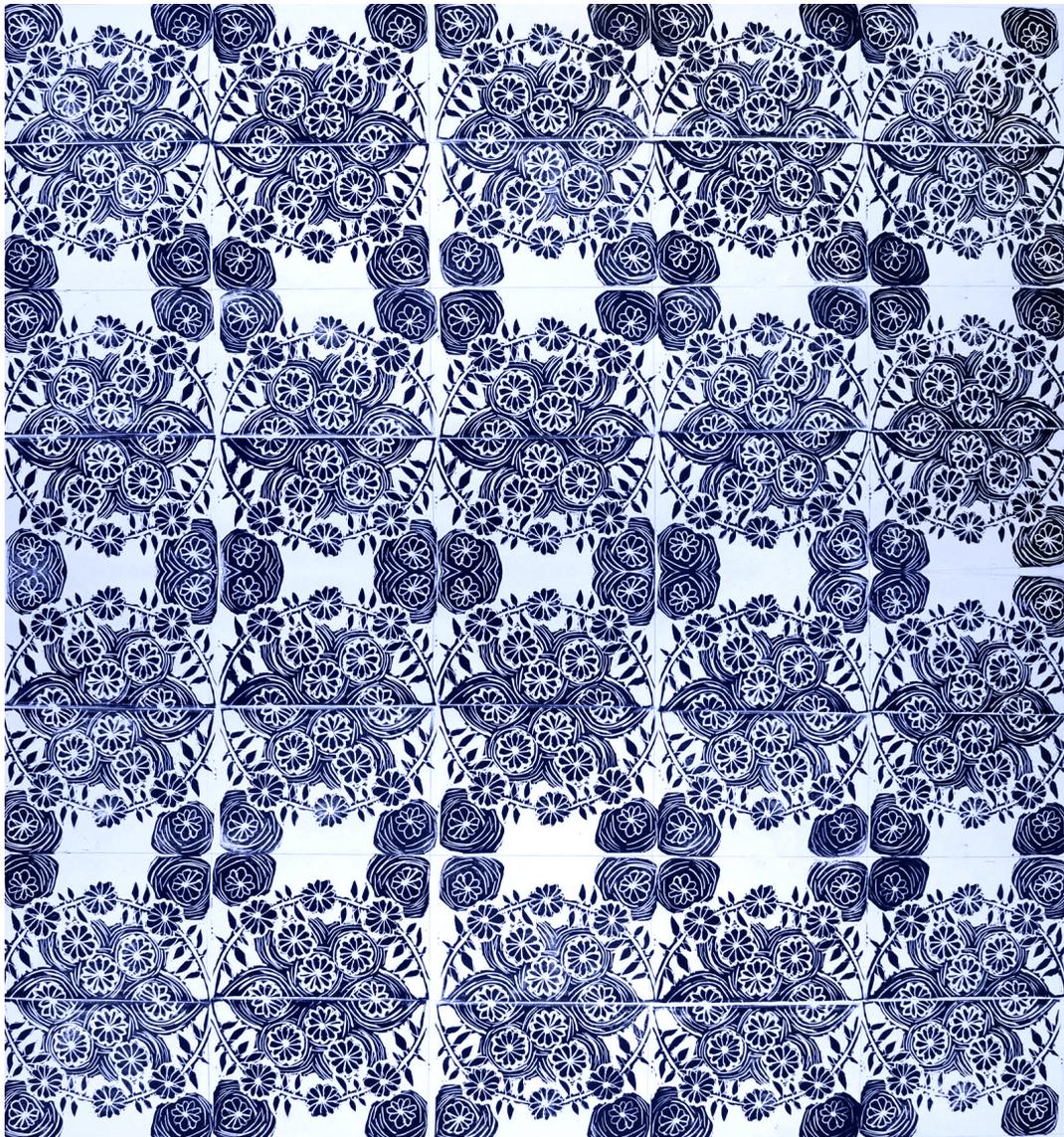


# *Wachusett Regional High School*



*2018-2019 Educational Guide*

# **WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE 2018-2019**

Scott Brown – Holden  
Thomas Curran – Holden  
Michael Dennis – Holden  
Harriet Fradellos – Paxton  
Stephen Godbout – Sterling  
Susan Hitchcock – Sterling  
Robert Imber – Princeton  
Sarah LaMountain – Sterling  
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Asima Silva – Holden  
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Megan Weeks – Princeton  
Charles Witkes – Rutland  
Adam Young – Holden

The Wachusett Regional School District does not discriminate on the basis of race, color, sex, religion, age, national origin, sexual orientation, gender identity, disability, ELL status, housing status, or other protected status in the operation of the educational programs, activities, or employment policies, and no person will be excluded from or discriminated against in admission to its public schools, or in obtaining advantage and privileges in regards to courses of study and extracurricular programs of such public schools on account of race, color, sex, religion, age, national origin, sexual orientation, gender identity, disability, ELL status, housing status or other protected category.

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## Wachusett Regional High School Educational Guide 2017-2018

This guide is produced in cooperation with the curriculum specialists, department heads, Guidance Department and WRHS Administration.

**Cover art:** Samantha Valois, Grade 12: *The Eye of the Flower*. Block printing.  
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Michael Pratt, Assistant Principal*

## **Wachusett Regional High School**

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**1401 Main Street**

*Holden, MA 01520*

*Telephone 508-829-6771 Fax 508-829-4895*

Dear Students and Parents:

I am confident the *Wachusett Regional High School Educational Guide* will offer a great deal of information that will be valuable for the 2018-2019 school year. Contained within the guide are many components that will assist in making the most of your high school experience here at Wachusett. It will serve as a valuable tool for all of our students as they make academic decisions that will impact not only the upcoming year but also years to come.

We have many offerings for our students and recommend that parents/guardians work with their child in making appropriate course selections. Course and level selections should be based on interest but also with short- and long-term goals in mind. We feel that all courses and levels at Wachusett are challenging for our students, but further believe that students need to be placed within classes that are at an appropriate level for each individual student.

We look forward to working with you as you strive for academic success at Wachusett Regional High School. We are confident that the Program of Studies meets students' needs, while challenging and preparing them for future endeavors. Please rely on our guidance staff to assist you with any questions that you may have while going through the course selection process.

Sincerely,

*William P. Beando*

William P. Beando  
Principal

# WACHUSETT REGIONAL HIGH SCHOOL

HOLDEN • PAXTON • PRINCETON • RUTLAND • STERLING

## **Superintendent of Schools**

Darryll M. McCall, Ed.D

## **Deputy Superintendent of Curriculum, Instruction and Assessment**

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William P. Beando

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Cari Baker, Guidance Counselor

Allison Connors, Guidance Counselor

Michael W. Dubzinski, Guidance Counselor

Lauren Freeman, Guidance Counselor

Kerri Knorrning, Guidance Counselor

Christina Lee, Guidance Counselor

Jennifer Reilly, Guidance Counselor

Travis Sullivan, Guidance/Adjustment Counselor

### **School Psychologists**

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### **Curriculum Specialists**

Jennifer K. Lynch – Athletics

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Kim Paquette – Special Education

### **Department Heads**

Christopher Brewer – Math

Kevin Briggs – Physical Education

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Shanna Hauver – Special Education

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### **Phone Numbers**

WRHS Administrative Office ..... 508-829-6771 ext. 0

WRHS Guidance Office ..... 508-829-6771 ext. 1614 or 1615

WRHS Fax ..... 508-828-4895

Superintendent's Office ..... 508-829-1670

## Guide to Academic Selection

Wachusett Regional High School teaches a college preparatory curriculum that assumes all students will pursue post-graduate education. Levels ensure that students receive the appropriate support to access the curriculum and experience success during their secondary school career.

### Academic Course Levels

**College Prep (CP)** Classes at this level form the basic curriculum of WRHS. At the CP level, students gain the critical thinking, problem-solving, and analytical skills that enable them to succeed in post-secondary education. Students taking CP classes will receive the support and reinforcement that will lead to success in a rigorous, challenging environment. Students at the CP level read appropriate texts for understanding and can, with teacher assistance, develop skills for reading for inference and contextual understanding. Students write coherently and meaningfully in a variety of forms, but may need help with organization and with understanding of audience and purpose. They have some command of language and of the grammatical rules of standard academic English. They revise their written work with teacher assistance and expand on it using relevant supporting details. They work somewhat independently on a variety of projects and long-term assignments with teacher support and mini-due dates for assignment deadlines. These students, with clear structure and a good deal of preparation, can present information and participate in class discussions.

**College Prep Accelerated (CPA)** Students at the CPA level are good readers who read for comprehension, inference, and context, although they may need support from a teacher with the latter two. They display reasonable analytical and critical thinking skills as they work somewhat independently on a variety of assignments and long-term projects. They write with organization and clarity, a clear focus, and a reasonable command of the grammatical rules and standards of academic English. Their positions are generally clear, though supporting detail may be less than optimal. These students are capable presenters of information who, with structure and direction, participate in class discussions. Material at the CPA level is presented at a somewhat quicker pace and students will explore topics to a greater depth and to a greater level of complexity.

**Honors (H)** Students at the honors level are perceptive, enthusiastic readers. They independently read scholarly and difficult texts for understanding, inference and context. They analyze various texts and combine information from those texts with other information to reach new conclusions and formulate and defend positions. They are self-motivated readers, writers, and revisers, and will work independently on a variety of assignments and long-term projects. They are clear writers with a strong sense of audience and voice, with good command of language and of the grammatical rules and standards of academic English. They are adept at using pertinent detail in their writing to defend well-established positions. They are organized and articulate presenters of information who willingly and consistently participate in class discussion. Students at the honors level follow a college prep curriculum in still greater depth and complexity and at a still faster pace, and are expected to do a great deal of independent work.

