.

### **RESTAURANT & RESORT MANAGEMENT**

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

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

### **DECA/MARKETING & THE SHARK TANK EXPERIENCE (H/CP)**

COURSE NO.	GRADE	CREDITS
310 (CP) / 311 (Honors)	10, 11, 12	4

Are you interested in creating the next marketing plan for companies like Apple, Lululemon and Tesla? Does the opportunity of creating your own business interest you? This course is designed for students planning careers and college majors in Marketing or Business Management. Using primarily a team-based management approach, students will learn the principles of project management and will demonstrate their knowledge and skills by creating their own entrepreneurial business capstone project or act as a business consultant for a local company by preparing a proposal/plan for their company. Students will have the opportunity to present their capstone at the DECA State Competition and/or the Scituate Shark Tank Competition. This experience will develop leadership skills, professional attitudes, business competency, and social growth in and out of the classroom. Classroom learning will also be directly applied to all aspects of operations related to the Shipyard School Store. Concepts will be reinforced through Virtual Business: Management® and Retailing® simulations, guest speakers, current business events as well as reality television programs like “Shark Tank”. Students enrolled will have their DECA membership fee waived. *Students in Honors DECA/Marketing & The Shark Tank Experience (#311) will be expected to complete one (or more) independent*

substantive assignment(s) each quarter. Honors DECA/Marketing & The Shark Tank Experience (#311) has been approved by Quincy College as a dual enrollment course. Dual enrollment provides students the opportunity to earn college credit from Quincy College while still in high school.

### **BUSINESS LAW (H / CP)**

COURSE NO.	GRADE	CREDITS
322 (CP) / 321 (Honors)	10, 11, 12	2

Business Law is presented in such a way as to be of personal value to the student in the business-consumer world. The student learns the nature of business law through analyzing the relationships among contract law, law of sales and consumer law. Subject matter addressed includes; civil, criminal, business and domestic law issues. Various engaging case studies will be reviewed on topics including but not limited to white collar crime, ethical decision making, intellectual property and consumer law. *Students in Honors Business Law will be expected to complete one (or more) independent substantive assignment(s) each quarter.*

### **INVESTING AND PERSONAL FINANCE (H / CP)**

COURSE NO.	GRADE	CREDITS
317 (CP) / 318 (Honors)	11, 12	4

Have you ever dreamed of becoming a millionaire? If so, this course will teach you the skills and strategies to help make that dream become a reality. This course is designed to provide students with an understanding of personal financial management and introduce the principles of investing by examining companies like Nike, Chipotle, Microsoft, etc. Also explored in detail are the benefits and pitfalls of credit cards. Other topics covered include; money management techniques, budgeting, consumer purchasing, career planning and preparing your own taxes. The class will offer students various opportunities to apply the concepts covered in the course through interactive technology-based simulation like Virtual Business: Personal Finance® and The Stock Market Game challenge where students evaluate and make investing decisions. Students will also be enrolled as members of Distributive Education Clubs of America (DECA) and demonstrate their marketing knowledge at district, state and international events. Guest speakers will be used to enhance student learning and broaden perspective on possible career options. *Students in Honors Investing and Personal Finance will be expected to complete one (or more) independent substantive assignment(s) each quarter.*

**Recommendation:** Successful completion of Algebra 2.

### **ADULTING 101 / INDEPENDENT LIVING**

COURSE NO.	GRADE	CREDITS
304	11, 12	2

This course provides students an opportunity to explore a variety of issues facing today's young adults. Learning is done primarily with interactive projects driven by each student's current goals and future personal vision. Students will begin the course with work related to their personality type and learning style, which will connect to career aspirations and potential colleges and/or technical training. Various workplace concepts will be examined, including how to present appropriately for interviews, and creating resumes. Students will reach out to local professionals and companies to learn more about their career paths, as well as making important networking connections. Students will practice skills that support positive relationships with roommates and coworkers, including effective verbal and non-verbal communication. Building off *Credit for Life Fair* experiences, explored life skills will include:

budgeting, renting an apartment, and buying a car, understanding and opening up credit cards, meal planning and food shopping. Adulting 101 and Independent Living may also be applied towards graduation requirements for Health.

### **HONORS ACCOUNTING (H)**

COURSE NO.	GRADE	CREDITS
313 (Honors)	11, 12	2

This rigorous course is designed for students who are seriously interested in pursuing a business major in college and are seeking a strong accounting background. Students will be introduced to accounting theory and practices relating to a sole proprietorship, partnerships and corporations. The accounting cycle, adjusting/closing entries, merchandising, cash control systems, inventory control, taxes, depreciation and payroll will be addressed. Problem solving, critical thinking and academic excellence will be stressed. Such areas as departmentalized accounting, accounting for partnerships and corporations, accruals, prepaid expenses, and deferred revenue are covered. Application problems, independent projects and business simulations are provided for the students to practice the accounting procedures commonly found in partnerships and corporations. Honors Accounting offers “hands-on” experience through computerized accounting techniques and applications. Students may also choose to be enrolled as members of Distributive Educational Clubs of America (DECA) to further demonstrate their knowledge at district, state and international events.

**Recommendation:** Successful completion of Algebra 2.

### **SCHOOL TO CAREER INTERNSHIP (H / CP)**

COURSE NO.	GRADE	CREDITS
346 (CP) / 345 (Honors)	11, 12	2

This course will give students an opportunity to explore careers in greater detail which they may be interested in someday pursuing. The curriculum will cover job hunting, preparing a resume, interviewing and what is expected from a responsible employee. The internship will provide hands-on experience where the student can observe and participate in an approved work environment in the community. Students will be responsible for their own transportation to and from their internship. Students may also choose to be enrolled as members of Distributive Education Clubs of America (DECA) to further demonstrate their knowledge at district, state and international events. *Students in Honors School To Career Internship will be expected to complete one (or more) independent substantive assignment(s) each quarter.*

Students enrolled in this course who are part of the Innovation Career Pathways Program in Business and Finance or Environmental Stewardship will have completed at least 50 of the required 100 internship hours.

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

### **ENTREPRENEURSHIP AND BUSINESS LEADERSHIP CAPSTONE (H)**

COURSE NO.	GRADE	CREDITS
302 (Honors)	11, 12	2

Are you interested in gaining the skills needed to run your own business or become an entrepreneur? Do you want to help a local company take its business to the next level of success? In this course, you will partner with a local business to help it capitalize on its strengths and support any area(s) of need to optimize operations. From launching a new product or service line to enhancing customer relations

to exploring competitors' strategies, students in this real-world experiential course will grow essential business skills for their future while making a significant difference for local businesses now. Additionally, a core component of this course will be analyzing the leadership methods of famous entrepreneurs including, but not limited to, Jeff Bezos, Oprah Winfrey, and Elon Musk to envision and develop your own leadership style and skills.

Students taking this course that are part of the SHS Business Pathway program will have met a minimum of 50 of the required 100 Hours for the Internship / Relevant Work / Capstone / Non-Profit Service pathway component.

**Recommendation:** Having completed or enrolled in the DECA & The Shark Tank Experience course.

**VOCATIONAL/TRANSITION**

COURSE NO.	GRADE	CREDITS
043	9, 10, 11, 12 & Post Grad	4

This course provides information and training designed to assist the student with specific needs in acquiring skills and attitudes necessary to procure and maintain employment. In addition, it allows the student an opportunity to examine his/her interests, strengths and preferences in relation to the world-of-work. The student will complete a developmental sequence appropriate to his/her individual needs in the areas of Daily Living Skills, Consumer Shopping Training, Transportation Training, Functional Work Skills, Interpersonal Skills, Employment Skills, etc. A TEAM recommendation is required for student participation in this course. Pre-Vocational work is considered work that occurs on the grounds of Scituate High School and Vocational work is considered work that occurs outside of the Scituate High School property and teachers and the vocational coordinator plan for student's progression through the variety of available and appropriate job sites leading each student toward their TEAM transition goals. This is a pass/fail course. Participation is to be determined on an individualized basis as recommended by the academic TEAM.

**TECHNOLOGY**

COURSE NO.	GRADE	CREDITS
018	9, 10, 11, 12 & Post Grad	4

This course provides computer skill building to students with unique needs. Areas of skill building include typing speed and accuracy, researching topics, writing emails and academic computer games to strengthen individual goals. This is a pass/fail course. Participation is to be determined on an individualized basis as recommended by the academic TEAM.

**BUSINESS & FINANCE INNOVATION & CAREER PATHWAY**

The Scituate High School Business & Finance Pathway is a MA Dept. of Elementary & Secondary Education recognized *Innovation & Career Pathway(ICP)*. The Business & Finance ICP builds 21st-century skills by fostering communication, collaboration, and critical thinking. With real-life activities and experiences in finance, marketing, technology, and economics, students will gain an understanding of business operations, will explore the advantages and challenges of entrepreneurship, and will be prepared for future academic, business, and professional endeavors.

<b>Required Courses</b> (Equivalent of 8 Relevant AP Credits)	<b>Selective Courses</b> (Equivalent of 8 Credits not listed under required)	<b>Extracurricular Participation</b> (At least 1 per year for 2 years)	<b>Internship / Relevant Work / Capstone / Non-Profit Service</b>
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& 8 Business Credits)		total)	(Equivalent of 100 hours)
<ul style="list-style-type: none"> <li>● DECA / Marketing - Dual Enrollment Course through Quincy College (4 credits)</li> <li>● Investing &amp; Personal Finance (4 credits)</li> <li>● 2 Relevant AP Courses (4 credits each, approval needed)</li> </ul>	<ul style="list-style-type: none"> <li>● Business Law (2 credits)</li> <li>● Entertainment &amp; Event Marketing (2 credits)</li> <li>● Fashion Marketing &amp; Merchandising (2 credits)</li> <li>● Sports Marketing (2 credits)</li> <li>● Restaurant &amp; Resort Management (2 credits)</li> <li>● School To Career Internship (2 credits)</li> <li>● Entrepreneurship &amp; Business Leadership Capstone (2 credits)</li> <li>● Economics (2 credits)</li> <li>● Economic Concept &amp; Indep. Living (2 credits)</li> <li>● Other relevant credits approved by the advisor</li> </ul>	<ul style="list-style-type: none"> <li>● Distributive Education Clubs of America (DECA)</li> <li>● Investing / Finance Club</li> <li>● Real Estate Club</li> <li>● Women’s Business Association (WBA)</li> <li>● Communication and Promotions Club (CAP Squad)</li> <li>● Credit For Life (CFL) Fair Volunteer</li> </ul> <p>* Evidence of active participation required</p>	<ul style="list-style-type: none"> <li>● School to Career Internship Program</li> <li>● Relevant work experience</li> <li>● DECA Business Plan Projects advancing to at least the state-level competition</li> <li>● Capstone Demonstration</li> <li>● Non-Profit Service</li> </ul>

**ENGLISH COURSE OFFERINGS**

*The English Department will help students become thoughtful practitioners of reading, writing, language, speaking, and listening. Students will be able to critically read narrative, explanatory, and argumentative texts and develop written responses that are concise, well-organized, and driven by strong ideas. Students will also communicate in formats beyond writing, so English courses require that students become skilled presenters and creators of digital content. Courses are designed so that students read challenging texts and engage with essential questions and universal ideas. To address these essential questions, students complete performance tasks that demonstrate analytical skills and thoughtful responses.*

*The objectives of the English Department are as follows:*

- *To develop in each student the ability to write, communicate, and present ideas and arguments clearly and coherently;*
- *To engage students by designing curriculum units with stimulating essential questions, complex texts, and rigorous performance tasks and assessments;*
- *To develop to the fullest in each student his, her, or their ability to comprehend and write narrative, explanatory, and argumentative texts; and*
- *To develop in each student a sensitivity to and an appreciation of the English language.*

The English Department offers courses at three levels: College Preparatory, Honors, and Advanced Placement. Movement among levels is expected from one year to the next as students develop their skills and academic commitment. English Selective and Elective classes will run a mixed Honors model in which students earning CP credit and students earning Honors credit will meet concurrently in the same classroom.

## ENGLISH CORE COURSES

### ENGLISH LANGUAGE ARTS 9

COURSE NO.	GRADE	CREDITS
101 (CP) / 102 (Honors)	9	4

In English Language Arts 9, students will consider such themes as dreams, goals, perseverance, compassion, love, decision-making, empathy, and justice to answer the year-long question: *What do humans need in order to live a fulfilling life?* They will examine a work in terms of its genre, strengthen their ability to recognize assumptions, understand inferences, and evaluate ideas and evidence. English Language Arts 9 will refine students' ability to write effectively in different forms and for different audiences, occasions, and purposes. Research assignments will provide background information for class discussions and presentations and emphasize the importance of citing sources and evaluating their validity. Through reading, writing, and discussion, students in this course will expand their vocabulary, refine their responses to literature and media, and improve their language skills. Students will develop listening, speaking, viewing, and presentation skills through class discussion, peer responses, oral presentations, and research assignments. Honors students will participate in an accelerated curriculum, and will be expected to read additional, more challenging works, and will complete additional tasks with increased complexity and independence.