**Advanced Placement (AP)** Students at this level will follow the national AP curricula in preparation for the Advanced Placement subject tests administered in May. These national curricula are modeled on college-level coursework and frequently allow students, when they attend college, to receive college credit or exemption from basic college classes.

## Choosing a Schedule at WRHS

In choosing their schedules, students should balance their immediate needs and interests with their long-term and post-secondary plans.

### General Guidelines for Choosing Courses

A good course schedule should:

- satisfy graduation requirements.
- support post-secondary plans.
- build academic skills.
- allow for exploration or enhancement of topics of special interest.

You should also:

- consider your interests and abilities.
- discuss your course selections with your parents, teachers, and counselor.
- be aware of course prerequisites and teacher recommendations.
- remember that the in-depth study of a particular subject is valuable. Four years of study in a subject are usually better than three, and three are better than two.
- be sure you have a strong and challenging program in your senior year that prepares you for college or the world of work.

### Honoring Students' Course Selections

Every effort will be made to honor all of a student's course selections, however, students may not receive all their first choice classes. Students should consider all alternative course selections carefully in the event that a second option is necessary.

### Making Schedule Changes

Schedule changes can be requested through an appointment with the guidance counselor. In all cases, feedback from WRHS Department Heads will be a factor in granting schedule changes.

### Level Changes

A "*Request for Reconsideration Form*" must be completed for every level change, and approved by the Department Head. Level changes may be requested up until one week after the first quarter report card.

### Prerequisite Courses

Students shall not be scheduled for new courses until they have earned a specified number of credits for all prerequisite courses unless prior approval is received from the principal or his/her designee.

## Course Scheduling Timeline

Timeline	Scheduling Event
January	Teachers make course and level recommendations online
February/March	Students meet with Guidance Counselors to review teacher recommendations
April/May	Master schedule created, reviewed, revised
June	Student schedules distributed

### Course Load

All students must have a full schedule. This means a student must be scheduled into at least five classes that meet every day. (e.g. P.E. classes meet every other day and cannot count as one of those five classes.)

Freshmen and sophomores are not allowed to be enrolled in a study period. All underclassmen must have full schedules totaling 35 credits.

## Wachusett Regional High School Graduation Requirements

Subject	Credit	Years
English	20	4
Mathematics	15	3
Science	15	3
Social Studies	15	3
World Languages (same language)	10	2
*Fine Arts Elective	5	1
Science of Health & Wellness	2.50	2 semesters
Physical Education	7.50	6 semesters
<b>Total Credits Needed to Graduate</b>	<b>110</b>	
Proficiency scores on MCAS tests in ELA, Math, and Science are also required.		
Please keep in mind these are minimum WRHS graduation requirements. Colleges and universities often stipulate further requirements.		

**\* Fine Arts Courses:** All courses in the Art or Music departments meet the fine arts graduation requirement. In addition, the following courses also meet the Fine Arts requirement: Wachusett Makerspace I, CADD I and II, Exploring Computer Science I and II, Engineering Principles, Introduction to Fashion, Fashion Merchandising and Marketing, Textile Arts, and Website Development.

**MCAS Testing:** In addition to fulfilling local graduation requirements, Massachusetts high school students must earn a Competency Determination in English Language Arts (ELA), Mathematics and Science to earn a high school diploma. Students earn this determination by scoring 240 or above on ELA and Math MCAS tests and 220 or above on a Science MCAS test.

Federal law requires that all students display proficiency in Math and English. For students who score between 220 and 238 on either MCAS test, the school will develop an Educational Proficiency Plan (EPP). Students on an EPP must complete certain requirements in order to show proficiency.

### MA Department of Elementary and Secondary Education Awards

The following awards are offered by the State of Massachusetts to students who meet criteria as established by the department of education:

- **Stanley Z. Koplik Certificate of Mastery:** Students are eligible for this certificate based on advanced and/or proficient scores on their grade 10 MCAS tests, as well as two additional academic achievements including, but not limited to, AP Exam scores, SAT II/Subject Test scores or other academic achievement. The Koplic Award includes a certificate, statewide recognition, and eligibility for tuition waiver at state colleges and universities. Application forms for the Stanley Z. Koplik Certificate of Mastery Awards are mailed home in the fall semester of senior year, and are submitted to the DESE via the Guidance department head.
- **John and Abigail Adams Scholarship:** This scholarship is based on students' MCAS scores. In order to be eligible, students must receive an advanced score in Math and ELA, or an advanced score on one and a proficient score on the other. Students must also - in their combined MCAS score - score in the top 25% of WRHS students. No application is required. State reviewers will determine which students will be eligible for this award and notify them in the fall of their senior year in high school.

## Planning a Four-Year Course of Study

### Grade 9 Courses and Options

Subject	Course	Levels
English	English 9	CP, CPA, Honors
Math	Geometry Algebra 1 Fundamentals of Algebra 1	CPA, Honors CP, CPA, Honors CP
Social Studies	World History II	CP, CPA, Honors
Science	Freshman Physics Topics in Science and Technology	CP, CPA, Honors CP
World Languages	Spanish, French, Latin, German	CP, CPA, Honors
Elective	*Selecting a fine arts course is recommended	NA
PE/Freshman Seminar	PE 9 and Freshman Seminar	Full Year

#### **Freshman Seminar**

Freshman Seminar is designed to help students during their transition to high school – its academic and personal demands – and ensure educational success. This course covers study skills, note taking, test-preparation, research, and reading and writing strategies. Students will learn and practice organizational skills using the daily agenda provided as part of the course. Freshman Seminar also addresses social issues that affect freshmen as they begin to explore high school and post-secondary planning.

### Grade 10 Courses and Options

Subject	Course	Levels
English	English 10	CP, CPA, Honors
Math	Geometry Algebra 2 Fundamentals of Geometry	CP, CPA, Honors CPA, Honors CP
Social Studies	AP World History US History I	AP CP, CPA, Honors
Science	Biology Topics in Biology	CP, CPA, Honors CP
World Languages	Spanish, French, Latin, German	CP, CPA, Honors
Elective		NA
PE/Health & Wellness	PE 10, Science of Health and Wellness	Full Year

All Grade-10 students must also pass Science of Health and Wellness.

## Grade 11 Courses and Options

Subject	Course	Levels
<b>English</b>	<b>English Electives</b>	
	20 <sup>th</sup> Century Literature & Film	CP
	20 <sup>th</sup> Century Novel & Film	CPA, H
	Applied Communications I	CP
	AP English Language & Composition	AP
	American Literature	CP, CPA, H
	American Biography	CP
	Bible as Literature	CPA, H
	British Literature	CPA
	Creative Writing	CPA
	Contemporary American Culture	CPA/H
	Drama	CPA
	Dystopian Literature	CPA/CP
	Eastern Literature	H/CPA
	Filmmaking	CPA
	Gothic and Detective Literature	CP
	Humanities I & II	CPA, H
	Invitation to Contemporary Poetry	CP/CPA
	Journalism I & II	CPA
	Language & Composition	CP, CPA
Nature Writing	CP, CPA	
New Literature	CP, CPA	
Shakespeare	CPA/H	
Short Fiction	CP	
Stories and Storytelling	CP, CPA	
Women's Voices	CP/CPA	
<b>Math</b>	Pre-Calculus	CPA, Honors
	Algebra 2	CPA, Honors
	Fundamentals of Algebra	CP
<b>Social Studies</b>	AP US History	AP
	US History II	CP, CPA, Honors
<b>Science</b>	Chemistry	CP, CPA, Honors
	Topics in Physics	CP
<b>*World Languages</b>	Spanish, French, Latin, German	CP, CPA, Honors
<b>Elective</b>		NA
<b>PE</b>		One Semester

\*To be competitive at the college level, a third year of a language is recommended.

## Grade 12 Courses and Options

Subject	Course	Levels
<b>English</b>	<b>English Electives</b> 20 <sup>th</sup> Century Literature & Film 20 <sup>th</sup> Century Novel & Film Applied Communications II AP English Literature & Composition American Literature American Biography Bible as Literature British Literature Creative Writing Contemporary American Culture Drama Dystopian Literature Eastern Literature Filmmaking Gothic and Detective Literature Humanities I & II Invitation to Contemporary Poetry Journalism I & II Language & Composition Nature Writing New Literature Shakespeare Short Fiction Stories and Storytelling Women's Voices	CP CPA, H CP AP CP, CPA, H CP CPA, H CPA CPA CPA/H CPA CPA/CP H/CPA CPA CP CPA, H CP/CPA CPA CP, CPA CP, CPA CP, CPA CPA/H CP CP, CPA CP/CPA
<b>Math</b>	AP Calculus (AB or BC) AP Statistics Applied Calculus and Finite Math Probability and Statistics Pre-Calculus Algebra 2 with Applications, Part 2	AP AP CPA, Honors CPA CPA, Honors CP
<b>Social Studies</b>	AP US History AP World History AP Psychology AP US Government & Politics AP Economics AP European History Economics Psychology I & 2 Seminar: Topics in Ethics Sociology US Government & Politics	AP AP AP AP AP AP CPA CP, CPA, Honors CPA CP, CPA CPA
<b>Science</b>	AP Biology AP Chemistry AP Environmental Science Anatomy & Physiology Engineering Physics Projects Environmental Science Environmental Issues Modern Physics Natural History of New England Senior Physics	AP AP AP CPA, Honors CP CPA CP Honors CP CPA
<b>World Languages</b>	Spanish, French, Latin, German	CPA, Honors, AP
<b>PE</b>		One Semester

# Wachusett Grading System and Progress Reports

The letter system and numeric equivalents used at Wachusett are as follows:

A+ 97-100	A 93-96	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
E 50-59: Failing grade <b>with</b> make-up opportunity through summer school		
F Below 50: Failing grade with <b>no</b> make-up opportunity (re-take course)		
<i>Note: Independent Study courses are <b>not</b> designed for credit recovery</i>		

## Grade Calculations

Final course grades are determined as follows:

Full-Year Classes						Semester Classes			
S1 – 50 percent			S2 – 50 percent			S1	Q1	Q2	Midyear Exam
Q1	Q2	M	Q3	Q4	F	S2	Q3	Q4	Final Exam
20%	20%	10%	20%	20%	10%		40%	40%	20%

## Grade Point Average (GPA)

Wachusett calculates a weighted GPA using the Massachusetts Board of Higher Education weighting scale. The BHE scale is used to accurately align GPA with college admissions criteria.

Advanced Placement (AP)	10 points
Honors (H)	5 points
College Prep Accelerated	0 points
College Prep	0 points

## Online Access to Grades

On-line access provides parents and guardians an on-going review of each child’s academic progress. Parents may access Gradebook by clicking on the PowerSchool Log In button on the home page of the WRHS website: [www.wrsd.net/wrhs](http://www.wrsd.net/wrhs).

All grades are accurate at the midway period of each quarter, and at the end of each quarter.

If, at these junctures, a student is underperforming in one or more classes, a warning letter will be sent home advising the parents/guardians of more targeted efforts in that/those particular areas.

## Honor Roll at WRHS

Honor Roll is determined at the end of each marking term and is based on the term grades of each marking period. To be eligible for the High Honor Roll, a student must receive grades of A- or better (P in the case of pass/fail courses) in all subjects. To be eligible for the Honor Roll, a student must receive grades of B- or better (P in the case of pass/fail courses) in all subjects.

## Criteria for National Honor Society Eligibility

1. Any student considered for selection must have a minimum **unweighted** average of 85 (84.5 will be rounded up) in full credit courses at the time of selection.
2. Selection is based on Scholarship, Service, Leadership, and Character.
3. Students are selected via a faculty council established for the selection process.
4. Each school and its faculty determine the demonstration of Service, Leadership and Character.

**For Juniors** – In the fall of each year, an alphabetical list of juniors with an **unweighted** average of 85 or better for freshman and sophomore years is distributed to each faculty member. Each faculty member is asked to comment on any or all of the four criteria listed above. The National Honor Society Selection Committee reviews faculty comments and selects the new members.

**For Seniors** - The same procedure is followed for seniors who are academically eligible when averaging grades for three years. Students remain members of the National Honor Society as long as they maintain an overall **unweighted** average of 85 or better.

### **Additional Student Opportunities**

- **Twelfth-Year Program** – Some area colleges welcome qualified high school students who wish to complete all or part of their high school requirements by concurrently enrolling at WRHS and a college through the Twelfth Year Program (TYP).
- **Early Graduation** – Even with the current graduation requirements, it is possible to finish the requirements for a diploma from Wachusett in less than four years. More detailed information may be obtained from your Guidance Counselor.
- **Coursework Outside of Wachusett** – Students may take a course(s) at a local college or through an approved correspondence school in addition to or in place of some courses at the high school. Such course work must be pre-approved, in writing, by the student's counselor. The cost of these options is the responsibility of the student.
- **Early Dismissal/Late Entry Program** – Seniors may apply to their class administrator for permission to leave school at the conclusion of their last class on those days they have a final-period study hall. Conversely, they may come to school at a later time on those days they have a first-period study. This senior privilege may be revoked for academic or disciplinary reasons.
- **Classroom Learning Assistants** – Students in this program are selected through an application process. CLAs, in a cross-age peer format and functioning as the high-school equivalent of college TAs, support students in Lower School classrooms. CLAs help students with a variety of tasks that may include overall organization, note-taking, reviewing and clarifying content concepts, or assisting with homework or writing assignments.
- **Independent Study** – The independent study option is offered to students who wish to pursue a course **not available** at WRHS or that goes beyond the scope of our established curriculum, and is pursued **outside** the student's full-time enrollment. The following procedures and guidelines are established to encourage students to seek challenging studies and to maintain the integrity of our educational program.
  - Students must initiate an "*Independent Study Application*" with their guidance counselor before the conclusion of the first week of the semester. Students must collect all required signatures, including the parent/guardian, Guidance Counselor, independent study advisor, Curriculum Specialist/ Department Head, and Supervisor of Guidance Services, on the application before the independent study can be scheduled.
  - Students are limited to **one** independent study course per semester.
  - Independent study must involve a minimum of 90 hours of study for 2.5 credits or 180 hours for 5 credits. The independent study will have no level designation, and will be graded on a pass/fail basis.

- If a student wishes to receive a grade and a level for the independent study, he/she must submit a formal proposal, which includes: A rationale for the level selected, student goals, advisor objectives and specific learning activities and evaluation methods.
- **Independent study is not designed for credit recovery.**

### **Sports Eligibility**

A student must be enrolled as a full-time student at WRHS at the time she/he is competing. In addition, the following criteria must also be met:

- To be eligible for participation in **Fall** sports, students must have earned a total of 20 credits the previous academic year.
- To be eligible for participation in **Winter** and/or **Spring** sports, students must have **passed at least** four (4) full-credit courses for each of the previous terms.

## **Alternative Education Program**

The Alternative Education Program was established at WRHS to offer selected students an opportunity to reach their full academic potential in a setting that addresses their behavioral, social, emotional, and/or specific learning needs and challenges. This therapeutic program offers smaller class sizes with individualized instruction and individual/group counseling services with crisis intervention. Students are motivated through a variety of interventions within a strength-based model aimed at promoting personal growth and responsibility, healthy social functioning, and a positive sense of community. Within a smaller supportive setting, students in the Alt. Ed. Program are better able to prepare for the challenges they face, both academically and socially, empowering them to achieve the ultimate goal of graduation at WRHS.

### **English 9/10 (CP, Grades 9-10) 5 credits**

This course introduces students to a variety of informal, formal and creative writing experiences in a small group setting. Students will read and study the characteristics of major literary genres (novel, poetry, non-fiction and short stories) and will learn to respond to these readings through analytical writing. This course also stresses the importance of writing as a means of both creative and purposeful expression. Standard English usage and vocabulary development are taught in conjunction with both reading and writing. Strength based individual instruction allows students to access knowledge through a variety of methods and increases the chance for student success in English.

### **English 11/12 (CP, Grades 11-12) 5 credits**

This course is designed to expose students to the works of contemporary American authors and use literature to think reflectively on the human connection within relationships, community and heritage. This course also stresses writing as a means of both creative and purposeful expression. Students are expected to participate in small group discussion, respond to several short writing assignments as well as learn the process of writing a longer research paper. Strength based individual instruction allows students to access knowledge through a variety of methods and increases the chance for student success in English.

### **Algebra (CP, Grades 9-10) 5 credits**

This course allows students an opportunity to utilize individual and small group instruction to develop a further understanding of a variety of mathematic goals. These goals include reinforcement and continuation of Algebra's language, preparation for future courses in mathematics, and establishing a connection with Algebra and the real world. Lastly, the course will also help students develop mathematical study skills.

### **Integrated Algebra/Geometry (CP, Grades 9-11) 5 credits**

Students are provided with an opportunity to utilize individual and small group instruction to develop a further understanding of a variety of mathematic goals. The goals include an introduction to the basic concepts of both Algebra and Geometry, and the preparation of the Algebra 2 course offered at WRHS. The class also provides background information as a form of support for the MCAS test

### **Biology I (CP, Grades 9-11) 5 credits**

This course is designed to develop a student's appreciation and understanding of the study of life. From one on one, small group, and discussion-based instruction, the class will explore concepts such as cellular structure and function, molecular genetics, heredity, taxonomy, and evolution.

### **Biology II (CP Grades 9-11) 5 credits**

This course is designed to further develop the students' understanding of the living world. Learning is achieved through integrated ways of active participation in hands-on activities, laboratory work, class discussions, and cooperative learning. The main topics covered are Human Biology (Body Structures, the Nervous System, Circulatory and Respiratory Systems, the Body's Defenses, Ecology, Evolution, and Anatomy).

**World History II (CP, Grade 9)** 5 credits (Full year)

In World History 2, students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial revolution, 19<sup>th</sup> – century political reform in Western Europe, and imperialism in Africa, Asia, and Latin American. They will examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese Revolutions. Students will also study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

**United States History I (CP, Grade 10)** 5 credits

This course surveys major developments in the country's history from the Revolutionary era through Reconstruction (1763-1877). Students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They will study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War through Reconstruction. Students will read primary source documents as ways to improve their understanding of history, to perform authentic research, and to complete research projects and other assignments.

**United States History II (CP, Grade 11)** 5 credits

This course surveys United States history from 1877 to the present. Students will examine the evolution of American society, politics, and foreign affairs, as the United States becomes a world power in the 20th century. Students will examine issues such as the Gilded Age, the Progressive Period, Imperialism, World War I, The Roaring Twenties, the Depression, the New Deal, World War II, the Cold War, 1950's America, the Turbulent '60's, Vietnam, Watergate, the Reagan Revolution, and the Global America of today. Students will read textbooks; primary and secondary source documents, and other media. Students will gain further understanding of history by performing research, completing projects and other assignment.

**Group Counseling Program (Grades 9-12)** (non-credit program/weekly pullouts)

Group counseling services are offered to all students in the Alternative Education Program as a part of the clinical component. Students meet weekly with a social worker in small groups of 4-6 over the course of the school year.