**Recommendations for level are made by the SHS English Department.**

### ENGLISH LANGUAGE ARTS 10

COURSE NO.	GRADE	CREDITS
103 (CP) / 104 (Honors)	10	4

Students in English Language Arts 10 will explore thematic connections between works of literature from varying cultures and time periods through the lens of the year-long guiding question: *What role does facing obstacles have in shaping an individual's identity?* Students will work to refine writing skills developed in English Language Arts 9 by continuing to utilize the writing process. Assignments will focus on writing appropriately for different occasions, audiences, and purposes. Activities and assignments will afford students the opportunity to expand vocabulary, refine responses to literature, and improve language skills. Research assignments will emphasize the structure of a researched essay, proper citation procedures, and the evaluation of sources' validity. Honors students will participate in an accelerated curriculum, and will be expected to read additional, more challenging works, and will complete additional tasks with increased complexity and independence. **Recommendations for level are made by the SHS English Department.**

### ENGLISH LANGUAGE ARTS 11

COURSE NO.	GRADE	CREDITS
105 (CP) / 106 (Honors)	11	4

Students in English Language Arts 11 will explore thematic connections between works of literature and non-fiction texts from varying backgrounds and time periods through the lens of the year-long guiding question: *How has the language of great American thinkers shaped our country's history and influenced*



*American identity?* Students will work to refine writing skills developed in English Language Arts 10 by continuing to utilize the writing process and developing new approaches to writing assignments. Assignments will focus on writing appropriately for different occasions, audiences, and purposes. Activities and assignments will afford students the opportunity to expand knowledge of rhetorical strategies used by authors, synthesize evidence to support an argument, identify sophisticated arguments put forward by authors, develop their own sound and solid arguments through writing, and improve analysis skills. Students will develop listening, speaking, viewing, and presentation skills through class discussions, oral presentations, and debates. Honors students will participate in an accelerated curriculum, and will be expected to read additional, more challenging works, and will complete additional tasks with increased complexity and independence. **Recommendations for level are made by the SHS English Department.**

**ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

COURSE NO.	GRADE	CREDITS
107 (AP)	11, 12	4

This course examines key American texts and authors while also preparing students for the Advanced Placement examination in English Language and Composition. The focus of this academically demanding course is on college-level writing and reading, as well as the writing process. Students study non-fiction pieces from a variety of periods, disciplines, and rhetorical contexts and then use these writings as a model for the development of their own skills in expository writing. Students will also read selected works of fiction in the American literary tradition and write narrative, informative, and argumentative pieces that show an understanding and ability to synthesize a variety of texts. The course is designed using essential questions and performance tasks with a concurrent emphasis upon preparing students for the synthesis, rhetorical analysis, and argumentative skills on the Advanced Placement examination. **Recommendations for level are made by the SHS English Department.**

**ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**

COURSE NO.	GRADE	CREDITS
110 (AP)	12	4

This course is designed to prepare students for the Advanced Placement examination in English Literature and Composition. Students study literary works in terms of structure, meaning, and values in relation to the time periods when the works were written and contemporary society. Literature includes various genres and periods, emphasizing--but not limited to--American and English literature from the sixteenth century to the present. Writing assignments focus on the critical analysis of literature and serve to make students more aware of the resources of language. Classroom discussion, presentations, and projects provide students with additional perspectives on the literature being studied and strengthen their communication skills. **Recommendations for level are made by the SHS English Department.**

**SENIOR SELECTIVES** — During their senior year, students may choose two half year or one whole-year Senior Selectives to meet their fourth-year requirement for English. Each Senior Selective is a two-credit course that **may be taken as a College Preparatory (CP) course or an Honors (H) course.** Senior Selectives are half-year courses focused around a specific question or area of the English curriculum. Students are encouraged to select a course that appeals to their specific learning interests. With their half-year format, Senior Selectives prepare seniors for the demands and format of courses at the college level.

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

COURSE NO.	GRADE	CREDITS
111 (CP) / 112 (Honors)	12	2

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

## **GRAPHIC NOVELS**

COURSE NO.	GRADE	CREDITS
117 (CP) / 118 (Honors)	12	2

Lauded graphic novelist Marjane Satrapi explains that "Graphic novels are not traditional literature, but that does not mean they are second-rate." A graphic novel takes on storytelling through images as well as words, which demands double the attention from the reader. This course teaches students how to approach a graphic novel with a critical eye, focusing on interpretation of different narrative styles, how literary devices enhance a story's meaning, and how to process images as an integral part of a story. Students will also be given the opportunity to create their own graphic novel based on a topic of interest to them. In a world where images convey meaning to us on a daily basis, this course will help students build skills vital to decoding deeper meaning in the 21st century. Honors students will participate in an accelerated curriculum, and will be expected to read additional, more challenging works, and will complete additional tasks with increased complexity and independence.

## **LITERATURE OF THE SELF**

COURSE NO.	GRADE	CREDITS
121 (CP) or 122 (Honors)	12	2

Good writing is about telling the truth, Anne Lamott argues in her book on writing, *Bird by Bird*. Through an investigation of what it means to tell the truth about life experiences through writing, students will examine the literary genres of biography, autobiography, and memoir. Students will gain an understanding about the art of writing and living by crafting and sharing frequent biographical and autobiographical pieces. Assessments will also include analytical essays, interviews, and research-based assessments in response to biographies, films, artwork, and current events. Honors students will participate in an accelerated curriculum, and will be expected to read additional, more challenging works, and will complete additional tasks with increased complexity and independence.

## **THE LITERATURE OF SPORT**

COURSE NO.	GRADE	CREDITS
123 (CP) or 124 (Honors)	12	2

Sports have become an intricate fabric of our culture. In Literature of Sport, we will examine several core

questions: How can participating in athletics, by playing or by following a team, positively impact our lives, families, and communities? Are professional athletics a healthy influence on our culture? How much have fantasy sports affected the way we experience professional sports? How has the statistical revolution in professional sports impacted the way athletes are evaluated? Students will read selections from a variety of texts to develop an awareness of the social forces that lead to healthy and unhealthy relationships, how the infusion of money into professional sports has changed them, and how sports have united people in times of crisis. Writing assignments will emphasize the development of the analytical essay. Assessments will also include creative, research-based, and community-based assignments. Honors students will participate in an accelerated curriculum, and will be expected to read additional, more challenging works, and will complete additional tasks with increased complexity and independence.

### **FILM AS LITERATURE**

COURSE NO.	GRADE	CREDITS
125 (CP) or 126 (Honors)	12	4

How is film study different from watching a movie? In this course, students will analyze key works of film and examine how storytelling is impacted by the time period in which films were created. In order to study how societal context impacts film, students will examine stories that have been remade in multiple interpretations. Through reading and discussion, students will also learn the vocabulary of film and judge the effectiveness and aesthetic value of different versions of the same story. Students will also study how to write a screenplay by formally adapting a film of their choice, with the option of turning the adaptation into a finished film. Additional assessments will include film critiques, film technique quizzes, and compare/contrast tasks after each set of films. Honors students will participate in an accelerated curriculum, and will be expected to read additional, more challenging works, and will complete additional tasks with increased complexity and independence.

### **MYTHOLOGY**

COURSE NO.	GRADE	CREDITS
127 (CP) or 128 (Honors)	12	2

The course includes a survey of the major myths of Greek, Roman, Norse, and other cultures, including the appropriate gods, heroes, heroines, and the stories these cultures told about them. Within the course, students examine the nature and social function of mythology. A particular focus of the course is the legacy of mythology in modern literature and popular culture. Honors students will participate in an accelerated curriculum, and will be expected to read additional, more challenging works, and will complete additional tasks with increased complexity and independence.

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

COURSE NO.	GRADE	CREDITS
131 (CP) or 132 (Honors)	12	2

Apples, rain, light, ships, fried chicken, bears, rivers, cars: what can they really come to mean in a story? How do we read the language of literature? Classic and contemporary short stories reveal the literary techniques that create layers of meaning and experience in our reading. Students will analyze short stories before they work towards the capstone project—an extended, original short story—to understand and apply the effects of symbolism, allusion, pattern, and imagery in our experience. Assessments include both literary analysis and short story writing. Honors students will participate in an accelerated curriculum, and will be expected to read additional, more challenging works, and will complete

additional tasks with increased complexity and independence.

### **WOMEN'S LITERATURE**

COURSE NO.	GRADE	CREDITS
133 (CP) or 134 (Honors)	12	2

In the immortal words of Beyonce, "Who run the world? Girls!" Women have a voice and experience in our country's history that has been left largely unexplored in the English Language Arts curriculum. In this course, students will explore the female voice as represented in a multitude of texts throughout American history. Students will be engaged in the discovery of women's progress through stories of triumph, sacrifice, struggle, and grit that will lead us to a fuller understanding of what it means to identify as female in today's world. Honors students will participate in an accelerated curriculum, and will be expected to read additional, more challenging works, and will complete additional tasks with increased complexity and independence.

### **LEAN INTO THE LYRIC: A DIVE INTO THE CULTURE AND HISTORY OF HIP HOP**

COURSE NO.	GRADE	CREDITS
137 (CP) / 138 (Honors)	12	2

Hip Hop is not only a genre of music; it's a community and style that permeates our culture today. In this course, students ask and answer questions about this cultural phenomenon, including the intersection of Hip Hop with culture, fashion, community, identity and poetry. Through the study of the history of Hip Hop, rap lyrics, spoken word poetry, memoir excerpts, and informational texts, students will have a fresh perspective on the use of language in the genre. Students will read and create related texts, research artists and issues within the Hip Hop world, and have opportunities to express themselves through Graffiti art, lyrical production, and live performances. Honors students will participate in an accelerated curriculum, and will be expected to read additional, more challenging works, and will complete additional tasks with increased complexity and independence.

### **ACADEMIC STRATEGIES**

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

This course consists of an individualized program based upon the needs of the student in her or his educational plan of studies. Students are expected to participate in study skills and/or literacy programming. The quality of the grade received in this course is a reflection of the student's cooperation and efforts to meet the teacher's expectations. Selection for participation in this course is determined on an individualized basis.

### **APPLIED ENGLISH LANGUAGE ARTS 1**

COURSE NO.	GRADE	CREDITS
016	9, 10, 11, 12	4

This course provides explicit individualized instruction in the application and advancement of reading and writing skills. Instruction is delivered through a language based approach. Participation is to be determined on an individualized basis as recommended by the academic TEAM.

## **APPLIED ENGLISH LANGUAGE ARTS 2**

COURSE NO.	GRADE	CREDITS
026	POST GRAD	4

This course provides explicit individualized instructions in the application and advancement of reading and writing skills in the community at large. Instruction is delivered through a language based approach. Participation is to be determined on an individualized basis as recommended by the academic TEAM.

## **ACADEMIC SKILL SUPPORT**

COURSE NO.	GRADE	CREDITS
160	9, 10, 11, 12	2

This semester-based program enables students to refine their skills for effective core learning and executive functioning under the direction of a teacher. Students will practice skills through targeted assignments, as well as develop organization, time management, and academic skill building. Participation is determined on an individualized basis, based on the recommendation of the student support team.

**ENGLISH ELECTIVES** - Note: English electives do not count toward the 16-credit graduation requirement in English. The English Department encourages students to take one or more of the elective courses. This will enable them to supplement, reinforce, and enrich those concepts and skills taught in the full-year programs. Elective course credits may not be substituted for required core sequential course credits, except for three-and-a-half-year graduates.

## **PUBLIC SPEAKING AND PERSONAL PRESENTATION**

COURSE NO.	GRADE	CREDITS
196	9, 10, 11, 12	2

This course is designed for those students who wish to develop skills in writing and delivering presentations to an audience. Students will research, write, and deliver speeches to their peers in the class on a variety of topics during the first term of the course. Students will also learn personal presentation skills. Students will develop and revise resumes, cover letters, and college essays and cultivate their interviewing and presentation skills to support their college and career readiness.

## **INTRODUCTION TO JOURNALISM**

COURSE NO.	GRADE	CREDITS
197	9, 10, 11, 12	2

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

## **ADVANCED JOURNALISM (H)**

COURSE NO.	GRADE	CREDITS
198 (Honors)	(11), 12	4

This year-long course is designed to teach students the essentials of written journalism and the various aspects of producing a quality high school newspaper. Students will examine several aspects of

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

**Prerequisite:** Submission of an article for publication in *The Scituation* and recommendation of SHS English Department with specific regard to writing, speaking skills, motivation, and creativity.

<b>FAMILY &amp; CONSUMER SCIENCES COURSE OFFERINGS</b>
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*The primary objective of the Family and Consumer Science program is to positively influence our students' nutritional decision making through a cross-curricular, hands-on approach. Building nutritional knowledge and skills encourages our students to make healthy eating decisions because they become keenly aware of the contents and costs of food options. All Family and Consumer Science programming is aligned to the Massachusetts Comprehensive Health Curriculum Framework and complement social studies content by connecting to American and international culture, customs and cuisine as well as science concepts. Family and Consumer Science programming supports and advances both the mission statement and student expectations of Scituate High School. Various evaluation methods will be used as means of growth and assessment including most notably the SHS Speaker, Presenter, Performer rubric.*

**EXPERIMENTAL FOODS**

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

Experimental Foods is an introductory elective semester course designed to teach the basic skills of food preparation. Nutrition is an underlying theme and students will address real life issues regarding food intake and the nutritional values of food they prepare. Sanitation is stressed through work habits and clean-up procedures. This course is recommended for students who want to learn how to nourish themselves in a healthy way and advance their culinary skills. Students will also explore possible career opportunities within the food service industry. This course serves as a prerequisite for more advanced culinary courses.

**AMERICAN REGIONAL CUISINE & CULTURE (H / CP)**

COURSE NO.	GRADE	CREDITS
504 (CP) / 505 (Honors)	10, 11, 12	2

American Regional Cuisine is designed to assist students in making connections to how specific immigrant groups and migration have influenced our cultural customs as well as our cuisine. Students will examine the development of "American" food through the historical contributions of several key groups. Preparation of authentic and modified regional food products will also provide opportunities for skill mastery, and address nutritional aspects of different regional cuisines. Students will also gain broader insight and understanding of how we are influenced by immigrant groups today. This course

can also serve as a means for career exploration in the field of culinary arts. *Honors American Regional Cuisine students will be expected to complete one or more substantive supplemental performance task(s) each quarter.*

**Prerequisite:** Successful completion of Experimental Foods or instructor approval.

### **INTERNATIONAL CUISINE & CULTURES (H / CP)**

COURSE NO.	GRADE	CREDITS
506 (CP) / 507 (Honors)	10, 11, 12	2

This course focuses on our ever-changing world through the exploration of several diverse ethnic groups. Students will travel the world through recipe searches, independent projects and preparing food from around the globe. Preparation of authentic dishes will provide students with opportunities to attain skill mastery, address nutritional aspects of different cuisines, examine food industry trends, and develop broader insights and understandings of groups different than themselves. This course can also serve as a means for career exploration in the field of culinary arts. *Honors International Cuisine and Cultures students will be expected to complete one or more substantive supplemental performance task(s) each quarter.*

**Prerequisite:** Successful completion of Experimental Foods or instructor approval.

### **CULINARY SERVICES & CAREERS**

COURSE NO.	GRADE	CREDITS
508	10, 11, 12	2

This semester course is a project-based experience that will provide students with valuable knowledge and skills related to the food service industry. A focus of the course will be outreach beyond the foods lab setting. Projects will include facilitating smaller-scale dining experiences for the SHS community, preparing pre-ordered 'to-go' food items as well as other student developed initiatives. Course topics include advanced food preparation, quantity food production and meal planning, nutrition and dietary guidelines, sanitation and safety procedures, time and resource management, food service career research and presentations.

**Prerequisite:** Successful completion of Experimental Foods or instructor approval.

### **CULINARY SKILLS & SAFETY 1 AND 2**

COURSE NO.	GRADE	CREDITS
502 C.S.S. 1 / 503 - C.S.S. 2	9, 10, 11, 12 & Post-Grad	4

This course is designed to teach daily skills of food preparation as well as sanitization. Safe food preparation and equipment handling is emphasized through regular practice and class procedures. Identifying and making balanced snacks and basic culinary dishes is core to this course. Students in this class require explicit instruction in the following areas: self-awareness as well as safety and sanitization practices. Culinary Skills & Safety 1 is for students ages 14-18 (Cohort 1) and Culinary Skills & Safety 2 is for students ages 18+ (Cohort 2). Participation is to be determined on an individualized basis as recommended by the academic TEAM.