Goals of the Group Counseling:

- To enhance coping skills, resilience, and self-regulation.
- To increase social, emotional, and interpersonal strength and clarity.
- To increase relaxation, well being, and overall general health.
- To support self-appreciation, esteem, and confidence.
- To increase ability to concentrate and be mindfully present (focused).
- To ultimately manage in day-to-day academic life with greater success.

# Art Program

Art Prerequisites – / Full-Year Entry Level				
Grade		Course	Prerequisite	
9-12		Art Foundations	None	
	CP	Graphic Communications I	None	
Art Electives – / Semester				
Grade		Course	Prerequisites	
10-12		Ceramics I	C- or better in Art Foundations	
	CPA	Ceramics II	B- or better in Ceramics 1	
		Drawing 1	C- or better in Art Foundations or Graphic Communications I	
	CPA	Drawing 2	B- or better in Drawing 1	
		Painting 1	C- or better in Art Foundations	
	CPA	Painting 2	B- or better in Painting 1	
	CPA	Commercial Art 1	C- or better in Art Foundations or Graphic Communications I	
		Exploring Fine Art: Visual Arts	For CLAs: B- or better in Art Foundations or Graphics 1	
		Printmaking	C- or better in Art Foundations or Graphic Communications	
	Sculpture	C- or better in Art Foundations		
11-12	CPA	Digital Photography	B- or better in Art Foundations or Graphic Communications I	
10-12	CP	Digital Illustration	C- or better in Art Foundations or Graphic Communications I	
Art Electives – / Full Year				
Grade		Course	Prerequisite	
10-12	CPA	Graphic Communications II	Graphic Communications I: C- or better	
12	CPA	Graphic Communications 3	B or better in Graphic Communications II; teacher recommendation	
Art Electives – Honors and Advanced Placement				
Grade		Course	Full or Half year	Prerequisite
10-11	H	Honors Drawing and Painting I	Full	A or better in Art Foundations and art teacher recommendation
11-12	H	AP Art Prep	Half	Drawing 2 or Painting 2 and art teacher recommendation
12	AP	AP Studio Art	Full	B- or better in Drawing 2 or Painting 2; art teacher recommendation; portfolio review; AP Art Prep suggested Junior year

## Full-Year Prerequisites

The Art program offers two different prerequisite courses to all students. Art Foundations introduces students to the major elements and principles of design through a variety of artistic experiences with a focus on art production. Graphic Communications I also introduces students to the elements and principles of design, but uses the Adobe Creative suite and other digital media to explore both art and digital design. Once students successfully complete one of these courses with a C- or above, they are provided with many elective choices to further their education in art and design. Students can enroll in a variety of semester and full-year courses that explore and develop skills in a variety of media. Honors and advanced placement courses provide challenging options for the serious art student. Partnership students can choose a Graphic Communications Major. (For more information on the Partnership Program, see the Technology section of this guide.) All art students are expected to have a serious attitude and personal commitment to their artwork.

### **Art Foundations (Grades 9-12) 5 credits**

Students will explore the Elements and Principles of Design through hands-on experiences with art creation and production. Emphasis is placed on introductory painting and drawing focusing on subject, style, technique and creative problem solving. Students will work both two dimensionally and three dimensionally. This course is considered the gateway to the art electives.

### **Graphic Communications I (CP, Grades 9-12 and WPP)** 5 credits

This computer art course provides an introduction to the graphic arts. Emphasis is placed on the digital design process. Students learn the elements and principles of design while exploring the creative capabilities of the Adobe Creative Suite software, including Photoshop. Visual expression, problem solving, page layout, and image creation are presented. This course is a prerequisite for Graphic Communication 2. Preference will be given to students in grades 9-11. This is a required course for students in the Wachusett Partnership Program Graphics major, but students do not need to be in the WPP to take this course.

## **Semester Electives**

### **Ceramics I (Grades 10-12)** 2½ credits (Prerequisite: C- or better in Art Foundations)

This is a concentrated course in the basic techniques of working in clay. This course will concentrate on pinch, slab, course will concentrate on pinch, slab and coil-building techniques as well as glazing and firing clay artwork. This course will include an exploration of a range of historical and contemporary ceramics and ceramic artists through presentations and student research. Students are required to keep a sketchbook and complete homework assignments.

### **Ceramics II (CPA, Grades 10-12)** 2½ credits (Prerequisite: B- or better in Ceramics 1)

A more advanced course for students who want to further develop their skills using clay to create artwork. Students will spend a portion of the class learning to use the pottery wheel to create vessels. Advanced hand-building, surface and glaze techniques will be explored throughout the course. Students will gain greater knowledge and experience in studio practices such as kiln firings, recycling clay and glaze testing. Students are required to keep a sketchbook and complete homework assignments.

### **Commercial Art (CPA, Grades 10-12)** 2½ credits (Prerequisite: C- or better in Art Foundations or Graphic Communications I)

Students will create artwork that is based on the demand for professional artists in various careers. Each project will be based on the current careers for traditional artists, such as character design, textile and product design, logo design, illustration, and visual representations in text/music/video.

### **Digital Illustration (CP, Grades 10-12)** 2½ credits (Prerequisite: C- or better in Art Foundations or Graphic Communications I)

This is a great course for both students of the digital arts and students who would like to explore computer art for the first time. Students will try both *Adobe Illustrator*, and *Adobe Photoshop* to explore creative capabilities of the software and become more familiar with the digital arts. Graphic and painterly styles will be introduced. Students can scan previously completed artwork and try a digital interpretation. Creativity, exploration, and open minds are encouraged. Drawing tablet techniques will also be a part of the course.

### **Digital Photography (CPA, Grades 11-12)** 2½ credits (Prerequisite: C- or better in Art Foundations or Graphic Communications I)

This course introduces students to digital photography. Students learn camera basics as well as creative aspects of photography. Multiple genres of photography are covered, and students spend most long blocks taking pictures on photography walks near to the Wachusett campus, as weather permits. Students try their hands at photojournalism by taking pictures for the school newspaper. Photoshop image correction and enhancement techniques are covered. Students are encouraged to bring their own camera, although a limited number of "point & shoot" cameras are available.

### **Drawing 1 (Grades 10-12)** 2½ credits (Prerequisite: C- or better in Art Foundations or Graphic Communications I)

Learning to draw means observing the visual properties of forms and the spaces they occupy. This course will focus on a variety of drawing techniques and materials that will reinforce skills needed to improve observational and imaginative design. Students who take this course will not be eligible for Honors Drawing and Painting 1.

**Drawing 2 (CPA, Grades 10-12)** 2½ credits (Prerequisite: B- or better in Drawing 1)

A more advanced course for students particularly interested in art. A higher in depth level of drawing will be conducted through various drawing concepts, media and styles. Class emphasis is life drawing.

**Exploring Fine Arts: Visual Art (Pass/Fail)** 2½ credits (Prerequisite: determined eligibility of students with defined disabilities.)

This is a collaborative class for beginning students and advanced art students. Students will explore the elements and principles of design through hands-on experiences with art creation and production. Students will work both two- and three-dimensionally. A few advanced art students will be accepted into the class as classroom learning assistants.

**Exploring Fine Arts: Visual Art (Classroom Learning Assistants, Grades 11-12)** 2½ credits (Prerequisite: B- or better in Art Foundations or Graphic Communications I)

This is a collaborative class for beginning students and advanced art students. Students will explore the elements and principles of design through hands-on experiences with art creation and production. Students will work both two- and three-dimensionally. A small number of advanced art students will be accepted into the class as classroom learning assistants. The CLAs will assist students to create art and prepare materials, as well as develop lessons and study educational theory. Students with an interest in art education, special education, art therapy, and similar careers are encouraged to apply only through Naviance.

**Painting 1 (Grades 10-12)** 2½ credits (Prerequisite: C- or better in Art Foundations)

A course designed to explore the basic techniques of painting. A variety of methods and materials such as acrylic, tempera, & watercolor will be utilized to explore color mixing, color/design, observational painting, art history and master artist styles. Students who take this course will not be eligible to take Honors Drawing and Painting 1.

**Painting 2 (CPA, Grades 11-12)** 2½ credits (Prerequisite: B- or better in Painting 1)

A more advanced and intensive course for those interested in learning traditional painting methods and techniques. Additional emphasis will be placed on personal investment to explore thematic compositions, portraiture, still-life, and various surface approaches.

**Printmaking (Grades 10-12)** 2½ credits (Prerequisite: C- or better in Art Foundations or Graphic Communications I)

This exploratory course uncovers the painterly printmaker in all of us. Students will learn a variety of printmaking processes such as monotype, intaglio, relief, and other experimental methods. This course is an opportunity to combine your interest in drawing and painting with both invented imagery and direct observation, while sustaining the search for a personal, visual direction.

**Sculpture (Grades 10-12)** 2½ credits (Prerequisite: C- or better in Art Foundations)

This course is an exploration of art in three dimensions. The emphasis of this course is on the development of skills and creativity in the use of materials such as metals, fibers, plaster, wood and found objects. Projects will focus on representational and abstract subject matter, and give students exposure to historical and contemporary artists. This course will broaden the students' understanding of the elements and principles of design.

## **Full-Year Electives**

**Graphic Communications II (CPA, Grades 10-12 and WPP)** 5 credits (Prerequisite: C- or better in Graphic Communications I)

This is an advanced class in computer graphics for students who want to further develop their skills in graphic design and visual expression. In addition, students design and layout the school newspaper, and create posters for WRHS theatrical productions. Beginning animation techniques will be introduced. Students are expected to be self-motivated and able to meet deadlines. Preference will be given to students in Grades 10-11. This is a required course for students in the Wachusett Partnership Program Graphics major, but students do not need to be in the WPP to take the course.