### **PERSONAL DEVELOPMENT**

COURSE NO.	GRADE	CREDITS
017	9, 10, 11, 12 & Post Grad	4

This course meets once a week to address current challenges present in the students' world. Topics covered range from public safety awareness issues (public transportation, peer interactions, internet

usage, etc.) to more individualized experiences (changing schools, graduating, and changes in family structure). Students are taught positive coping skills, behavior management skills, communication skills and self-awareness skills. The topics are covered in a whole group format allowing for continued development of the students abilities to remain focused and engaged in a large setting. This is a pass/fail course. Participation is to be determined on an individualized basis as recommended by the academic TEAM.

**SKILLS FOR INDEPENDENT LIVING**

COURSE NO.	GRADE	CREDITS
049	9, 10, 11, 12 & Post-Grad	4

This course consists of an individualized program based upon the transition planning needs of the student as identified by the goals and objectives in the student’s educational plan. Students in this class require explicit instruction in the following areas: self-awareness, self-determination, pre-vocational/vocational skills and accessing community resources. Participation is to be determined on an individualized basis as recommended by the academic TEAM.

**RTI SEMINAR**

COURSE NO.	GRADE	CREDITS
530	9, 10, 11, 12	2

Response to Intervention (RTI) Seminar is a semester-based program based upon the needs of the student as identified through the student support team process. Students will be able to refine their skills for effective core learning and executive functioning under the direction of a regular education teacher. Students will practice skills through targeted assignments, as well as gain support for the organization, time management, study skills, and work completion needed on other scheduled classes. Participation is to be determined on an individualized basis, based on the recommendation of the student support team.

**FINE & PERFORMING ARTS – ART  
COURSE OFFERINGS**

*The mission of the Scituate Public Schools Fine & Performing Arts Department is built on the premise that all children are inherently artistic and musical. We provide each student with the opportunity to meaningfully discover and express a creative voice through the visual and performing arts. Through artistic literacy, the Fine Arts Department promotes self-reflection, social understanding, cultural acceptance and the self-discipline necessary to be fully expressive. Using a variety of methods and materials, our curriculum empowers students to become creators, critics, and lifelong participants in the arts.*

*The guiding philosophy of the Scituate High School Art program is to cultivate Studio Habits of Mind through the experience of art-making. Creating art contributes to the fullest possible development of each student. Studio Habits of Mind (Harvard Project Zero, 2007):*

- *Develop Craft*
- *Engage and Persist*
- *Envision*



- *Express*
- *Observe*
- *Reflect*
- *Stretch and Explore*
- *Understand the World*

*The Art Department course offerings directly address two of Scituate High School Student Expectations: to be an effective speaker/presenter/performer and to be an effective problem-solver. All classes are a semester in length except Advanced Placement Art, Honors Art and Honors Portfolio Development, which are year-long classes. Each course culminates with the creation of a digital portfolio. These portfolios contain a collection of the student's work that can be used for reflection and assessment, as well as to support the college admission process.*

### **FOUNDATIONS IN ART**

COURSE NO.	GRADE	CREDITS
802	9, 10, 11, 12	2

This course is recommended as an entry point into our high school arts program, offering an opportunity for students to draw upon a wide range of materials and techniques to foster their creativity and enhance their problem solving skills. Coursework will include the use of 2D and 3D materials and processes, which include: drawing, painting, printmaking, photography, and sculpture. Course content is differentiated, which allows beginners to succeed and experienced students to be challenged. While completion of the course is recommended by the end of sophomore year, the course is open to all students at any grade level. This course is recommended for students anticipating continued studies in Honors and Advanced Placement coursework as it lays a comprehensive foundation for our advanced curricula.

### **2D ART 1 (DRAWING AND PAINTING)**

COURSE NO.	GRADE	CREDITS
824	9, 10, 11, 12	2

This studio class encompasses the conventions of 2-dimensional image-making, which is often referred to in the art world as “works on paper.” In this course students will use a variety of traditional and non-traditional drawing, painting, printmaking and mixed media techniques. They will be provided with technical preparation in a variety of materials and processes to facilitate their studio process, including but not limited to: pencil, ink, gouache (opaque watercolor paints), acrylic paint, digital imaging with Photoshop, and collaging. The goal of this class is to empower students with the ability to make and appreciate engaging images. To achieve this goal each student will develop his/her understanding of color, line, shape, value, and texture, and how to compose these powerful visual elements to create unique artworks. They will explore how drawings and paintings can be conceptual, personal, introspective and/or purely expressive, and will be encouraged to find their own voices and points-of-view. It is highly recommended that students take Intro to Art before taking this course.

### **3D ART 1 (SCULPTURE AND CERAMICS)**

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

In this studio course, the elements and principles of 3-D design are studied and utilized to create art that exists in three dimensions. Various artists, art styles and genres will be explored. The sculptural processes of assemblage, reduction carving and modeling will be used to create artwork based on a theme or concept. The ability to generate original solutions to design problems will require basic drawing skills, creative thinking and artistic exploration of possible approaches. It is highly recommended that students take Intro to Art before taking this course.

### **PHOTO 1**

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

Students will learn photography fundamentals, to see the world through the camera, and develop a language of photography as an image-making medium. This course is an art class which includes learning and applying various skills within the visual arts. Through a combination of lectures, demonstrations, assignments, and critiques, students learn to look photographically through an investigation of basic tools, techniques, composition and aesthetics. Students will learn how to operate 35mm SLR cameras, develop and print film, maintain a darkroom, operate basic digital cameras, and use Adobe Photoshop. Computer usage is an integral component to the course as well as class discussions and critiques. Requirements include keeping a digital file and portfolio of the students' work for final assessments. It is highly recommended that students take Intro to Art before taking this course.

### **2D ART 2**

COURSE NO.	GRADE	CREDITS
825	9, 10, 11, 12	2

This course will provide opportunity for further investigation of the concepts, techniques and approaches introduced during 2D Art 1 Studio by challenging students to employ their working understanding of color, value, composition, and the Artist's Habits of Mind when involved in a genuine studio process. The curriculum will tackle technical issues relevant to fine arts and illustration, such as: direct observation of form and space. Identification of personal style and artistic voice will be emphasized as students are challenged to develop craft in a variety of media. From the body of work created in this course, students will create a digital portfolio that meets current professional standards for digital representation in the arts.

**Prerequisite:** Requires teacher recommendation and completion of 2D Art I with a minimum grade of B.

### **3D ART 2**

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

This course will provide an opportunity for further investigation of the concepts, techniques and approaches introduced during 3D Art 1 Studio with an emphasis on studio production. Students will solve problems creatively through expressive materials and other contemporary sculpting media while expanding their understanding of glazing, composition, and the Artist's Habits of Mind when involved in a genuine studio process. The curriculum will tackle technical issues relevant to fine arts

such as: direct observation of form and space. Identification of personal style and artistic voice will be emphasized as students are challenged to develop craft in a variety of media. From the body of work created in this course, students will create a digital portfolio that meets current professional standards for digital representation in the arts.

**Prerequisite:** Requires teacher recommendation and completion of 3D Art I with a minimum grade of B.

### **HONORS ART (H)**

COURSE NO.	GRADE	CREDITS
805 (Honors)	10, 11, 12	4

The Honors Art Course is a full year course. It will involve intensive studio and critical experiences for students interested in developing a portfolio for art school and/or contemplating art-related careers. Students accepted into this course must be self-directed, diligent, and knowledgeable. The ability to apply drawing conventions is essential, as is a desire to develop one's own voice as an artist. Students will be challenged with more in-depth studies in preparation for studio art courses at the college level. A strong emphasis will be placed on working from direct observation, as well as applying technical understanding of works made from the imagination. As a studio opportunity, students will be expected to work with the teacher to map out personalized goals, direction, and outcomes. Students will complete an exemplary digital portfolio and exhibit best work. The department requires students take Honors Art prior to taking AP Art.

**Prerequisite:** Requires teacher recommendation and completion of two or more art courses with a minimum grade of B; one of these two courses must be Introduction to Art or 2D Art.

### **HONORS PHOTO (H)**

COURSE NO.	GRADE	CREDITS
813 (Honors)	10, 11, 12	2

This semester course builds on content learned in Photo 1 and/or Photo 2. Students accepted into this course must be self-directed, diligent, and knowledgeable. The ability to use Photoshop is essential, as is a desire to develop one's own voice as an artist. Photographers will produce work by using a DSLR camera and understanding its technical functions and abilities. As a studio opportunity, students will be expected to work with the teacher to map out personalized goals, assignments, and outcomes. Students will approach their work through art mediums as well as the photographic processes, and to take part in class discussions and critiques. An exemplary digital portfolio will be expected as well as a continuous exhibit of their best work. **Students will be required to participate in offsite labs designed to apply photographic skills.**

**Prerequisite:** Requires teacher recommendation and the completion of Photo 1 with a minimum grade of B. The Honors Photo course is a prerequisite for Advanced Placement Art-2D Design if concentration is in photography.

### **HONORS 3D ART (H)**

COURSE NO.	GRADE	CREDITS
814 (Honors)	10, 11, 12	2

This semester course builds on content learned in 3D Art 1 and/or 3D Art 2. The Honors 3D course is a prerequisite for Advanced Placement Art if concentration is in 3D. Students accepted into this course must be self-directed, diligent, and knowledgeable. The ability to construct three-dimensional work

using additive and/or subtractive methods is essential, as is a desire to develop one's own voice as an artist. This course is designed for serious art students who would like to expand their knowledge of sculpture and clay. Students will produce work in the sculptural medium/media of their choice. As a studio opportunity, students will be expected to work with the teacher to map out personalized goals, assignments, and outcomes. An emphasis of the course is on developing a conceptual approach to studio practice. This includes effective communication skills, investigating art historical precedents, analyzing works, critical thinking, and taking part in class discussions and critiques. Students will complete an exemplary digital portfolio and exhibit best work.

**Prerequisite:** Requires teacher recommendation as well as the completion of 3D Art I Studio & 3D Art II Studio with a minimum grade of B.

**ADVANCED PLACEMENT ART: DRAWING EXAM (AP)**

COURSE NO.	GRADE:	CREDITS
841 (AP)	11, 12	4

Advanced Placement Art: Drawing Exam will continue to focus on the intensive studio and critical experiences initiated in Honors Art. Specifically, students will develop a digital portfolio for art school and will focus on the remaining projects required by the College Board for the Advanced Placement Exam in Studio Art: Drawing. The "concentration section" of the exam will be emphasized, in which the students are asked to make a commitment to the thoughtful, sustained investigation of a specific visual idea. More details at: <http://apcentral.collegeboard.org>.

**Prerequisite:** Requires teacher recommendation as well as completion of Honors Art and 2 additional 2D art electives.

**ADVANCED PLACEMENT ART: 2D DESIGN EXAM (AP)**

COURSE NO.	GRADE:	CREDITS
842 (AP)	11, 12	4

Advanced Placement Art: 2D Design Exam will continue to focus on the intensive studio and critical experiences initiated in Honors Art and/or Honors Photography. Specifically, students will develop a digital portfolio for art school and will focus on the remaining projects required by the College Board for the Advanced Placement Exam in Studio Art. The "concentration section" of the exam will be emphasized, in which the students are asked to make a commitment to the thoughtful, sustained investigation of a specific visual idea. Seniors are recommended to take this exam. More details at: <http://apcentral.collegeboard.org>.

**Prerequisite:** Requires teacher recommendation as well as completion of Honors Art and 2 additional art electives in your area of concentration - 2D Art or Photography electives

**ADVANCED PLACEMENT ART: 3D DESIGN EXAM (AP)**

COURSE NO.	GRADE:	CREDITS
843 (AP)	11, 12	4

Advanced Placement Art: 3D Design Exam will continue to focus on the intensive studio and critical experiences initiated in Honors 3D. Specifically, students will develop a digital portfolio for art school and will focus on the remaining projects required by the College Board for the Advanced Placement Exam in Studio Art. The "concentration section" of the exam will be emphasized, in which the students are asked to make a commitment to the thoughtful, sustained investigation of a specific visual idea. Seniors are recommended to take this exam. More details at: [AP Central](http://AP Central).

**Prerequisite:** Requires teacher recommendation as well as completion of Honors Art and 2 additional 3D art electives.

### **HONORS PORTFOLIO DEVELOPMENT**

COURSE NO.	GRADE	CREDITS
840 (Honors)	11, 12	4

This course is for the committed art student who has successfully exited an AP Art course or the Honors Art course with a portfolio of original work and would like to continue to develop that portfolio. Students will adapt studio assignments to their personal style and be encouraged to pursue self-directed works; these two approaches will facilitate the development of original artwork and allow them to exit the course with a college-bound portfolio of 15-20 artworks that represents their ability, voice and potential as a visual artist/designer.

**Prerequisite:** Requires teacher recommendation as well as completion of Honors Art and two additional art electives in area of concentration.

<b>FINE &amp; PERFORMING ARTS - MUSIC COURSE OFFERINGS</b>
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*The mission of the Scituate Public Schools Fine & Performing Arts Department is built on the premise that all children are inherently artistic and musical. We provide each student with the opportunity to meaningfully discover and express a creative voice through the visual and performing arts. Through artistic literacy, the Fine Arts Department promotes self-reflection, social understanding, cultural acceptance and the self-discipline necessary to be fully expressive. Using a variety of methods and materials, our curriculum empowers students to become creators, critics, and lifelong participants in the arts.*

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

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

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

<b><u>SYMPHONIC BAND 1</u></b>	GRADES	CREDITS
850	9, 10, 11, 12	4

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

**SYMPHONIC BAND 2 (H)**

## GRADES

## CREDITS

851 (Honors)

9, 10, 11, 12

4

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

**Prerequisite:** Permission of instructor.

**CHORALE 1**

## COURSE NO.

## GRADE

## CREDITS

860

9

4

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

**H CHORALE 2 (H)**

## GRADES

## CREDITS

861 (Honors)

10, 11, 12

4

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

**Prerequisite:** Permission of the director.

**H SELECT CHOIR (H)**

## COURSE NO.

## GRADES

## CREDITS

863 (Honors)

10, 11, 12

4

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

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

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

## COURSE NO.

## GRADE

## CREDITS

866 (Honors)

9, 10, 11, 12

4

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

**Prerequisite:** Permission of the instructors.

### PIANO LAB

COURSE NO.	GRADE	CREDITS
878	9, 10, 11, 12	2

This semester course is offered for students interested in advancing their skills on piano and is open to all beginning and experienced players. Correct technique and music reading skills are emphasized as well as exposure to many different styles from classical to popular and jazz. Practice outside of class time is expected and homework, quizzes and performance tests are frequent. There is no prerequisite for Piano Lab.