**Graphic Communications III (CPA, Grade 12)** 2½ credits (Prerequisite: B or better in Graphic Communications II; teacher recommendation)

This course offers opportunity for the advanced graphics student who has completed two years of graphics communications and is looking to continue studying through semi-independent, individual projects. This course will meet every other day concurrently with Graphic Communications II.

## Honors and AP Electives

**Honors Drawing and Painting I (H, Grade 10-11)** 5 credits (Prerequisites: A or better in Art Foundations and art teacher recommendation)

This course covers the curriculum of Drawing 1 and Painting 1 at an honors level. It is not open to students who have previously taken Drawing 1 or Painting 1. Honors Drawing and Painting 1 students are self-motivated, have keen observational drawing skills, and are driven to develop their visual abilities at an accelerated pace. Students will work with a variety of media and techniques and will explore a range of methods and approaches in two dimensions. Students are required to complete weekly homework assignments that include working from observation, visual problem solving and independent study. Sketchbooks will be used for class notes, preliminary drawings, and research.

**Art Concentrations (H, Grade 11-12)** 2½ credits (Prerequisite: B- or better in Drawing 1 & Painting 1)

This course is designed to challenge the student who is considering an education in the arts beyond the high school level. The main focus is on exploring problems that require students to think creatively, exercise technical excellence, sharpen observational skills, work independently, and express one's self both visually and verbally. Students will need a positive attitude, an open mind, a willingness to work hard, diligence, responsibility, maturity, and a sense of personal commitment. A focus of the class is preparation of the college portfolio. College representatives will visit class.

**AP Art Prep (H, Grades 11-12)** 2½ credits (Prerequisite: Drawing 2 or Painting 2 and art teacher recommendation)

This rigorous course provides the serious art student with synthesizing artistic problems and experiences in mixed media, drawing, & painting. This course will assist the student in developing pieces for their AP portfolio, as well as offering more thematic approaches and personal methods of working. AP Prep runs at an honors level pace and will require a series of works to be completed outside of class.

**Advanced Placement Studio Art: The Drawing Portfolio (AP, Grade 12 only)** 5 credits (Prerequisites: B- or better in Drawing 2 or Painting 2; art teacher recommendation; portfolio review: AP Art Prep suggested Junior year)

AP Studio Art is designed for students who are considering art as a field of study in college and who demonstrate proficiency in a variety of art mediums. This full-year course helps students prepare for college through rigor and personal investment. This Advanced Placement course will follow the Advanced Placement curriculum guidelines for developing the *Drawing Portfolio* and will address the *Breadth* section of the exam but specifically focus on the *Concentration* and *Quality* sections of the portfolio. The general portfolio consists of three sections: Section 1: "Quality" five original pieces of work; Section 2: "Concentration" 12 slides of original work; Section 3: "Breadth" 12 slides of original work.

A summer assignment is a vital part of the Advanced Placement Art class. Students must prepare several works before returning to school in September. It is expected that all students will complete all the requirements of the course and submit their portfolio to the AP evaluation committee for review.

\*Please see the description of Classroom Learning Assistants as printed in this Educational Guide.

## English Program

Course	Level	Prerequisites		
		Course/Grade	MCAS	Teacher Recommendation
English 9	Honors	A- or better in 8 <sup>th</sup> -grade ELA	>252 or >520	Required
	CPA	N/A	>240 or >500	Required
	CP	N/A	<238 or <498	Required
Course	Level	Prerequisites		Teacher Recommendation
		Course/Grade		
English 10	Honors	C+ or better English 9 H <b>OR</b> A- in English 9 CPA		Required
	CPA	C- or better in E9 CPA <b>OR</b> B or better in E9 CP		Required
	CP	B- or below in E9 CP		Required
Course	Level	Prerequisites		Teacher Recommendation
		Course/Grade minimum		
Applied Com. 1 – Grade 11	CP	Teacher/Counselor recommendation		Required
Applied Com. 2 – Grade 12	CP	Applied Communications I		Required
Course	First Semester		Second Semester	
Grade 11-12	20 <sup>th</sup> Century Novel and Film American Literature American Biography British Literature Invitation to Contemporary Poetry Drama I Dystopian Literature Eastern Literature * Humanities I Journalism I Language and Composition Nature Writing * New Literature Shakespeare		20 <sup>th</sup> Century Literature and Film American Literature The Bible as Literature * British Literature Contemporary American Culture Creative Writing Filmmaking Gothic and Detective Literature Humanities II Journalism I Journalism II Language and Composition Short Fiction Women’s Voices *	
* Denotes alternating-year classes offered in 2018-2019				
Grade	Course, level	Prerequisites		
		Grade	Teacher Recommendation	
Grade 11	AP English Language and Composition, AP	≥ B in Hon or CPA Eng. 10	Recommended	
Grade 12	AP English Literature and Composition, AP	≥ B in Hon or CPA English 10	Recommended	
Grade 11, 12	English 11 CPA/CP	E or F in English 10	No	

### WRHS Writing Standard

WRHS students must meet the requirements of the WRHS Writing Standard in both Grade 9 and Grade 10. **Achieving all parts of the standard is a graduation requirement.** Students who fail any part of the standard must take and pass Language and Composition in Grade 11 or 12 to meet the requirements of the WRHS Writing Standard.

The WRSD Writing Standard requires students to demonstrate competency in grades 9 and 10. To demonstrate competency, a student must:

1. Write at least one literary analysis in English 9 and two literary analyses in English 10.
2. Conduct a research project.
3. Demonstrate acceptable written work on a variety of writing assignments.
4. Score 240 or higher on 10th-grade MCAS English Language Arts test.

A student who fails in any of these four requirements has not attained the **WRHS Writing Standard** and therefore must take and pass Language and Composition in his/her junior or senior year. Students who pass English 11 do not have to take Language and Composition.

## English Department Policies

**1. English 9 and 10 Failures** - Grade 9 and Grade 10 English emphasize the core of the WRHS curriculum in developing students' skills in reading, writing, and speaking. Unless a student is recommended by the Curriculum Specialist, Supervisor of Guidance, and the Guidance Counselor to repeat English 9, students who fail English 9 will be placed in English 10. All students who have failed English 9 will take Language and Composition in Grade 11. Students who fail English 10 will take the Upper School elective English 11 in Grade 11. **It should be noted that students who make up either English 9 or English 10 in summer school will be required to take Language and Composition.**

**2. Credit Deficiency** - A student who is credit deficient may, during his/her junior or senior year, double up in English as necessary to fulfill his/her graduation requirements; however, no student will be allowed to enroll in more than two English courses during any semester or in more than three during a school year. Placement in the additional English courses depends on space availability and is not guaranteed.

**3. Make-up** - School-wide make-up provisions apply to all course work.

### Policies Governing English Courses Offered in Grades 11 and 12

All courses stress writing: a literary analysis and many shorter assignments are required each semester. In addition, major creative assignments and/or research projects are required in most courses. Some electives are primarily writing courses; for example, Creative Writing, Journalism, and Language and Composition.

- 1. Elective and full year courses:** Most English courses are one-semester elective courses; several are full-year courses.
- 2. Minimum number of courses:** Students must take a minimum of two semester courses or one full-year course (5 credits) in each year of high school. Students must take a minimum of one course (2.5 credits) in each semester during each of these years.
- 3. Space Availability:** On a space-available basis and with the teacher's approval, students may take a second English course in any one semester, either for enrichment or to make up an English credit deficiency. A space-available determination will be made the first week of each semester.
- 4. Credits:** Credits in excess of five earned during any one of these years count toward graduation.
- 5. Enrollment:** No student will be permitted to enroll in more than two English courses during any semester and in no more than three in an academic year. If a senior needs additional English credits beyond 7.5 credits that year in order to graduate, he/she can take an additional English course. In rare cases, an independent study may be taken for English credit, but only with the express permission of the curriculum specialist and the English teacher.
- 6. Special course requirements:** Before graduating, every student must take and pass American Literature and at least one other English literature class (noted by the symbol @ before the course title in this guide). Students may fulfill their American Literature requirement by completing both years of the Applied Communications sequence or AP English Language and Composition. A student fulfills the remainder of his/her English requirement by taking any other English electives to achieve at least 20 English credits.

7. **Alternating-year courses:** Listed here are all elective courses in the English curriculum, but not every title is offered every year. Some courses are available only in alternating years, as indicated.
8. **Combining levels:** Occasionally, because of staffing and scheduling constraints, academic levels may be combined for some English courses. In these cases students who are registered at the higher level must expect to do additional work and to be graded by more rigorous standards.
9. **Limiting enrollments:** Staffing and scheduling constraints restrict the number of sections in some traditionally popular elective courses. Both juniors and seniors should make alternative course selections with this in mind, realizing that they will be placed, whenever possible, in one of their alternate choices if they cannot be scheduled into their first choice elective. Seniors will receive preference in these cases.

## English Department Description of Levels

**Honors:** Students at the honors level are perceptive, enthusiastic readers. They independently read scholarly and difficult texts for understanding, inference and context. They analyze various texts and combine information from those texts with other information to reach new conclusions and formulate and defend positions. They are self-motivated readers, writers, and revisers; and will work independently on a variety of assignments and long-term projects. They are clear writers with a strong sense of audience and voice and with good command of language and of the grammatical rules and conventions of standard academic English. They are adept at using pertinent detail in their writing to defend well-established positions.