### JAZZ IMPROVISATION FOR THE INSTRUMENTALIST

COURSE NO.	GRADE	CREDITS
884	9, 10, 11, 12	2

This semester course explores the elements of jazz improvisation through the use of traditional notation, chord changes, real book lead sheets, scales and modes. Open to all wind and percussion players, students explore the music of legendary jazz musicians and develop a method for their own improvisations. Regular practice is expected and homework, quizzes and performance opportunities are frequent.

### INSTRUMENTAL MUSIC WORKSHOP

COURSE NO.	GRADE	CREDITS
868	9, 10, 11, 12	2

This course is for students who have played a wind instrument or orchestral stringed instrument for several years and want to delve deeper into learning about their instrument. Goals for the class will include learning to produce a bigger sound and more focused tone, playing higher in the range of your instrument, achieving faster playing techniques, and unlocking the mysteries of understanding key signatures. The class will explore renowned artists on each of the instruments and recordings of top professionals in the music field will be shared in class. Students will perform in small chamber groups and explore rhythms through some world drumming and percussion ensembles. The class will end with a concert performance, planned and executed by the students. Students must be able to read music in order to take this class. **Prerequisite: Permission of the instructor.**

### MUSIC THEORY (H)

COURSE NO.	GRADE	CREDITS
871 (Honors)	10, 11, 12	2

This course is a study of the elements of musicianship and Music Theory. Emphasis is placed on reading and writing skills in music, including notation, key signatures, harmony, analysis, ear training, scales and modes. Students are expected to play their instrument or sing regularly to reinforce learning material. Homework assignments and examinations are both frequent. This course is highly recommended for the motivated musician and for those students who are planning to study music in college.

### VOICE CLASS

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

Voice class is a diversified investigation into the proper techniques for good vocal production, with emphasis on good solo instruction and performance. Students prepare representative songs from all

stylistic periods, classical to popular. Evaluation is based upon the amount and quality of home practice and participation in class. Final examinations are written and oral. There is no prerequisite and this course is recommended for both the experienced and inexperienced singer.

### **MUSIC TECHNOLOGY 1**

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

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

### **MUSIC TECHNOLOGY 2**

COURSE NO.	GRADE	CREDITS
874	9, 10, 11, 12	2

This course is for students who are interested in exploring music software and recording techniques at an advanced level. Writing music using technology will be the emphasis of this class. Students who are interested in composing their own music, or recording their own musical performances are encouraged to take this class. **Prerequisite:** Permission of the instructor and successful completion of Music Technology & Recording.

### **GUITAR WORKSHOP**

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

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

### **ADVANCED GUITAR WORKSHOP**

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

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



## HEALTH AND WELLNESS COURSE OFFERINGS

*The health and wellness program focuses on the core concepts of the Massachusetts Comprehensive Health Curriculum Framework: health literacy and health self-management. These concepts promote behaviors that enhance health and wellness, and guide efforts to build healthy families, relationships, schools and communities. The health education component focuses on developing health literacy skills or the capacity to obtain, communicate, process, and understand foundational health information and services to make appropriate health decisions regarding nutrition, substance use, mental health, sexuality, etc. The physical education component focuses on building physical literacy skills or the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Various assessment methods will be used as means to evaluate student growth including school-wide rubrics, course-specific rubrics and project-specific criteria.*

### **HEALTH EDUCATION: GRADES 9 & 10**

COURSE NO.	GRADE	CREDITS
950	9, 10	1

Students are required to successfully complete one quarter of health education during their freshman year and another quarter during their sophomore year. A quarter equates to approximately 30 contact hours. Core topics addressed both years include peer pressure, stress, substance misuse and relationships. In odd calendar years, topics will also include identity, personality and mental illness. In even calendar years, topics will also include nutrition concepts and application, and sun safety awareness. This approach ensures important health topics facing high school students are addressed in a timely and thoughtful manner.

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

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

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

COURSE NO.	GRADE	CREDITS
924	11, 12	1

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

### **STRESS MANAGEMENT AND PERSONAL WELLNESS**

COURSE NO.	GRADE	CREDITS
932	11, 12	1

In today's busy world, it is important to explore comprehensive approaches (body, mind, and emotions) to the management of stress and overall personal wellness. From a conceptual perspective, students will analyze stressors, the stress response, resiliency, lifestyle, coping strategies, and

relaxation techniques as they relate to their own lives. Additionally, students will reflectively consider how social media, relationships with others, self-care including nutrition, physical activity and sleep as well as other relevant teen-related topics impact their overall wellbeing. This course will culminate with students having compiled their own personalized portfolio of strategies to better manage stress and optimize their individual wellness. **Students taking this course will be enrolled in Lifelong Activities and Personal Fitness as their complementary quarter Physical Education elective.**

### HUMAN DEVELOPMENT

COURSE NO.	GRADE	CREDITS
931	11, 12	1

This course explores the various stages and intricacies of human development from birth through adulthood. Students will examine central concepts related to human development including cognitive growth and physical changes. The works of prominent psychologists will be used to investigate social and emotional development at all phases of life. Students will learn how to balance income and expenses as single individuals and parents, identify and prioritize personal and financial goals, understand what it means to budget as well as, identify reasons to maintain a budget in relation to raising children. This course will also address how an individual's overall development and wellbeing can be impacted by societal, environmental, family and peer influences. **Students taking this course will be enrolled in Competitive Net and Field Games as their complementary quarter Physical Education elective.**

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

COURSE NO.	GRADE	CREDITS
929	11, 12	1

In this course students will learn standard First Aid, how to perform CPR and how to use an automatic external defibrillator (AED). They will be eligible for American Red Cross certification in these areas. These certifications are required for many jobs, including lifeguard, camp counselor, day care worker and are also valued by many companies. In this course, students will also choose a current health issue to research and present. These topics can include communicable and non-communicable diseases, mental health disorders, addictions or any other health topic of interest to them. **Students taking this course will be enrolled in Competitive Invasion Games as their complementary quarter Physical Education elective.**

### PHYSICAL EDUCATION: GRADES 9 & 10

COURSE NO.	GRADE	CREDITS
900	9, 10	1

Students are required to successfully complete one quarter of physical education during their freshman year and another quarter during their sophomore year. A quarter equates to approximately 30 contact hours. The physical education curriculum covered during a student's freshman and sophomore year includes the following units: Project Adventure cooperative games including multiple challenge course climbing elements, competitive team games, lifelong activities, various dynamic personal fitness activities, etc.

## PHYSICAL EDUCATION: GRADES 11 & 12

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

### ADVENTURE

COURSE NO.	GRADE	CREDITS
906	11, 12	1

The emphasis of this course is group and individual challenges. Teamwork and trust are core components of this course as joint effort is central to achieving group goals. Students are expected to attempt high challenge course elements and will be responsible for the belaying of other team members. Winning and losing does not play a prominent role in this course, however, safe, strategic challenges are its' foundation. Honest debriefing of group successes and challenges is essential for individual student growth as well as the overall maturation of the group. This group and individual development is the cornerstone in the experiential learning cycle for teams to reach their full potential. In this course, experiential learning will include: safety procedures, vertical climbing, rappelling, prusik climbing and dynamic & static belaying. Units will include indoor and outdoor Project Adventure cooperative games, trust building activities, low challenge elements and high challenge elements including the climbing wall, Flying Squirrel and Vertical Playpen among others. With teacher guidance, students will be responsible for designing an inclusive cooperative challenge and helping their peers through the activity. **Students taking this course will be enrolled in Self, Society and Human Relationships as their complementary quarter Health Education elective.**

### LIFELONG ACTIVITIES & PERSONAL FITNESS

COURSE NO.	GRADE	CREDITS
907	11, 12	1

Core concepts in this course focus on learning individual and small group activities that people of all ages and athletic ability can participate in. Lifelong Activities will include (badminton, tennis, golf, snowshoeing etc.) and adventure education activities including some high and low element Project Adventure based climbing activities, etc. Units are designed to promote physical and mental wellness through a series of progressive personalized fitness activities including resistance training, cardiovascular training, as well as a variety of circuit training activities. Students will become familiar with more advanced personal training techniques including heart rate training as well as muscular anatomy and physiology. Dynamic wellness activities including, yoga, pilates, nordic walking, cardio-boxing, etc. will also be explored. Lessons are designed to improve techniques and strategies for enjoyment while in high school and throughout life. **Students taking this course will be enrolled in Stress Management and Personal Wellness as their complementary quarter Health Education elective.**

### COMPETITIVE TEAM SPORT EDUCATION: NET AND FIELD GAMES

COURSE NO.	GRADE	CREDITS
908	11, 12	1

The central focus of this course is both traditional and non-traditional team sports. Activities focus on improving individual skills to enhance the level of competition in team and tournament play. Net and Field Game units include pickleball, badminton, tennis (weather permitting), volleyball, Nitroball, speedball, softball (weather permitting) and more. Throughout the course, students will gain the knowledge and skill to play, coach and referee each respective sport. **Students taking this**

course will be enrolled in Human Development as their complementary quarter Health Education elective.

**COMPETITIVE TEAM SPORT EDUCATION: INVASION GAMES**

COURSE NO.	GRADE	CREDITS
909	11, 12	1

The central focus of this course is both traditional and non-traditional team sports. Activities focus on improving individual skills to enhance the level of competition in team and tournament play. Invasion Game units include ultimate Frisbee, flag football, soccer, handball, Tchoukball, speedball, floor hockey, netball, lacrosse (weather permitting) and more. Throughout the course, students will gain the knowledge and skill to play, coach and referee each respective sport. **Students taking this course will be enrolled in First Aid, CPR/AED and Critical Health Issues as their complementary quarter Health Education elective.**

**UNIFIED ADAPTED PHYSICAL EDUCATION(UAPE) & WELLNESS INTERNSHIP**

COURSE NO.	GRADE	CREDITS
910	11, 12	2

This semester wellness internship allows students to gain hands-on experience in Unified Adapted Physical Education. Interns will work alongside SHS educators to plan and implement inclusive physical education and wellness-related activities. Interns will actively adapt activities to meet the diverse needs of all learners, promote social inclusion, and foster positive relationships.

Prerequisite: *Prior approval of SHS Physical Education and iExcel faculty members.*

**WELLNESS AND PERSONAL MANAGEMENT**

COURSE NO.	GRADE	CREDITS
905	9,10,11,12 & Post Grad	1

This course provides explicit instruction to promote behaviors that enhance individual health and wellness goals through two strands: Physical Education and Health. The four components addressed in physical education are: fitness, gross motor skill development, cooperative activities and mindfulness techniques. The four components of the Health strand include: nutrition, hygiene and issues of adolescence and safety (including personal safety, bullying prevention, street safety and internet safety). Wellness and Personal Management runs in conjunction with the Unified Adapted Physical Education & Wellness Internship course. Participation is to be determined on an individualized basis as recommended by the academic TEAM.

Junior/Senior Semester Health & Physical Education Pairings	
Health Education Course	Physical Education Course
Self, Society and Human Relationships	Adventure
Stress Management and Personal Wellness	Lifelong Activities and Personal Fitness
Human Development	Competitive Team Sport Education: Net and Field Games
First Aid, CPR/AED and Critical Health Issues	Competitive Team Sport Education: Invasion Games

<b>HISTORY AND SOCIAL STUDIES</b> <b>COURSE OFFERINGS</b>
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*The goal of the History and the Social Studies Department is to prepare young people to become informed and engaged global citizens. All Social Studies courses are designed to help students further develop their skills to be:*

- *Effective communicators*
- *Thoughtful and critical researchers*
- *Curious about the complexities of the world*
- *Empathetic of human experiences*
- *Aware of how perspective shapes understanding*
- *Empowered to be active participants in the global community*

*To graduate from Scituate High School, students are required to pass three years of history. All students experience World History in 9th grade, United States History I in 10th grade and United States History II in 11th grade.*

*The History and Social Studies Department encourages all students to enroll in one or more of the Elective Courses in addition to their required courses. Electives follow a mixed classroom model where students enrolled in the Honors and College Prep levels learn together in the same class.*

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

COURSE NO.	GRADE	CREDITS
614 (CP) / 616 (Honors)	9	4

World History is a compulsory year long course of study for all students in their freshman year. Students will acquire a greater understanding of how today’s complex world came to be. The broad focus of this course is to make the study of history meaningful to students by showing them how people throughout time have faced issues and circumstances similar to those that confront us today. Topics include the origins and consequences of the Industrial Revolution, imperialism, the causes and consequences of two world wars, globalization and the persistence of political, ethnic, and religious conflict in many parts of the world. Students in the Honors level sections will be consistently asked to demonstrate more independence as learners, readers and writers. Recommendations for level are made by the SPS Social Studies Department.

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

COURSE NO.	GRADE	CREDITS
641 (CP) / 642 (Honors)	10	4

This course will examine the historical origins of the United States, and then trace its development up through 1900. Students will study the basic concepts of American government: democracy, federalism, separation of powers, and individual rights. As the course content moves through the Early National Period, reform, the growth of sectional conflict, the Civil War and Reconstruction, Industrialization and the Progressive Era the focus will be on the way the basic concepts of our government have been tested and shaped to adapt to new challenges. Students in the Honors level

sections will be consistently asked to demonstrate more independence as learners, readers and writers. Recommendations for level are made by the SPS Social Studies Department.

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

COURSE NO.	GRADE	CREDITS
620 (CP) / 621 (Honors)	11	4

This course is a study of the United States from 1900 to the present. Topics studied include: United States Foreign Policy in the late 19th Century, World War I, the Great Depression and New Deal, World War II, the Cold War, the Civil Rights Movement, Vietnam, the Conservative Revolution, and Foreign Relations in the post – Cold War era. Students in the Honors level sections will be consistently asked to demonstrate more independence as learners, readers and writers. Recommendations for level are made by the SPS Social Studies Department.

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

COURSE NO.	GRADE	CREDITS
622 (AP)	11	4

This course may be taken to satisfy the United States History II requirement. This course will build on the skills, content and themes which were developed in United States History I. Students making the commitment to the AP course should accept the reading, writing, and research demands appropriate to a college level course. Students are expected to take the AP examination in May. Recommendations for level are made by the SPS Social Studies Department.