**College Prep – Accelerated:** Students at the CPA level are good readers who read for comprehension, inference, and context, although they may need support from a teacher with the latter two. They display reasonable analytical and critical thinking skills as they work somewhat independently on a variety of assignments and long-term projects. They write with organization and clarity, a clear focus, and a reasonable command of the grammatical rules and conventions of standard academic English. Their positions are generally clear, though supporting detail may be less than optimal.

**College Prep:** Students at the CP level read appropriate texts for understanding and can, with teacher assistance, develop skills for reading for inference and contextual understanding. Students write coherently and meaningfully in a variety of forms, but may need help with organization and with understanding of audience and purpose. They have some command of language and of the grammatical rules and conventions of standard academic English. With teacher assistance, they revise their written work and can expand on it using relevant supporting details. They work somewhat independently on a variety of projects and long-term assignments with teacher support and with frequent smaller assignment deadlines.

## Lower School Program and Placement Criteria

### **English 9 (H, CPA, CP) 5 credits (Full year)**

This course focuses on the study of literary genres so students master the governing characteristics of each genre. Areas of emphasis include: literary terms; literary appreciation and reading comprehension; writing process strategies for compositions, research papers, literary analyses, and creative writings; critical thinking skills; vocabulary development; library skills; grammar, mechanics and usage; MCAS preparation. Summer reading and writing is **required** of all incoming 9<sup>th</sup>-grade Honors students. All other students will receive a suggested reading list.

### **English 10 (H, CPA, CP) 5 credits (Full Year)**

Students in English 10 continue and expand their study of genres and examine common themes. The study broadens, however, to take into greater account author and purpose, as well as style and voice. Students will likely compare works by different authors to determine how an author reveals his/her style as the students work to develop their own style and voices as writers. Other

major emphases include MCAS preparation; grammar, mechanics, and usage; literary elements; the writing process: composition, research projects, literary analysis, creative writing; critical thinking; and vocabulary development.

**English 9/10** 5 credits

This course is a basic survey of fundamental English skills including grammar, spelling, vocabulary, read-ing and writing. Students will read appropriate texts for understanding and, with teacher assistance, develop skills for reading for inference and contextual understanding. Students enrolled in this class will receive small group and individualized instruction at their appropriate ability level as determined by formal and informal assessments. Limited class size. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

## **Lower and Upper School English Programs**

**English (Grades 9-12)** 5 credits

This course is designed to address the individual learning needs of students with academic challenges. The curriculum will closely parallel that of the general education classroom with emphasis on a small, structured setting where material and assessments are modified and presented based on students' individual learning styles. Major emphases include: review and instruction in grammar, mechanics and usage; instruction in decoding as well as reading classic and contemporary works of fiction, non-fiction, and poetry for comprehension and appreciation; writing process strategies for compositions, five paragraph essays, research papers, and creative writings.

Two courses are offered: English 9-10 and English 11-12. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

**Academic Skills Remediation (ASR) (Grades 9-12)** (Both semesters. Credit will vary depending on program established.)

This course offers remediation of basic skills and provides instruction in compensatory strategies for overcoming specific academic challenges that have been diagnosed through formal assessment and that impair the student's successful participation within the inclusion setting. Specialized instruction is individualized, based on the student's individualized learning plan. Students are required to maintain homework recorders for this course.

**Individual Academic Support (IAS)** (Both semesters. Credit will vary depending on program established.)

In this course students will be taught organizational skills for independent work completion and time planning. Students will be given the opportunity to complete both daily and long-term assignments with specialized instruction and support. Specialized instruction is individualized based on the student's individualized learning plan.

**Learning Strategies (Grades 9-12)** (Both semesters. Credit will vary depending on program established.)

This course provides an extensive review of the essential study skills needed for success in high school. In this course, academically challenged students will be taught organizational skills for independent work completion, time planning, various reading techniques appropriate for different disciplines and textbooks, note taking from texts and in lectures, active listening skills, memory enhancing skills, test preparation skills, writing skills, vocabulary building, and library research skills. Individual remedial compensatory strategies are emphasized so that a student understands his/her learning style and how it impacts on individual teaching styles. The student is encouraged to negotiate their classroom accommodation needs individually and independently, based on their knowledge of their learning style.

## Choosing English Electives

Below are suggestions of two-year English course sequences. Students may mix classes to match their own interests, but the key is to approach scheduling with a plan – an English class for each semester of school. For juniors, that means choosing a fall choice followed by a spring choice for their senior year. For sophomores, it means thinking about a two-year plan that allows them to take full advantage of all that Wachusett offers.

<b>Student Interests</b>	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
<b>Traditional 1</b>	Language & Comp.	American Lit	Shakespeare	British Literature
<b>Traditional 2</b>	American Lit.	Language & Comp.	Humanities I	British Literature
<b>Western Culture</b>	Humanities I	Humanities II	American Lit.	British Literature
<b>Creative</b>	Inv. to Cont. Poetry	Creative Writing	American Lit.	Filmmaking
<b>Performance</b>	Drama I	American Lit.	Shakespeare	Stories/Storytelling
<b>Contemporary</b>	New Literature	Short Fiction	American Lit.	Cont. American Culture
<b>Media Emphasis</b>	American Lit.	Filmmaking	Journalism I	Journalism II
<b>Other Cultures</b>	Eastern Literature	Women’s Voices	Other Voices	American Lit.
<b>Eclectic</b>	Eastern Literature	American Literature	Other Voices	Stories/Storytelling.
<b>Greats and Ghouls</b>	Language & Comp.	American Lit.	American Biography	Gothic Literature
<b>Adv. Placement</b>	AP Language and Composition (full year)		AP Literature and Composition (full year)	
<b>Partnership</b>	Applied Communications I (full year)		Applied Communications II (full year)	

These scenarios are only guides. After junior year, a student may decide on a different tack in choosing Grade 12 English electives. But by starting with a plan, the student is more likely to make the most of his experience.

## Upper School Program Full-Year Courses

### **Advanced Placement English Language and Composition (AP, Grade 11) 5 credits**

This course is designed around the freshman composition model used at most universities. The goal of the course is to further students’ understanding and appreciation of the English language, particularly language used to argue and persuade. The students will study the logic of language, increase vocabulary, and read writing that exemplifies precision and rhetorical force. The course focuses largely on non-fiction but will also cover major texts of American literature and fulfills the WRHS American Literature requirement. We will read pieces that show complexity of thought, construction and argumentation; study the art of persuasion from Aristotle to the present; refine expository writing skills, using the modes of narration, description, analysis, and argument; broaden vocabulary; and review grammatical structures. Students will be expected to read and write every day and to contribute actively to class discussions. Students will complete a summer reading and writing assignment. Students who take this course are expected to take the AP examination in May.

### **Advanced Placement English Literature and Composition (AP, Grade 12) 5 credits**

This full-year college-level course helps students become discerning readers of meaningful literature written at various times in various cultures, with an emphasis on literature originally written in English. By becoming attentive to the variations of language, voice, and style in literature, students develop independence of insight and an increased sensitivity to the power of literature. Through reference to patterns and details in each text, students are expected to justify their interpretations in frequent writing activities and discussions or presentations. Thus, the course prepares students to take the AP Literature and Composition exam. Although analytic writing is a vital component of this course, a confident writing style is also fostered through a variety of other expressive forms. A summer assignment is an integral part of AP English; students must read several works before returning to school in September. Students who take this course are expected to take the AP examination in May.

**Applied Communications I (CP, Grade 11)** 5 Credits

(Note: Passing Applied Communications I fulfills a student's literature course requirement.)

This yearlong course enables students to gain many of the reading, writing, speaking, and listening skills necessary for career success. Learning activities are closely related to the work world and are connected to students' career goals or career majors as part of the Wachusett Partnership Program. All forms of communication skills are emphasized in this course. Students may not enter this course after Oct. 1. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

**Applied Communications II (CP, Grade 12)** 5 Credits

An extension of Applied Communication I, this yearlong course enables students to apply and relate many of the reading, writing, speaking, and listening skills necessary for success in a career path or their internships as part of Wachusett's Partnership Program. Integrated into the curriculum is a study of American Literature. Students may not enter this course after Oct. 1.

(Note: Passing Applied Communications I & II, fulfills a student's American Literature requirement.) Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

**English 11 (CPA/CP, Grades 11, 12)** 5 Credits

This yearlong remediation course is designed for students who did not pass English 10. This class will employ intensive reading and writing strategies and will use a variety of readings to build on students' developing skills. Students in this class are responsible for meeting all the requirements of the WRHS Writing Standard. The class will fulfill the Language and Composition requirement for students who failed the writing standard in Grade 9 or 10.

**English 11/12** 5 credits

This course is a basic survey of fundamental English skills including grammar, spelling, vocabulary, reading and writing. Students will read appropriate texts for understanding and, with teacher assistance, develop skills for reading for inference and contextual understanding. Students enrolled in this class will receive small group and individualized instruction at their appropriate ability level as determined by formal and informal assessments. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

**One-Semester Courses Offered Both Semesters**

**American Literature (H, CPA, CP; Grades 11, 12)** 2½ credits

This required course explores the literature of the United States, as well as the historical and cultural influences on that literature. Students discover and discuss the major literary movements from which the literature of the United States has emerged. All levels develop writing and critical reading skills along with media and oral presentation skills. Students will write at least one literary analysis

**@ British Literature (H, CPA; Grades 11, 12)** 2½ credits

This course surveys literature from early Anglo-Saxon times to the present and emphasizes an appreciation of the literary heritage of the British Isles. Students scrutinize the literature in order to think, to write, and to speak meaningfully about diverse topics reflecting the semester's study. Students will write at least one literary analysis

**Journalism I (CPA, Grades 11, 12)** 2½ credits

This course provides an in-depth study of contemporary journalism in theory and practice, especially the print media. The course emphasizes specialized writing and examines the freedom and responsibility of the press. For "cub" reporters and the more experienced journalists, this course offers students the opportunity to be part of the staff that produces Wachusett's award-winning newspaper, **Echo**. (Note: Depending on enrollment, second semester Journalism 1 may be combined with Journalism 2.)