**HISTORY & SOCIAL STUDIES ELECTIVE COURSES**

**INTERNATIONAL AFFAIRS: CONFLICT AND COOPERATION (CP/H)**

COURSE NO.	GRADE	CREDITS
658 (CP) / 659 (Honors)	10, 11, 12	2

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

**ADVOCACY LAB: BUILDING LEADERSHIP FOR STUDENT-DRIVEN CHANGE (CP/H)**

COURSE NO.	GRADE	CREDITS
635 (CP) / 636 (Honors)	10, 11, 12	2

More than just a course, it's an opportunity to explore, engage, and lead with purpose. Discover the power of your voice as we tackle issues you're passionate about through hands-on civic action projects. Throughout the semester, we'll explore strategies of activism and advocacy and you'll develop crucial skills like persuasive communication, leadership, collaboration, and coalition-building. This experience aims to foster a culture of student-driven change within our school and community,

helping you build the knowledge and confidence to be part of the next generation of change-makers. Are you ready to make a real impact?

### **FOUNDATION OF ECONOMICS (CP/H)**

COURSE NO.	GRADE	CREDITS
650 (CP) / 651 (Honors)	11, 12	2

Why do things cost what they cost? Does the government control the economy? What are the four factors of production? As well as answering fundamental questions like these, this course will help students to understand current economic issues in the media, and to make sense of the relationship between businesses and governments. Topics studied may include how banks make money, why interest rates change, and what Karl Marx never quite understood. Students will learn about “the invisible hand”, “the tragedy of the commons” and why Richard Thaler won a Nobel Prize for explaining that all the other economists are wrong. Current events, simulations and case studies will be used to illustrate concepts and analyze causes and develop solutions.

### **SOCIOLOGY (CP/H)**

COURSE NO.	GRADE	CREDITS
660 (CP) / 661 (Honors)	11, 12	2

Students in this course will gain an understanding of how society influences individual behavior and values as they explore American culture and the various groups, ideas and institutions that shape it. Special attention is given to the fundamental question, “To what extent, and in what ways, is individual behavior shaped by social forces?” Important topics covered include: the socialization process, cultural norms, societal institutions, the media and deviant behavior. Students will examine the role of race, class, and gender in American society by critically studying both sociological writing and current events as they gain an increased understanding of how the groups that people belong to bring social privileges and disadvantages. Students will learn to use a sociological perspective to understand their world and to consider the ways that it perhaps should be changed.

### **GENERAL PSYCHOLOGY (CP/H)**

COURSE NO.	GRADE	CREDITS
656 CP / 657 Honors	11, 12	2

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

### **WOMEN'S HISTORY (CP/H)**

COURSE NO.	GRADE	CREDITS
652 (CP) / 653 (Honors)	11, 12	2

This course will explore what has, and has not, changed for women throughout America's history. It will expand upon what students have learned throughout their required history courses. How have women's roles, legal status, image and rights changed? Why have they changed at certain periods and not others? What impact does this have on our perception of women today? How have the public and

private lives of women differed throughout history? It will also address how women have been divided along race, class and gender lines, and the impact the variety of voices have had on America's past. Specific Topics for the 2021-22 school year will include "Why was Michelle Wu the first woman and the first Asian American to be elected mayor of Boston?" and "How and why are the experiences of the US women's national team and the men's national team different?"

**ADVANCED PLACEMENT SEMINAR (AP)**

COURSE NO.	GRADE	CREDITS
631 (AP)	9, 10, 11, 12	4

AP Seminar equips students with the collaborative and critical thinking skills necessary to explore multidisciplinary topics. Students will explore divergent perspectives about academic and real world topics as they develop their skills in research, collaboration and communication. Course materials will include articles, primary sources, books, speeches, personal accounts and aesthetic works. Driven by their personal interests, students will investigate topics and develop their own perspective through research based essays and oral multimedia presentations, both individually and as a part of a team. The course is marked by an AP Assessment - a team project & presentation, an individual research report, and an end-of-course exam. This is the first course in the Capstone program. **Due to the requirements of this course, all students who enroll in AP Seminar must take the AP exam.**

**ADVANCED PLACEMENT RESEARCH (AP)**

COURSE NO.	GRADE	CREDITS
632 (AP)	10, 11, 12	4

AP Research is the second course in the Capstone program. Students embark on an in-depth, yearlong exploration of a research question of their choice. Students learn research methodology and use ethical research practices to design, plan, and implement a variety of projects, honing the analytical thinking and synthesizing skills learned in AP Seminar. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) graded by the College Board, and a presentation with an oral defense. Students must take AP Seminar before enrolling in this course. **Due to the requirements of this course, all students who enroll in AP Research must take the AP exam.**

**ADVANCED PLACEMENT HUMAN GEOGRAPHY (AP)**

COURSE NO.	GRADE	CREDITS
662 (AP)	10, 11, 12	4

This course, at its most simple, asks the questions "Where?" and "Why?". It focuses on the ways through which all places on Earth are interconnected and how humans have understood, used, and changed the surface of Earth. Students will learn about the methods and tools geographers use in their science and practice. Topics will include, Population, Cultural Patterns, Political Organization of Space, Rural Land Use, Industrialization and Economic Development and Cities. A significant outcome of the course is students' awareness of the relevance of academic geography to everyday life and decision making. Students are expected to take the AP examination in May.



**ADVANCED PLACEMENT COMPARATIVE GOVERNMENT (AP)**

COURSE NO.	GRADE	CREDITS
663 (AP)	11, 12	4

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Students are expected to take the AP examination in May.

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

COURSE NO.	GRADE	CREDITS
667 (AP)	11, 12	4

AP Government and Politics is a full year course designed to enable students to develop a critical view of government and politics in the United States. To accomplish this, students develop analytical perspectives for interpreting, understanding, and explaining political events in this country. Subjects covered include the constitutional framework of the government, institutions such as Congress, the presidency, the bureaucracy, and the courts, public opinion and the media, political participation and voting behavior, political parties, interest groups, civil liberties and rights, and policymaking. The course is conducted using a variety of methods including lecture and discussion, debates, simulations, cooperative learning activities, and independent research. Students making the commitment to the AP course should expect and accept the reading, writing, and research demands appropriate to a college level course. Students are expected to take the AP examination in May.

**ADVANCED PLACEMENT PSYCHOLOGY (AP)**

COURSE NO.	GRADE	CREDITS
670 (AP)	12	4

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

<b>MATHEMATICS COURSE OFFERINGS</b>
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*Guiding Philosophy: The mathematics curriculum guidelines envision that all students at Scituate High School achieve mathematical competency through a strong mathematics program that emphasizes problem solving and communicating mathematical reasoning.*

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

*The mathematics curriculum and offerings align with Mass Core recommendations for four years of high school math, including completion of Algebra 2. With this in mind, we use benchmark data to support students and place them in a class that will help them to best meet their needs successfully. Placement in a class does not determine a defined outcome, since the order of classes are designed to allow students who are meeting with success and want to pursue a more challenging course or level an option to create a plan to do so.*

**Notice:** All Scituate High School students are expected to have access to their own graphing calculator. We advise students to purchase a TI - 84 to use for their four years of math instruction. Instruction on the use of these calculators will be provided within the mathematics curriculum. As a department we do not anticipate providing instruction for other models or manufacturers. A limited number of calculators are available for students with a hardship. Please contact your school counselor for more information.

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

**Please note that recommendations for course placement and level are made by the SHS Mathematics Department.**

### **CP ALGEBRA 1 (CP)**

COURSE NO.	GRADE	CREDITS
205	9,10	4

Algebra is the foundation for all math studies and mastery of the content taught in this course is imperative to maximize success in math. The course covers numerical and algebraic expressions, linear equations, linear inequalities, systems of linear equations, powers and exponents, quadratic equations, polynomials and factoring, proportions, and radicals. Systems of linear equations and inequalities will be discussed and the course will terminate with the study of quadratic equations. If time permits, the trigonometry of the right triangle will be studied.

### **CP ALGEBRA 2 (CP)**

COURSE NO.	GRADE	CREDITS
220	10, 11	4

This course is a continuation of the study of algebra. The course includes topics of Algebra 2: equations and inequalities, linear systems and linear inequalities, matrices, polynomials and polynomial functions, powers, exponential and logarithmic functions, rational equations and functions, quadratic equations and functions, probability and statistics.

### **H ALGEBRA 2 (H)**

COURSE NO.	GRADE	CREDITS
229 (Honors)	10, 11	4

This course is a continuation of the study of algebra. The course covers topics of Algebra 2: equations and inequalities, linear systems and linear inequalities, matrices, polynomials and polynomial functions, powers, exponential and logarithmic functions, rational equations and functions, quadratic equations and functions, sequences and series, probability and statistics, and trigonometry. Students will be expected to complete additional tasks with increased complexity and independence and may be required to complete independent study assignments.

**ALGEBRA 3 (CP)**

COURSE NO.	GRADE	CREDITS
227	11, 12	4

This course is a continuation of the sequence of courses leading to an understanding of pre-collegiate mathematics. The course is designed to prepare students for a first year college mathematics course. The course will study mathematical concepts from a functional viewpoint. The functions covered are linear, quadratic, exponential, logarithmic, and probability functions. The course will study right triangle trigonometry, unit circle trigonometry, radian and degree measures, graphical representation of all six trigonometric functions, Inverse trigonometric functions, sum and difference formulas, Law of Sines, Law of Cosines, vectors in a plane, vectors and dot product. When the course is successfully completed the students will be able to use functions to model real life problems.

**FOUNDATIONS OF MATHEMATICS**

COURSE NO.	GRADE	CREDITS
259	9, 10, 11	2

This course will focus on skill development and problem solving strategies as they relate to the Massachusetts Mathematics Frameworks. The emphasis will be on two strands: “Number Sense” and “Patterns, Relations and Functions”. In addition to building a solid foundation of skills in “Number Sense” and “Patterns, Relations and Functions,” instruction will be differentiated based upon each student’s individual needs identified on their MCAS exam and past math studies. Students who have received a “needs improvement” score on their grade eight mathematics MCAS examination will be enrolled in this course. Department recommendations are also used to place students in this course.

**CP GEOMETRY (CP)**

COURSE NO.	GRADE	CREDITS
211	9,10	4

The majority of students in this course will have successfully completed grade 8 math. The course will cover a standard high school geometry program. That is, the course will explore the numerical and algebraic problems which arise out of geometric relationships. The course will emphasize the nature of deductive proof. When the course is successfully completed, the students will be prepared to solve simple algebraic problems arising out of polygons and triangles, apply the Pythagorean Theorem, use ratio and proportion to demonstrate similarity, and apply the principles of coordinate geometry to solve problems.

**H GEOMETRY (H)**

COURSE NO.	GRADE	CREDITS
210 (Honors)	9	4

This course is open to students who have completed Honors Grade 8 math. The course includes topics of geometry, but also requires the student to have the ability to problem solve proofs. It also includes

volume, coordinate geometry and an introduction to trigonometry. This course will incorporate the use of Algebra to continue strengthening these skills for further study in math. Students will be expected to complete additional tasks with increased complexity and independence and may be required to complete independent study assignments.

### **PROBLEM SOLVING STRATEGIES**

COURSE NO.	GRADE	CREDITS
261	9, 10, 11	2

This course will investigate problem solving strategies as they relate to the four strands defined in the Massachusetts Mathematics Frameworks. The four strands (Number Sense; Patterns, Relations and Functions; Geometry and Spatial Sense; and Measurement) will be reviewed in preparation for the MCAS examination. Students will receive ample exposure to the assessment techniques used on the state MCAS exams. In addition to test taking strategies that apply to state testing, students will be exposed to test taking strategies that apply to national standardized tests such as the SAT test. Students who have received a 'warning' or 'needs improvement' score on their grade eight mathematics MCAS examination must take this course. Students who are recommended by their teachers are encouraged to take this course to continue to build their math skills and confidence.

### **ACCELERATED H PRECALCULUS (H)**

COURSE NO.	GRADE	CREDITS
230 (Honors)	11	4

This course is designed for a student who is motivated to access all of the Precalculus curriculum at an accelerated pace with much independent work. The course is an axiomatic study of circular functions, real numbers, function arithmetic, trigonometry, sequences, series, limits, intuitive concepts of Calculus, and exponential logarithmic functions designed as a foundation for a subsequent AP Calculus course and placement in BC or AB Calculus. The completion of four independent study projects will be required of each student.

### **H PRECALCULUS (H)**

COURSE NO.	GRADE	CREDITS
230 (Honors)	11, 12	4

This course is designed as a preliminary course for students intending to study Calculus in high school or college. The course is an axiomatic study of circular functions, real numbers, function arithmetic, trigonometry, sequences, series, limits, intuitive concepts of Calculus, and exponential logarithmic functions designed as a foundation for a subsequent AP Calculus course. Students will be expected to complete additional tasks with increased complexity and independence and may be required to complete independent study assignments.

### **CP PRECALCULUS (CP)**

COURSE NO.	GRADE	CREDITS
231	11, 12	4

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

### **ADVANCED PLACEMENT CALCULUS – BC (AP)**

COURSE NO.	GRADE	CREDITS
241 (AP)	12	4

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

### **ADVANCED PLACEMENT CALCULUS – AB (AP)**

COURSE NO.	GRADE	CREDITS
240 (AP)	12	4

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

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

COURSE NO.	GRADE	CREDITS
238 (AP)	11, 12	4

The course is designed to enable students to take a college-level statistics course and to earn credit and/or advanced placement in college through participation in the College Board’s Advanced Placement testing program. This is an introductory course in the practice of statistics. The topics covered are: Exploratory Data Analysis, Survey and Experimental Design, Probability Models, and the Methods of Inference. The course will follow the Advanced Placement Statistics Curriculum as set by the College Board and students are expected to take the Advanced Placement Statistics Exam in May. This course is not a replacement for Pre-Calculus (Honors), but may be an elective.

### **H INTRO TO CALCULUS (H)**

COURSE NO.	GRADE	CREDITS
243 (Honors)	12	4

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

### **INTRO TO STATISTICS (CP)**

COURSE NO.	GRADE	CREDITS
234	12	4

This is an introductory course in the study of probability and statistics. Students will study combinatorics, basic rules of probability, conditional probability, binomial and geometric probability. In addition, students will study random variables, expected value and strategies for standardized tests with the content in this class as well as previous courses. Statistics is the study of reasoning through data analysis. In today's society, it is essential that students are able to make informed decisions. Students will study methods of organizing and analyzing data, including survey and experimental design. Students will be able to take data and to study graphs, tables, or charts in order to draw appropriate conclusions. The use of a graphing calculator will be required.

### **H INTRO TO PYTHON (H)**

COURSE NO.	GRADE	CREDITS
252 (Honors)	9, 10, 11, 12	2

This is a semester course designed to introduce the student to computer programming in PYTHON Language. The student will explore, analyze, manipulate, and develop programs using Python, a line coding language. Topics will include programming concepts like conditionals, functions, iteration and lists. The completion of several independent projects will be required.