**Language and Composition (CP, CPA; Grades 11, 12) 2½ credits**

This course emphasizes the mechanics, style, and structure of effective expository writing. Special emphasis is placed on the paragraph – the basic unit of all composition. Students will practice the different types of expository writing – persuasive, descriptive, narrative – to help them strengthen the skills needed in academic writing. The class will also include a research component; course readings will focus on shorter, nonfiction pieces.

**Courses Offered First Semester**

**@ American Biography (CP, Grades 11, 12) 2½ credits**

Students in this course study biographies, autobiographies and journals of significant Americans. Students will examine stories from various ethnic and cultural backgrounds and from different periods in America’s history, and they will read at least one full-length biography. Students will write biographical and autobiographical pieces, along with at least one literary analysis.

**Drama I (CPA, Grades 11, 12) 2½ credits**

This workshop course builds performance skills and self-confidence through improvisation, theater games, and monologue work. The course also encourages the development of a critical eye for judging acting performance and teaches students how to write a critical play review. Attending live theatrical performances is a required part of the curriculum. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

**@ Dystopian Literature (CP/CPA; Grades 11, 12) 2½ credits**

While Dystopia has become a popular genre in recent years, authors have been warning readers of bleak futures long before *The Hunger Games*. Students in this course will study a variety of Dystopian works (novel, short story and poetry) from Ray Bradbury and George Orwell to more contemporary authors in order to examine how Dystopian literature doesn’t just depict a horrible future but also an unpleasant present. Students will write at least one literary analysis.

**@ Humanities I (H, CPA; Grades 11, 12) 2½ credits**

The course examines what it means to be human and how cultures have explored this question through art, literature, and music from antiquity to the Middle Ages. Course readings include works from important Western cultures such as ancient Greece and Rome, through medieval European states. Students will write at least one literary analysis.

**@ An Invitation to Contemporary Poetry (CPA/CP Grades 11, 12) 2½ credits**

This course is modeled after former US Poet Laureate Robert Pinsky's "Favorite Poem Project." The Project asked people to share their favorite poem and comment on their personal connection to the poem. Students will study poems thematically and survey the major movements, poets, and poems of the twentieth and twenty-first century. They will read, discuss, and write about these significant poets and poems and discover how poetry reflects social, political and psychological ideas. Students will write at least one literary analysis. Most importantly, students will see why poetry matters and how it is a passionate part of the life of everyday people not just teachers, scholars and poets.

**@ The New Literature (CPA, CP; Grades 11, 12) 2½ credits**

In this course, students study contemporary writing, both fiction and nonfiction, reflecting the voice of today's writers. The course focuses on literature of the 1970s to the present and includes work by such writers as Raymond Carver, Ann Beattie, and Tim O’Brien. Students will write at least one literary analysis.

**@ Shakespeare (H/CPA, Grades 11, 12) 2½ credits**

This course presents a study of Elizabethan times and selected works of William Shakespeare. This course provides students with close textual readings of the Bard's poetry and dramas. Dramatizations, criticisms and research projects complement the texts. Students will write at least one literary analysis.

**@ Twentieth-Century Novel and Film (H, CPA; Grades 11, 12) 2½ credits**

In this course, students will study novels and film through discussion, writing, and close examination. This course is designed to sharpen students' critical thinking and analytical skills by examining novels and films that complement those novels thematically, stylistically, culturally and/or through other narrative devices. Students will read four to six novels in this course and write several analytical pieces, including at least one literary analysis.

### **Alternating Year/First Semester Courses**

**@ Eastern Literature (H/CPA; Grades 11, 12) 2½ credits (Offered 2018-2019)**

This course offers an introductory study of the culture, philosophy, and literature of the Middle East, India, China and Japan. Students will engage in research and close examination of important philosophical, literary, and sacred texts and of culture, and art in order to gain a greater understanding of Eastern thought. Students will write at least one literary analysis.

**@ Other Voices in American Literature (H/CPA, Grades 11, 12) 2½ credits (Offered 2019-2020)**

A study of literature written by a myriad of voices not typically included in the American literature canon, this course will examine ways in which American writers wrestle with the idea of culture, protest, and inclusion as the country continues to define itself in light of the American creed. Students will write at least one literary analysis.

**@ Nature Writing (CPA, CP; Grades 11, 12) 2½ credits (Offered 2018-2019)**

This course presents the works of prominent nature writers and encourages students to develop their own nature writing skills and increase their awareness of the natural world. Most of the literature is nonfiction. Required assignments include extensive journal writing on a variety of topics, including observations of the natural world and discussions of important and current environmental issues, and a series of formal nature essays. Students will write at least one literary analysis.

**@ Signifies a course that fulfills the second Literature requirement.**

### **Courses Offered Second Semester**

**@ Contemporary American Culture (H/CPA, Grades 11, 12) 2½ credits**

This interdisciplinary course examines recent trends in American culture. History, economics, sociology, and political science are joined with the study of contemporary literature, art, and music in order to give students a better understanding of the world in which they live. This course is offered for either English or Social Studies credit.

**Creative Writing (CPA, Grades 11, 12) 2½ credits**

This course takes a workshop approach to writing for both freedom and discipline in all types of original expression. Using a process writing approach, students experiment with writing in a variety of genres including memoir, fiction and poetry. The course includes a study of critically acclaimed writings.

**Filmmaking (CPA, Grades 11, 12) 2½ credits**

This course takes a workshop approach to narrative filmmaking, in which students complete several specific movie projects in "Production Company" groups, utilizing analog and digital video cameras and editing equipment and participating actively in all the basic processes of filmmaking. Students will learn some film history and terminology, as well as hone their critical skills through oral and written analysis of both student and professional films. Equipment is available for student use if necessary. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

**@ Gothic and Detective Literature (CP, Grades 11, 12) 2½ credits**

Students in this course survey many of the genres of mystery fiction including detective fiction, science fiction, the supernatural, and the occult. Students will read works by authors such as Ray Bradbury, Stephen King, H.P. Lovecraft, and Edgar Allan Poe, along with the stories of Sherlock

Holmes. Through this increasingly popular body of literature, students will reflect on 20<sup>th</sup>-century attitudes, as well as on traditional literary themes. The selected readings allow students to explore and enjoy these varied literary forms. The course requires some creative and critical writing, as well as research. Students will write at least one literary analysis.

**@ Humanities II (H, CPA; Grades 11, 12) 2½ credits**

This course continues the examination of what it means to be human through thematic study of art, literature and music from the Renaissance to the present. Students explore not only the creative processes of great artists and their legacies, but their own creativity as well. A variety of projects are assigned. Students will write at least one literary analysis.

**Journalism II (CPA, Grades 11, 12) 2½ credits**

This course presents an expanded, in-depth study of the principles of journalism. This course requires students to maintain a comprehensive writing portfolio, read articles and books, such as *All the President's Men*, and write for the school newspaper, **Echo**. (Note: Depending on enrollment, Journalism I and II may be combined.) Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

**@ Short Fiction (CP, Grades 11, 12) 2½ credits**

This course presents a survey of short stories and novellas, mainly from the twentieth century. This course fosters an appreciation of the narrative art form without the necessity of examining lengthy works, and reinforces reading and writing skills used in the analysis of fiction. Students will write at least one literary analysis.

**@ Twentieth-Century Literature and Film (CP, Grades 11, 12) 2½ credits**

Students in this course study film and literature through discussion, writing, and close examination. This course is designed to sharpen students' critical thinking and analytical skills by examining film and literature for common themes, characterization, storytelling and symbolism. Works by important writers and filmmakers will be included, and students will write at least one literary analysis.

### **Alternating Year/Second Semester Courses**

**@ The Bible As Literature (H, CPA, Grades 11, 12) 2½ credits (Offered 2018-2019)**

In this course, students will study the Bible as a work of literature and as an important foundation of Western literature, art, and culture. Students will engage in close reading, critical and analytical thinking, and research in an effort to better understand the Bible's influence on the world around us. Music, art, literature, and popular culture figure prominently in the study of biblical influences. Students will write at least one literary analysis.

**@ Stories and Storytelling (CPA, CP, Grades 11, 12) 2½ credits (Offered 2019-2020)**

Students in this course examine stories of the oral tradition and storytelling from the earliest days of mankind through to the present. Students read folktales and legends from ancient civilizations, medieval period, the Old West, as well as contemporary retellings of those stories and urban legends from our present day. Students practice the art of oral storytelling and complete a special project, collecting and examining folklore within their own culture. Students will write at least one literary analysis.

**@ Women's Voices (CPA/CP, Grades 11, 12) 2½ credits (Offered 2018-2019)**

Students will explore the influential voices of women through literature and history. The material is focused thematically regarding the stages of women's lives and the different relationships that affect each stage including childhood, adolescence, adulthood, motherhood, work, politics, image. Some genres to be examined include short stories, poetry, journals, letters, narratives, speeches, and novels. This course will help both female and male students discover their own voices by seeing the struggles, strengths and successes of powerful women throughout the ages. Students will write at least one literary analysis.

**@ Signifies a course that fulfills the second Literature requirement.**

## **English Language Learner Program**

The English Language Learner courses listed below are designed to meet the needs of students that have been identified as Limited English Proficient (LEP). The aim of the courses is to help these students to gain proficiency in English, as quickly as possible, to enable them to become successful in the regular classroom, the overall school environment and the community at large. The course level that the student takes is dependent on the student's score on the Massachusetts English Proficiency Assessment (MEPA), local English proficiency assessments, and teacher recommendations.