### **H COMPUTER ENGINEERING (H)**

COURSE NO.	GRADE	CREDITS
250 (Honors)	9, 10, 11, 12	2

This is a semester course designed to introduce the student to computer programming in JAVA Language. The student will learn to program a computer to aid in the solution of non-routine problems, data manipulation, graphic, and advanced programming commands. The completion of several independent projects will be required. Most students find a preliminary course in keyboarding or personal typing beneficial. This course is a prerequisite for AP Computer Science A.

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

COURSE NO.	GRADE	CREDITS
251 (AP)	12	4

This course is designed for students who have an interest in Computer Science as a college major and have demonstrated ability in computer programming. The study of JAVA is the primary emphasis of this course. A partial list of the topics covered follows: boolean and loop logic, strings, arrays and arraylists, methods, classes, polymorphism, algorithm design, and recursion. Students are expected to take the Advanced Placement Examination at the completion of the course.

### **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (AP)**

COURSE NO.	GRADE	CREDITS
275 (AP)	9, 10, 11, 12	4

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts

are transforming the world we live in.

### **APPLIED MATHEMATICS - Level I**

COURSE NO.	GRADE	CREDITS
015	9, 10, 11, 12	4

This course provides explicit individualized instruction in the application of mathematics concepts. Instruction is delivered through a multi-modal approach using a variety of manipulatives and real-world settings. Participation is to be determined on an individualized basis as recommended by the TEAM.

### **APPLIED MATHEMATICS - Level II**

COURSE NO.	GRADE	CREDIT
025	12-POST GRAD	4

This course provides explicit individualized instruction in the application and advancement of mathematical concepts in the daily lives of students. Instruction is delivered through a multi-modal approach in a variety of real-world settings. Participation is to be determined on an individualized basis as recommended by the TEAM.

## **SCIENCE & ENGINEERING TECHNOLOGY COURSE OFFERINGS**

*The Scituate High School science program provides students with rigorous and varied experiences that allow students the opportunity to develop skills and knowledge aligned with the Massachusetts Science and Technology Engineering Framework. We believe that scientific and technological literacy are central to the lives of all citizens in a variety of ways, including: the analysis of current events, making informed decisions about healthcare, and deciding whether to support public development of community infrastructure. It is important to us that SHS students appreciate the wonder of science, possess sufficient knowledge of science and engineering to engage in public discussions on related issues, and be careful consumers of scientific and technological information and products in their everyday lives.*

*We work to build students' ability to:*

- *Recognize, develop, and evaluate explanations for a range of natural and technological phenomena*
- *Describe and propose ways of addressing questions scientifically*
- *Evaluate data, claims, and arguments to draw conclusions*

*Students must complete twelve credits in lab sciences to be eligible for graduation. All students experience biology in the 9th grade and chemistry in the 10th grade. Engineering courses are available to students in these grades alongside these required courses. It is recommended that students experience all three core sciences (biology, chemistry, and physics) during their time at Scituate High School. Semester long courses follow a mixed classroom model where students enrolled in the Honors and College Prep levels learn together in the same class.*

### **BIOLOGY 9 (H/CP)**

COURSE NO.	GRADE	CREDITS
716 (CP) / 718 (Honors)	9	4

The primary goal of 9th grade biology is to help students gain an understanding of how biology relates to their everyday lives. Curriculum is aligned with the Massachusetts Biology Curriculum

Framework and includes the chemistry of life, cell biology, genetics, anatomy and physiology, biological evolution, and ecology. Students in Honors level sections will be expected to consistently apply mathematics concepts as well as perform labs that are more inquiry based. This course prepares students to succeed on the Biology MCAS administered to all 9<sup>th</sup> grade students in the spring.

**Recommendations** for level are made by the SPS Science Department.

### **INTRO TO ENGINEERING DESIGN PLTW (H)**

COURSE NO.	GRADE	CREDITS
581 (Honors)	9, 10, 11, 12	4 or 2

As the first course in the Project Lead the Way (PLTW) engineering program, this course offers students the opportunity to explore how engineers design and test potential solutions to complex problems. With a focus on practical skills, students learn systems thinking and various aspects of engineering design including: material selection, human-centered design, manufacturability, assemblability, and sustainability while developing skills in technical representation and documentation especially through 3D computer modeling. Students will build competency in professional engineering practices including project management, peer review, and environmental impact analysis. This course is recommended for all students interested in pursuing STEM related careers, as well as those looking to develop skills in problem solving and collaboration. Students have the opportunity to earn future college credit by meeting specific PLTW criteria.

\*\*This is a 4 credit full year course but may be taken as two 2 credit courses with approval from the department chair.

### **PRINCIPLES OF ENGINEERING PLTW (H)**

COURSE NO.	GRADE	CREDITS
576 (Honors)	9, 10, 11, 12	4 or 2

This Project Lead the Way (PLTW) engineering course follows an activity-based curriculum that explores a variety of fields and is designed to develop a complex set of real world problem solving skills. Students learn useful applications of robotics, simple machines, energy, electrical circuits, architectural technology, and sustainable practices, among others. Students utilize collaboration, communication, project management, and additional transportable skills throughout the course as they solve in-depth problems. Students have the opportunity to earn future college credit by meeting specific PLTW criteria.

\*\*This is a 4 credit full year course but may be taken as two 2 credit courses with approval from the department chair.

### **CHEMISTRY (H/CP)**

COURSE NO.	GRADE	CREDITS
732 (CP) / 731 (Honors)	10, 11, 12	4

This course provides a foundational knowledge in chemical concepts including: modern atomic theory, bonding, phases of matter, chemical reactions, & stoichiometry. Students regularly apply and display their learning in a variety of laboratory activities. Assessment of student progress is based upon tests, quizzes, laboratory reports, and other assignments. Honors Chemistry is an accelerated course that places heavy emphasis upon mathematical analysis and higher order problem solving skills.

**Prerequisites:** Successful completion of Biology. Students enrolling in Honors sections also must have concurrent enrollment in Algebra 2 or higher; or recommendation of the Department Chair.



### ADVANCED PLACEMENT CHEMISTRY (AP)

COURSE NO.	GRADE	CREDITS
730 & 730L (AP)	10, 11, 12	6

The rigor of the Advanced Placement Chemistry curriculum prepares students for the College Board's Advanced Placement Chemistry examination by covering topics typically included in a first-year college chemistry class. Students attain a depth of understanding in the fundamentals of basic concepts in chemistry as well as a competence in dealing with chemical problems. Topics covered in this course include chemical reactions and solution stoichiometry, kinetic-molecular theory, thermochemistry, atomic structure and bonding, kinetics, gas laws, intermolecular forces, and equilibrium. This course contributes to the development of students' higher order thinking skills and use of logic.

Students will be enrolled in a full year course as well as a 1-semester long lab block as part of this course.

**Prerequisite:** Successful completion of Biology and concurrent enrollment in H Algebra 2 or higher; or recommendation of the Department Chair.

### ANATOMY & PHYSIOLOGY (H)

COURSE NO.	GRADE	CREDITS
740 (Honors)	11, 12	4

This course explores the major systems of the body and is designed for those students who plan to further their education in healthcare fields (nursing, medicine, physical therapy, etc.). Topics covered will include the integumentary system, nervous system, muscular system, circulatory system, respiratory system, and skeletal system. Assessment of student progress is based on regular tests, quizzes, projects and other assignments. The class includes lab experiences that enhance the curriculum and provide real world experience, including an in-depth dissection and lab practical of the fetal pig.

**Prerequisite:** Successful completion of Biology and Chemistry or the recommendation of Department Chair.

### ADVANCED PLACEMENT BIOLOGY (AP)

COURSE NO.	GRADE	CREDITS
710 (AP)	11, 12	4

This course follows the Advanced Placement Biology curriculum as designated by the College Board and prepares students for the Advanced Placement Biology examination. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics including evolution, energetics, information storage and transfer, and system interactions. This course merges creativity and rigor to develop skills in scientific inquiry and the communication of scientific knowledge.

**Prerequisite:** Successful completion of Biology, Chemistry, and H Algebra 2; or the recommendation of the Department Chair.

### **PRINCIPLES OF BIOMEDICAL SCIENCE PLTW (H)**

COURSE NO.	GRADE	CREDITS
784 (Honors)	11, 12	4

Students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems following the Project Lead the Way (PLTW) framework. Students will be challenged in various scenarios including diagnosing and proposing treatment to patients in a family medical practice, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems. This course is highly recommended for all students interested in studying or working in medicine, public health, or medical research. Students have the opportunity to earn future college credit by meeting specific PLTW criteria.

**Prerequisite:** Successful completion of Biology and Chemistry.

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (AP)**

COURSE NO.	GRADE	CREDITS
774 (AP)	11, 12	4

This course follows the Advanced Placement Environmental Science standards as designated by the College Board and prepares students for the Advanced Placement Environmental Science AP examination. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. AP Environmental Science has a significant laboratory and field investigation component. Experiences both in the laboratory and in the field provide students with important opportunities to test the concepts and principles introduced in the classroom, to explore specific problems with a depth not easily achieved otherwise, and to gain awareness of the importance of confounding variables that exist in the real world.

**Prerequisite:** Successful completion of Biology, Chemistry, and Algebra 2.

### **ENVIRONMENTAL SUSTAINABILITY PLTW (H)**

COURSE NO.	GRADE	CREDITS
770 (Honors)	11, 12	4

Environmental Sustainability follows the Project Lead the Way (PLTW) activity, project, problem-based framework allowing students to investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use biological and chemical engineering concepts and methods to research and design potential solutions as they complete structured activities to solve open-ended projects and problems that develop skills in planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students problem solve as they practice common design and scientific protocols such as project management, lab techniques, and peer review.

**Prerequisite:** Successful completion of Biology and Chemistry.

## **ENVIRONMENTAL CHALLENGES AND SOLUTIONS (CP)**

COURSE NO.	GRADE	CREDITS
771	10, 11, 12	4

This is a full year course for students who are interested in understanding the complex interactions in the environment. This course is designed to include the ecology of the local communities so that the students may investigate local environmental problems. Appropriate laboratory activities and projects are integral parts of the course. The major areas of study include ecosystems, natural resources, pollution, biomes, and man's role in the environment. Particular emphasis is placed on the practical aspects of the listed topics and their relationship to our community. Assessment of student progress is based on student performance on labs, projects, and other performance based assessments.

**Prerequisite:** Successful completion of Biology.

## **PHYSICS (H/CP)**

COURSE NO.	GRADE	CREDITS
752 (CP) / 751 (Honors)	11, 12	4

High school physics provides a survey of fundamental physical principles, models, and theories as described in the MA Framework for Introductory Physics. Laboratory activities are an integral part of the course. Assessment of student progress is based on tests, quizzes, laboratory reports, and other assignments. Honors sections are more mathematical in context, assume a solid understanding of graphical analysis, and involve solving kinematics in two dimensions using algebra and trigonometry. The honors level is ideal for students who are considering post-secondary studies in science, technology, math, or engineering fields.

**Prerequisite:** Successful completion of Algebra 2, students enrolling in Honors sections must have concurrent enrollment or successful completion of Pre-calculus.

## **ADVANCED PLACEMENT PHYSICS I (AP)**

COURSE NO.	GRADE	CREDITS
766 & 766L (AP)	11, 12	6

This course follows the Advanced Placement Physics I standards as designed by the College Board and prepares students for the Advanced Placement Physics I examination. Students engage in very rigorous concepts and problem solving in mechanics, kinematics, energy, and harmonic motion. Algebra and trigonometry are used to model and solve real-world physical problems. Problem solving in two dimensions will address the concepts of center of mass, torque, rotational kinematics, angular momentum, and oscillators. This course is recommended for students interested in pursuing a degree in the sciences or engineering. Assessment of student progress is based on tests, quizzes, lab reports, and other assignments.

Students will be enrolled in a full year course as well as a 1-semester long lab block as part of this course.

**Prerequisite:** Concurrent enrollment or prior completion of Honors Pre-Calculus.

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

COURSE NO.	GRADE	CREDITS
765 & 765L (AP)	12	6

AP Physics C is a 2nd year, calculus-based, college-level physics course. The focus is on mechanics, which covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. Introductory differential

and integral calculus is used throughout the course. This course is designed to prepare students for the AP exam in Physics C: Mechanics.

Students will be enrolled in a full year course as well as a 1-semester long lab block as part of this course.

**Prerequisites:** Successful completion of a previous physics course and concurrent enrollment or prior completion of calculus, AP Calculus is recommended.

### **METEOROLOGY (H/CP)**

COURSE NO.	GRADE	CREDITS
772 CP / 797 (Honors)	11, 12	2

This semester-long college-preparatory course explores the meteorology (weather) of the world with a concentration on the unique weather of New England. Topics include Earth's atmosphere, temperature, humidity, clouds and cloud identification, air pressure and winds, air masses and fronts, weather forecasting, thunderstorms, tornadoes, hurricanes, and global climate. Outdoor labs and observation are integral parts of this course. Assessment of student progress is based on homework, labs, quizzes, tests and other assignments. This course culminates in a semester-long weather observation project.

### **OCEANOGRAPHY (H/CP)**

COURSE NO:	GRADE	CREDITS
773 (CP) / 793 (Honors)	11, 12	2

Oceanography is the branch of science dealing with the physical, chemical, geological, and biological features of the oceans. This semester-long course is for students who are interested in developing an understanding of the oceans of the world and organisms that live in them, including the study of the marine organisms of our own coastal area. The major areas of study include the following topics: The World's Oceans, Chemical and Physical Factors, Evolution of Life, Marine Plants, Invertebrates, Marine Vertebrates (fish, reptile, bird, and mammal), Marine Ecology, Sand Beaches, Dunes, Rocky Shores, Coral Reefs, and Marine Biomes. Off-site field experiences and laboratory activities are an integral part of the course. Assessment of student progress is based on tests, quizzes, projects, and other assignments.

**Prerequisite:** Successful completion of Biology and Chemistry

### **ORNITHOLOGY: THE BIOLOGY OF BIRDS (H/CP)**

COURSE NO.	GRADE	CREDITS
776 (CP) / 777 (Honors)	11, 12	2

This semester-long course explores the unique biology of birds. The topics studied include classification of Birds through the class *Aves*, flight and other means of movements, the geography of birds, bird body systems such as digestive and reproductive systems, vocal communication and identification, bird territories, basic bird identification and the marvel of migration. The course includes field experiences at some of New England's best birding spots (ex. The Spit, AJ Park, The beaches of Scituate, Norris Reservation), students are expected to arrange for transportation to these sites. Assessment of student progress is based on tests, quizzes, group assignments, a survey of local birds and other assignments. Students will be required to keep a detailed field journal.

**Prerequisite:** Successful completion of Biology and Chemistry.

### **ASTRONOMY (H/CP)**

COURSE NO.	GRADE	CREDITS
780 (CP) / 790 (Honors)	11, 12	2

In this semester-long course students learn the unique astronomy of the Northern Hemisphere. The topics include the constellations and their history, the evolution of the universe and theories surrounding it, the planets, the life cycles of stars, and the moon and its effects on the earth. The course continually looks at the role of space exploration as well as potentially other life forms in the universe. The course offers *outdoor labs conducted at night* and consistent use of technology. Assessment of student progress is based on web based simulations/labs, quizzes, tests, and other assignments.

### **FORENSICS (H/CP)**

COURSE NO.	GRADE	CREDITS
782 (CP) / 792 (Honors)	11, 12	2

This semester-long course is designed to introduce students to the application of science and technology to both the criminal and civil legal systems. Some of the topics include crime scene analysis, DNA evidence, blood spatter analysis, fingerprinting, and trace evidence (hair, fibers, paint, et cetera). Students engage in lab activities that simulate reconstruction and analysis of crime scenes, as well as use case studies to apply their learning.

**Prerequisite:** Successful completion of Biology and Chemistry.

### **ENGINEERING CAPSTONE PROJECT (H)**

COURSE NO.	GRADE	CREDITS
573 (Honors)	12	2

This course is a comprehensive semester-long project in which students apply knowledge and skills learned in Engineering Technology, Science, Mathematics, and other courses. Student design teams will collaboratively design and engineer a solution to a community-based engineering challenge. Students will spend significant time working independently with a chosen community group to identify a problem, develop a viable solution to the problem and design and create a manufacturable prototype; both physical and graphical. Two final presentations are required; one to the community group; another to peers. Students may also present at other fairs or showcases.

**Prerequisite:** Successful completion of Tech Drawing and Engineering Design or recommendation of Department Chairperson.

### **BIOLOGY STRATEGIES**

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

This course is designed to further develop skills and understanding in Biology along with key Science and Engineering Practices. In addition to a general review of content areas students will be given the opportunity to refine their scientific modeling, problem solving and communication skills with instruction differentiated for individual student needs. This course is in addition to the Science core requirements for graduation.

**Recommendation:** Students will be recommended based on individual needs.

## ENVIRONMENTAL STEWARDSHIP INNOVATION & CAREER PATHWAY

The Scituate High School Environmental Stewardship Pathway is a MA Dept. of Elementary & Secondary Education recognized *Innovation & Career Pathway (ICP)* in the category of Environmental and Life Sciences. Environmental stewardship is defined as the shared responsibility for the responsible use and protection of the natural environment through sustainable practices and conservation. This is a value that can be reflected through the individual and collective choices, and is shaped by environmental, social, and economic interests. It is also a behavior, one demonstrated through continuous improvement of environmental performance, and a commitment to efficient use of natural resources, protection of ecosystems, and, where applicable, ensuring a baseline of compliance with environmental requirements.

The Environmental Stewardship Pathway engages students with essential questions and decision-making in technology, engineering, and science, as considered through the themes of conservation, sustainability, responsibility, and efficiency. It provides hands-on experiences within a variety of STEM fields and furthers the introduction of the students to key concepts related to careers in technology and engineering with a focus on environmental stewardship.

Required Courses (16 Credits)	Optional Courses (8 credits)	Extracurricular Participation (At least 1 per year for 2 years)	Internship / Service / Capstone (100 hours)
<ul style="list-style-type: none"> <li>● Biology 9</li> <li>● Chemistry 10 OR AP Chemistry</li> <li>● AP Environmental Science</li> <li>● AP Biology OR Environmental Sustainability PLTW</li> </ul>	<ul style="list-style-type: none"> <li>● Oceanography (2cr.)</li> <li>● Ornithology (2 cr.)</li> <li>● Statistics</li> <li>● Physics</li> <li>● Intro Engineering PLTW</li> <li>● Principles of Engineering PLTW</li> <li>● Other relevant credits approved by the advisor</li> </ul>	<ul style="list-style-type: none"> <li>● Environmental Club</li> <li>● Robotics Club</li> <li>● Science fair (with approved project)</li> <li>● Math Team</li> </ul>	<ul style="list-style-type: none"> <li>● Engineering Capstone</li> <li>● CSCR Internship/program</li> <li>● School to Career Internship</li> </ul>

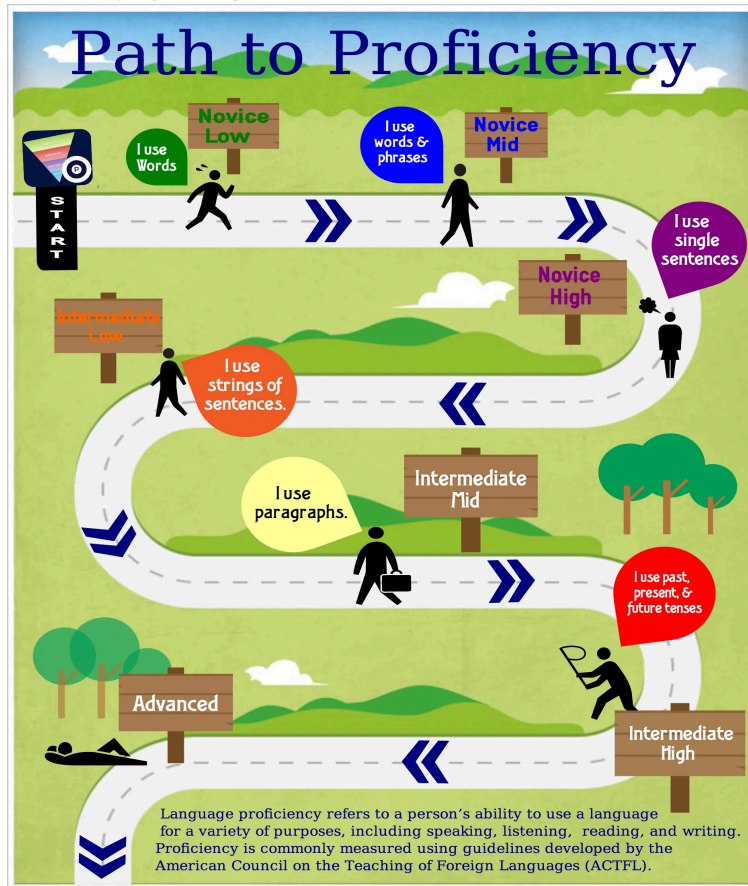
## WORLD LANGUAGES COURSE OFFERINGS

### The Objectives of the World Language Department

1. To develop to the fullest in each Modern Language student the skills of reading, writing, listening and speaking.
2. To develop the student's ability to present information in the target language either orally or written.
3. To develop in each student a sensitivity to, and an appreciation of the culture and history of the language studied and to help students realize their responsibilities as members of a global society.

4. To identify the similarities and differences among our own culture and the cultures of the languages studied
5. To identify the similarities and differences among the English language and the language of study
6. To create life-long learners committed to learning a world language

The World Language Department endeavors to meet the needs and interests of all students at Scituate High School. Our programming is proficiency based and aligned with the 2021 Massachusetts World Language Curriculum Frameworks. An emphasis on what students can do with the language rather than what they know about the language is at the core of all unit design. Students begin at the novice level and our courses conclude with advanced level courses on the proficiency continuum.



With the recommendation of their World Language teachers and school counselors and written caregiver approval, students may select from these programs – Advanced Placement, Honors, or College Preparatory. Each program introduces, develops, and refines skills in speaking, listening, reading and writing. All courses are for one full year. Satisfactory completion of these courses at each grade level is a prerequisite before enrolling in the succeeding grade.

All students must successfully complete two consecutive high school years of the same language to meet the graduation requirements of Scituate High School. Every student is encouraged to continue the study of his/her chosen language up to graduation. Very few waivers for World Language Graduation Requirements are granted.

## State Seal of Biliteracy

The Seal of Biliteracy is an award designed by each local district to recognize a student who has attained proficiency in English and one or more world languages by high school graduation. The Seal becomes part of their high school transcript and diploma, serving as evidence of the skills they achieved. This distinction will highlight their readiness as a global citizen to prospective universities, and future employers.

### *Qualifications*

In order to earn the Seal of Biliteracy, a student must demonstrate proficiency corresponding to at least the Intermediate High level on the ACTFL proficiency scale. Students will demonstrate proficiency by:

Earning the required distinction of a score in the Proficient or Advanced range on the ELA MCAS exam or a score of at least 4 on an ACCESS exam (for ELL students only)

AND

Taking a second-language exam and earning the required distinction or a score of 3 or higher on an Advanced Placement exam in the language.

### **FRENCH 1 (CP) (Novice French)**

COURSE NO.	GRADE	CREDITS
401	9	4

The French 1 course introduces the student to the basic skills of reading, writing, speaking, and listening. All activities are aimed at developing proficiency in these four areas. The fundamentals of French grammar are presented in contextual situations, as vocabulary is simultaneously developed. French is the primary language of instruction, and students are engaged daily in interactive exercises that foster good oral communications, as well as proper pronunciation. Students acquire a rather extensive vocabulary relating to daily life. In addition, much attention is given to the development of good writing skills through the assignment of letters and short descriptive paragraphs. Students will complete several performance based assessments in which they use their language skills to complete authentic tasks. The study of geography, the city of Paris and general French culture forms an integral part of the course.

### **FRENCH 2 (Novice High/Intermediate Low)**

COURSE NO.	GRADE	CREDITS
406 (CP) 405 (Honors)	9, 10	4

The French 2 course continues the objectives of French 1, and increases the student's ability to read, speak, understand and write idiomatic French. French 2 builds on the program begun in French 1, adding new vocabulary and more grammatical structures while at the same time reinforcing what has been previously learned. As in the past, the four skills of reading, writing, speaking and listening will be continually emphasized. The course is taught mainly in the target language. Included in this course is a further study of regular and irregular verbs, new tenses, and other grammatical forms all presented in the context of a communicative situation that simultaneously expands the student's vocabulary. Free and directed compositions are frequently assigned as well as oral presentations to ensure students are able to communicate effectively. Students will complete several performance based assessments in which they use their language skills to complete authentic tasks. Honors



students will participate in an accelerated curriculum and will complete tasks with increased complexity and independence. Recommendations for level are made by the SHS World Language Department.

**FRENCH 3 (Intermediate French)**

COURSE NO.	GRADE	CREDITS
411 (CP) 410 (Honors)	10, 11, 12	4

This course builds on the accelerated program begun in French 2. Students will perfect the study of previous grammatical structures and they will complete their study of the major elements of French grammar. They will also continue to expand their vocabulary skills. This course continues to build on French cultures. Students are exposed to various countries, their history, geography, writers, artists and cultural significance. Students explore a great deal of literature as well and will read at least one French novel during the course of the year. As in the past, the four skills of reading, writing, speaking and listening will be continually emphasized. The course is taught exclusively in the target language. Free and directed compositions are frequently assigned as well as oral presentations to ensure students are able to communicate effectively. Students will complete several performance-based assessments in which they use their language skills to complete authentic tasks. Honors students will participate in an accelerated curriculum and will complete tasks with increased complexity and independence. Recommendations for level are made by the SHS World Language Department.

**FRENCH 4 (H) (Intermediate High French)**

COURSE NO.	GRADE	CREDITS
416	11, 12	4

This course is designed to interest and challenge capable students who wish to develop further fluency in the French language as well as those intending to take the Advanced Placement examination in French Language. The basic elements of grammar are reviewed, refined, and practiced as students examine the Francophone world of today and yesterday. This course aims to develop more fluency in French through class discussion of current events, French history, and literature. Students will also begin to explore the six topics of the AP Curriculum. Compositions, research papers, and oral reports are assigned to develop mastery of the grammar and vocabulary studied. Literary and artistic masterpieces from early France through the seventeenth century are analyzed within their historical, social, and political contexts. During the course of the year, the student is required to explore a variety of media: film, television broadcasts, newspaper and magazine articles from Francophone publications, classical and popular music as well as literary texts. Lectures and class discussions are in French with the student playing a much more central role than in earlier levels.

**FRENCH 4 Culture Through Film (CP) (Intermediate French)**

COURSE NO.	GRADE	CREDITS
417	11, 12	4

This course is designed to strengthen and perfect all skills developed in French 1, 2, & 3 while exploring French Culture through various French Films. The remaining essential elements of grammar are presented and the basic grammatical structures are reviewed and refined so that students may participate in discussions and complete projects with grammatical rules applied correctly. This course aims to develop communicative mastery through the viewing and discussion of French Films as well the completion of class projects. Readings related to the films viewed in class will be assigned and thematic vocabulary pertaining to the movies will be introduced. Students will explore various themes

important to French Culture such as immigration and the effects of war. All lectures and class discussions are conducted in French. This course is intended for those students who want to continue their study of French language and culture but do not opt for the rigors of the honors course. This course may be taken as an elective in conjunction with French 4 Honors or AP French.

\*This course runs on alternate years of French 4 Francophonie Now.

**ADVANCED PLACEMENT FRENCH 5 (AP) (Advanced French)**

COURSE NO.	GRADE	CREDITS
420 (AP)	12	4

This course is designed to interest and challenge capable students who wish to develop further fluency in the French language as well as those intending to take the Advanced Placement Examination in French language. Students begin to use their knowledge of French to explore other content areas. A comprehensive unit on French History including the Middle Ages through the French Revolution is studied. Students begin to explore the six major themes present on the AP Exam. The basic elements of grammar are reviewed, refined and practiced and new elements of grammar are introduced. Compositions, research papers and oral reports are assigned to develop a mastery of the grammar and vocabulary studied. During the course of the year the student is required to explore a variety of media: film, television broadcasts, newspaper and magazine articles from French publications, classic and popular music as well as literary texts. Lectures and class discussions are exclusively in French with the student playing a much more central role than in earlier levels.

**Prerequisite:** Successful completion of French 4 (H), teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

**FRENCH 5 Culture Through Film (CP) (Intermediate French)**

COURSE NO.	GRADE	CREDITS
422	11, 12	4

This course is designed to strengthen and perfect all skills developed in French 1, 2, & 3 while exploring French Culture through various French Films. The remaining essential elements of grammar are presented and the basic grammatical structures are reviewed and refined so that students may participate in discussions and complete projects with grammatical rules applied correctly. This course aims to develop communicative mastery through the viewing and discussion of French Films as well the completion of class projects. Readings related to the films viewed in class will be assigned and thematic vocabulary pertaining to the movies will be introduced. Students will explore various themes important to French Culture such as immigration and the effects of war. All lectures and class discussions are conducted in French. This course is intended for those students who want to continue their study of French language and culture but do not opt for the rigors of the AP course. This course may be taken as an elective in conjunction with French 4 Honors or AP French.

\*This course runs on alternate years of French 5 Francophonie Now.

**MANDARIN CHINESE 1 (CP) (Novice Mandarin)**

COURSE NO.	GRADE	CREDITS
480	9, 10, 11, 12	4

The Mandarin 1 course introduces the student to the basic skills of reading, writing, speaking, and listening. All activities are aimed at developing proficiency in these four areas. Students will learn Pinyin (the phonetic system), and simplified character formation, simple sentence structures and pronunciation and tones. Mandarin is the primary language of instruction, and students are engaged

daily in interactive exercises that foster good oral communications, as well as proper pronunciation. Students cover topics such as greetings and goodbyes, ways to describe themselves, time and location as well as food. In addition, much attention is given to the development of good writing skills through the assignment of letters and short paragraphs. Students will complete several performance based assessments in which they use their language skills to complete authentic tasks. Students will also explore Chinese history and culture through films, cultural presentations and readings.

**MANDARIN CHINESE 2 (Novice High/Intermediate Low Mandarin)**

COURSE NO.	GRADE	CREDITS
483 (CP) 484 (Honors)	9, 10, 11, 12	4

The Mandarin 2 course continues the objectives of Mandarin 1, and increases the student’s ability to read, speak, understand and write Mandarin. Mandarin 2 builds on the program begun in Mandarin 1, adding new vocabulary and more grammatical structures while at the same time reinforcing what has been previously learned. As in the past, the four skills of reading, writing, speaking and listening will be continually emphasized. Mandarin 2 will have a stronger focus on important sentence structures. Language functions and notions will be systematically introduced to students. Students will explore topics such as clothing, shopping, sports, daily activities and weather. The course is taught mainly in the target language. Free and directed compositions are frequently assigned as well as oral presentations to ensure students are able to communicate effectively. Students will complete several performance based assessments in which they use their language skills to complete authentic tasks. Students will explore modern China through research on current issues in China. Honors students will participate in an accelerated curriculum and will complete tasks with increased complexity and independence. Recommendations for level are made by the SHS World Language Department.

**MANDARIN CHINESE 3 (Intermediate Mandarin)**

COURSE NO.	GRADE	CREDITS
485 (CP) 486 (Honors)	10, 11, 12	4

This course builds on the program begun in Mandarin 2. Mandarin 3 will have a stronger focus on important and complex sentence structures. They will also continue to expand their vocabulary skills. Students will explore topics such as school, professions, hobbies, community (homes, campus etc.), and social events. As in the past, the four skills of reading, writing, speaking and listening will be continually emphasized. The course is taught in the target language. Free and directed compositions are frequently assigned as well as oral presentations to ensure students are able to communicate effectively. Students will complete several performance based assessments in which they use their language skills to complete authentic tasks. Students will continue to explore cultural topics related to unit themes. Honors students will participate in an accelerated curriculum and will complete tasks with increased complexity and independence. Recommendations for level are made by the SHS World Language Department.

**MANDARIN CHINESE 4 (Intermediate Mandarin)**

COURSE NO.	GRADE	CREDITS
487 (CP) 488 (Honors)	11, 12	4

This course builds on the program begun in Mandarin 3. Mandarin 4 will have a stronger focus on important and complex sentence structures. Students will also continue to expand their vocabulary skills. Students will explore topics such as media and technology, holidays and celebrations,

environment, health, history and culture as well as travel and geography. As in the past, the four skills of reading, writing, speaking and listening will be continually emphasized. The course is taught in the target language. Free and directed compositions are frequently assigned as well as oral presentations to ensure students are able to communicate effectively. Students will complete several performance based assessments in which they use their language skills to complete authentic tasks. Students will continue to explore cultural topics related to unit themes. Honors students will participate in an accelerated curriculum and will complete tasks with increased complexity and independence. Recommendations for level are made by the SHS World Language Department.

**ADVANCED PLACEMENT CHINESE (AP) (Advanced Mandarin)**

COURSE NO.	GRADE	CREDITS
489 (AP)	12	4

The aim of this course is to further develop the student’s fluency in Mandarin through interpersonal, interpretive and presentational activities. The course is modeled after a college level course. Emphasis is given to the study and usage of new vocabulary through reading and written work. Oral and written reports on a variety of topics are periodically assigned to encourage the students to pursue cultural topics of individual interest and to use the language with greater confidence. Topics for the course include festivals, exploring cities and tourism, health and fitness, social status, environment, economy, and Chinese history. The student continues to explore a variety of media gaining information about the Mandarin-speaking world through film, television, music, newspaper and magazine articles. Lectures and class discussions are in Mandarin only. Students taking this course are strongly encouraged to take the Advanced Placement Exam in Chinese Language.

**Prerequisite:** Successful completion of Mandarin 4 (H), teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

**MANDARIN 5 (CP) (Intermediate Mandarin)**

COURSE NO.	GRADE	CREDITS
492	12	4

The aim of this course is to further develop the student’s fluency in Mandarin through interpersonal, interpretive and presentational activities. Emphasis is given to the study and usage of new vocabulary through reading and written work. Oral and written reports on a variety of topics are periodically assigned to encourage the students to pursue cultural topics of individual interest and to use the language with greater confidence. Topics for the course include festivals, exploring cities and tourism, health and fitness, social status, environment, economy, and Chinese history. The student continues to explore a variety of media gaining information about the Mandarin-speaking world through film, television, music, newspaper and magazine articles. Lectures and class discussions are in Mandarin only. In place of midyear and final exams, students will be assigned an independent project. The grade for this project will have the value of both semester exams

**SPANISH 1 (CP) (Novice Spanish)**

COURSE NO.	GRADE	CREDITS
427	9, 10	4

The Spanish 1 course introduces the student to the basic skills of reading, writing, speaking, and listening. All activities are aimed at developing proficiency in these four areas. The fundamentals of Spanish grammar are presented in contextual situations as vocabulary is simultaneously developed.

Spanish is the primary language of instruction, and students are engaged in interactive exercises which foster good oral communication, as well as proper pronunciation. Students acquire a rather extensive vocabulary relating to daily life. In addition, much attention is given to the development of good writing skills through the assignment of short descriptive paragraphs. Students will complete several performance-based assessments in which they use their language skills to complete authentic tasks. The study of geography and culture of the Spanish-speaking world forms an integral part of the course.

**SPANISH 2 (Novice High/Intermediate Low Spanish)**

COURSE NO.	GRADE	CREDITS
431 (CP) / 430 (Honors)	9, 10	4

The Spanish 2 course continues the objectives of Spanish 1, and increases the student’s ability to read, speak, understand and write correctly, idiomatic Spanish. Spanish 2 builds on the program begun in Spanish 1, adding new vocabulary and more grammatical structures while at the same time reinforcing what has been previously learned. As in the past, the four skills of reading, writing, speaking and listening will be continually emphasized. The course is taught in the target language. Included in this course is a further study of regular and irregular verbs, new tenses, and other grammatical forms all presented in the context of a communicative situation that simultaneously expands the student’s vocabulary. Free and directed compositions are frequently assigned as well as oral presentations to ensure students are able to communicate effectively. Students will complete several performance-based assessments in which they use their language skills to complete authentic tasks. Honors students will participate in an accelerated curriculum and will complete tasks with increased complexity and independence. Recommendations for level are made by the SHS World Language Department.

*Spanish 2 CP has been approved by Quincy College as a dual enrollment course. Dual enrollment provides students the opportunity to earn college credit from Quincy College while still in high school.*

**SPANISH 3 (Intermediate Spanish)**

COURSE NO.	GRADE	CREDITS
436 (CP) 435 (Honors)	10, 11, 12	4

This course builds on the program begun in Spanish 2. Students will continue the study of previous grammatical structures in an authentic context.. They will also continue to expand their vocabulary skills. Students are exposed to various countries, their history, geography, writers, artists and cultural significance. Students explore a selection of literature as well. As in the past, the four skills of reading, writing, speaking and listening will be continually emphasized. The course is taught in the target language. Free and directed compositions are frequently assigned as well as oral presentations to ensure students are able to communicate effectively. Students will complete several performance-based assessments in which they use their language skills to complete authentic tasks. Honors students will participate in an accelerated curriculum and will complete tasks with increased complexity and independence. Recommendations for level are made by the SHS World Language Department.

### **SPANISH 4 (H) (Intermediate High Spanish)**

COURSE NO.	GRADE	CREDITS
441	11, 12	4

This course is designed to interest and challenge capable students who wish to develop further fluency in the Spanish language as well as those intending to take the Advanced Placement Examination in Spanish language. Students begin to use their knowledge of Spanish to explore other content areas. A comprehensive unit on Spanish Geography and Culture is studied. Students explore, in depth, Spanish history from 711 to present day. They cover the Spanish Civil War as well. Three major Spanish artists and their contributions to Spanish culture are also examined. In addition students explore the famous Spanish literary work Don Quijote. Students begin to explore the six major themes present on the AP Exam. The basic elements of grammar are reviewed, refined and practiced and new elements of grammar are introduced. Compositions, research papers and oral reports are assigned to develop a mastery of the grammar and vocabulary studied. During the course of the year the student is required to explore a variety of media: film, television broadcasts, newspaper and magazine articles from Hispanic publications, classic and popular music as well as literary texts. Lectures and class discussions are exclusively in Spanish with the student playing a much more central role than in earlier levels.

### **SPANISH 4 Culture Through Film (CP)(Intermediate Spanish)**

COURSE NO.	GRADE	CREDITS
442	11, 12	4

This course is designed to strengthen and perfect all skills developed in Spanish 1, 2, & 3 while exploring Spanish Culture through various Spanish Films. The remaining essential elements of grammar are presented and the basic grammatical structures are reviewed and refined so that students may participate in discussions and complete projects with grammatical rules applied correctly. This course aims to develop communicative mastery through the viewing and discussion of Spanish Films as well the completion of class projects. Readings related to the films viewed in class will be assigned and thematic vocabulary pertaining to the movies will be introduced. Students will explore various themes important to Spanish Culture such as Hispanic sports and the effects of war on children. All lectures and class discussions are conducted in Spanish. This course is intended for those students who want to continue their study of the Spanish language and culture but do not opt for the rigors of the honors course. This course may be taken as an elective in conjunction with Spanish 4 Honors or AP Spanish.

\*This course runs on alternate years of Spanish 4 Mundo 21 (21 Worlds).

### **ADVANCED PLACEMENT SPANISH 5 (AP) (Advanced Spanish)**

COURSE NO.	GRADE	CREDITS
445 (AP)	12	4

The aim of this course is to further develop the student's fluency in Spanish through class discussion and other meaningful assignments. Students will explore six major themes that are present on the Advanced Placement Exam. Themes include public and private identities, beauty and esthetics, science and technology, families and communities, global challenges and contemporary life. Emphasis is given to the study and usage of new vocabulary through reading and written compositions. Oral and written reports on a variety of topics are periodically assigned to encourage the students to pursue topics of individual interest and to use the language with greater confidence. The student continues to

explore a variety of media gaining information about the Spanish-speaking world through film, television, music, newspaper and magazine articles from Hispanic publications as well as literacy texts. Lectures and class discussions are in Spanish only. Students taking this course are strongly encouraged to take the Advanced Placement Exam in Spanish Language.

**Prerequisite:** Successful completion of Spanish 4 (H), teacher recommendation, approval of department chairperson, and/or departmental interview and writing sample.

**SPANISH 5 Culture Through Film (CP)**

COURSE NO.	GRADE	CREDITS
447	11, 12	4

This course is designed to strengthen and perfect all skills developed in Spanish 1, 2, & 3 while exploring Spanish Culture through various Spanish Films. The remaining essential elements of grammar are presented and the basic grammatical structures are reviewed and refined so that students may participate in discussions and complete projects with grammatical rules applied correctly. This course aims to develop communicative mastery through the viewing and discussion of Spanish Films as well the completion of class projects. Readings related to the films viewed in class will be assigned and thematic vocabulary pertaining to the movies will be introduced. Students will explore various themes important to Spanish Culture such as Hispanic sports and the effects of war on children. All lectures and class discussions are conducted in Spanish. This course is intended for those students who want to continue their study of the Spanish language and culture but do not opt for the rigors of the Spanish course. This course may be taken as an elective in conjunction with Spanish 4 Honors or AP Spanish.

\*This course runs on alternate years of Spanish 5 MUNDO 21 (21 Worlds).

**ENGLISH LANGUAGE LEARNERS SUPPORT (CP)**

COURSE NO.	GRADE	CREDITS
476	9, 10, 11, 12	4

This class is a tutorial for students whose second language is not English or whose parent(s)' first language is not English. It is an individualized course designed to provide support in content classes and English Language Development enrichment.

**WORLD LANGUAGE PATHWAY PROGRAM: GLOBAL CITIZENSHIP**

The Global Citizenship Pathway is designed to promote global awareness in our graduates and to foster an appreciation of the interconnected, worldwide political, economic, and social relations. For our graduates, this would encompass the knowledge, skills, and habits of mind necessary to understand the global environment; similarly, we want our students to participate actively and constructively with global issues both individually, through their community, and in international contexts.

Required Courses (22 credits)	Selective Courses (At least 2 Semester Courses or 4 credits total.	Extracurricular Participation (At least 1 per year for 2 years total)	Internship / Service / Capstone (Equivalent of 100 hours)
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<ul style="list-style-type: none"> <li>● Four Years World Language including one AP level language course</li> <li>● 1 additional/ Relevant AP Course (approval needed)</li> <li>● International Affairs</li> </ul>	<ul style="list-style-type: none"> <li>● AP Human Geography</li> <li>● AP Comparative Government</li> <li>● International Cuisine and Cultures</li> <li>● Advocacy Lab</li> <li>● Diverse Voices in Literature</li> <li>● Current Topics in Human Rights</li> <li>● Students taking a double language</li> <li>● Other relevant credits approved by advisor</li> </ul>	<ul style="list-style-type: none"> <li>● International Club</li> <li>● Language Club</li> <li>● Model UN</li> <li>● Anti Racism Club</li> <li>● Amnesty International</li> <li>● Hosting an International Student</li> <li>● International Travel with SHS</li> <li>● Other relevant extracurriculars approved by advisor</li> </ul> <p>* Evidence of active participation required</p>	<ul style="list-style-type: none"> <li>● School to Career Internship Program</li> <li>● Community Service</li> <li>● Capstone Demonstration</li> </ul>
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