### **ELD Entering (English Language Development Level 1) (Grades 9-12)**

The objective for this level is to increase the amount and the accuracy of students' ability to respond to, and to produce the language as described. The focus is to develop the components of language skills with respect to vocabulary control, linguistic complexity, and language control. Students at this level typically can:

- respond to pictorial or graphic representation of the language of the content areas.
- Produce and respond to words, phrases or chunks of language when presented with one-step commands and/or directions.
- Begin to ask, answer, and respond to "WH"-, choice, or yes/no questions, and/or statements with sensory, graphic or interactive support.

### **ELD Emerging (English Language Development Level 2) (Grades 9-12)**

The objective for this level is to increase the amount and the accuracy of student's ability to respond to, and to produce the language as described. The focus is to continue to develop the components of skills with respect to vocabulary control, linguistic complexity, and language control. Students at this level typically can:

- Respond to general language related to the content areas.
- Produce and respond to phrases or short sentences.
- Produce oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.

### **ELD Developing (English Language Development Level 3) (Grades 9-12)**

The objective for this level is to increase the amount and the accuracy of student's ability to respond to, and to produce the language as described. The focus is to strengthen the components of language skills with respect to vocabulary control, linguistic complexity, and language control. Students at this level typically can:

- Respond to and produce general and some specific language of the content areas.
- Respond to and produce expanded sentences in oral interaction or written paragraphs.
- Respond to and produce oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.

### **ELD Expanding (English Language Development Level 4) (Grades 9-12)**

The focus at this level is for students to refine the components of language skills with respect to vocabulary control, linguistic complexity, and language control. The focus on academic language is explicit. Students at this level typically can:

- Respond to and produce specific and some technical language of the content areas.
- Respond to and produce a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs.
- Respond to and produce oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.

**ELD Bridging (English Language Development Level 5) (Grades 9-12)**

Students at this level typically are only scheduled into the English Language Development class on an individual basis. Students at this level typically can

- Produce specialized or technical language of the content areas.
- Produce and respond to a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports.
- Produce and respond to oral or written language approaching comparability to that of proficient English peers when presented with grade level material.

## World Languages Program

Course	Level	Prerequisites			
		Placement Test	Grade	Other	Teacher Recommendation
French I Latin I Spanish I	Honors	76-79	Middle School B+	-	Required
	CPA	69-78	Middle School C+	-	Required
	CP	68 or lower	Middle School D+	-	Required
Spanish I Language & Culture	Basic	None	-	Documented language-based learning disability. ELA MCAS score of 229 or lower.	Required if all prerequisites not met
Course	Level	Prerequisites			
		Placement Test	Grade	Other	Teacher Recommendation
French II German II Latin II Spanish II	Honors	87 or higher	Middle School, A; Level I CPA, B+ <b>or</b> Level I H, B-	-	Required if prerequisites not met
	CPA	80-86	Middle School B Level I CPA C-	>80 on final exam	Required if prerequisites not met
	CP	N/A	Level I CPA D+ Level I CP C-	>70 on final exam	Required if prerequisites not met
Spanish II	Practical	Successful completion Level I Basic (60% or better)		Documented language-based learning disability. ELA MCAS score of 229 or lower.	
Course	Level	Prerequisites			
		Course/Grade		Teacher Recommendation	
French III German III Latin III Spanish III	Honors	Level II CPA B+ <b>or</b> Level II H B-		Required if prerequisites not met	
	CPA	Level II CPA C-		Required if prerequisites not met	
	CP	Level II CPA D- Level II CP C-		Required if prerequisites not met	
Course	Level	Prerequisites			
		Course/Grade		Teacher Recommendation	
French IV German IV Latin IV Latin IV	Honors	Level III CPA B+ <b>or</b> 3 H B-		Required if prerequisites not met	
	CPA	Level III CPA C-		Required if prerequisites not met	
	CP	Level III CPA D- Level III CP C-		N/A	
Course	Level	Prerequisites			
		Course/Grade		Teacher Recommendation	
French V German V Latin V	CPA	C- or better in Level IV CPA		Required if prerequisites not met	
Course	Level	Prerequisites			
		Course/Grade		Teacher Recommendation	
AP French Lang. and Cult. AP Spanish Lang. and Cult.	Advanced Placement	B+ or better in Level IV or B- or better in Level IV H		Required	
AP Spanish Lit. And Cult.	Advanced Placement	Successful completion of AP Spanish Language		Recommended	

The World Languages curriculum at Wachusett Regional High School supports communicative proficiency, based upon the development of the four language skills of reading, writing, listening, and speaking as well as cultural awareness. The Wachusett District goals are as follows:

- Students pursue proficiency in another language so that they may achieve purposeful and meaningful communication
- Students develop an understanding of another culture that supports their positive interaction with diverse people.
- Students understand the commonalities of language learning.
- Students experience language learning that encourages spontaneity, risk-taking, and personal growth.
- Students develop the language skills essential to understanding authentic materials such as newspapers, film, television, magazines, etc.

The World Languages Programs offer students the opportunity to complete 4 years of study in Latin and 5 years of study in French, German and Spanish. All students are required to complete 10 credits in world languages; students must successfully complete two consecutive years in the same World Languages. Students who participate in the Wachusett Partnership Program and successfully complete two years of a Partnership major do not have to meet the two-year World Languages requirement. The completion of 2 years of the same world language satisfies the minimal requirement for entrance to a state college or university in Massachusetts. It should be noted that some institutions of higher learning require that students complete 3 years of a world language at the high school level.

1. Students who are enrolled in a language at the Honors level may transfer to a College Preparatory Accelerated (CPA) level but NEVER to an College Preparatory (CP) or Basic and Practical level. Also, students who have passed a year of a language at the Honors level may drop to an CPA level of the language in subsequent years but may NEVER do so to an AE or Basic and Practical level.
2. Students who wish to accelerate their program of study should see the World Languages Curriculum Specialist. For example, it is possible to advance from French II to French IV after completion of an independent (non-credit) summer study.
3. In all College Preparatory Accelerated and College Preparatory classes the prerequisite is the grade REQUIRED in order to continue in the sequential program. If a student does not meet the prerequisite, the student must pass a proficiency test before the start of the new academic year with a minimum grade of 70 prior to advancing to the next level of study. Tutoring assistance, summer school, or self-study is recommended before taking this test.
4. Students who pass a College Preparatory Accelerated or College Preparatory world language course with a grade below 70 may elect to repeat that same course for review only and will not receive course credit. Students enrolled in such a course are expected to complete all course assignments and must also seek the approval of the Curriculum Specialist.
5. Students who fail a first year course are strongly urged not to repeat the course in the same language. Students who do decide to study the same language again in the event of failure are urged to take the course with a different teacher.

Important Note:

Communication is the primary focus of second language acquisition. It should be understood that the use of the target language by both teacher and student in the CP, CPA, Honors, and AP level sequence will increase with each semester of instruction from a high incidence of the target language in the first year of instruction, to extensive use in the second, to predominant use in the third, and exclusive use in fourth and beyond.

## French Program

### **French I (CPA/CP)** 5 credits

This course introduces students to the fundamentals of the French language and culture. Students will learn to communicate using basic grammatical structures and vocabulary in the context of everyday situations. They will engage in a variety of listening, speaking, reading, and writing activities to support the development of their communicative skills, with the focus being on listening and speaking.

### **French I (H)** 5 credits

This course introduces students to the fundamentals of the French language and culture at an accelerated pace. Students will learn to communicate in French using grammatical structures and vocabulary in the context of everyday situations. They will also engage in a variety of listening, speaking, reading, and writing activities to support the development of their communicative skills.

### **French II (CPA/CP)** 5 credits

Students will continue to learn to communicate in French using more complex structures and extensive vocabulary in the context of a wider variety of situations. Although the focus on listening and speaking will continue, a greater emphasis will be placed on the development of reading comprehension and writing skills.

### **French II (H)** 5 credits

In this accelerated beginner course, students will learn to use more complex structures and more extensive vocabulary in a wider variety of situations. There will be a greater emphasis on the skills of reading and writing. Students will develop an awareness of Francophone cultures.

### **French III (CPA/CP)** 5 credits

This intermediate level course is designed to meet the requirements of the five framework standards: communication, connections, cultures, comparisons, and communities. Using a variety of materials, including legends, children's stories, and selected authentic short prose, students will refine their speaking and writing skills, their reading comprehension skills, and their listening comprehension skills.

### **French III (H)** 5 credits

In this advanced intermediate level course, students will read authentic texts and refine their listening skills. Students will further develop their writing skills and focus on the interpretation of texts with attention to the use of complex tenses.

### **French IV (CPA/CP)** 5 credits

Students will continue to refine the four communicative skills while studying the following topics: daily life, French history, youth culture, social activism, philosophy, and fine arts. Authentic texts and media/technology resources will be used to further the study of contemporary French culture. Students will continue to acquire essential vocabulary and review French grammatical structures.

### **French IV (H)** 5 credits

In this advanced pre-AP course, students will continue to refine their communication skills with audiotapes, realia and a review of French grammatical structure. Authentic texts and media/technology resources will be used to further the study of contemporary French culture.

### **French V (CPA)** 5 credits

In this advanced course, students will focus on Francophone culture and language through the study of current events, literature, film, music and art. Students will have the opportunity to explore the historic and cultural influence of the French in North America, in particular Quebec, New Brunswick and Louisiana. Readings: local legends and magazine articles. Audio: interviews with local writers, artists and activists.

### **AP French Language and Culture** 5 credits

This class is designed to prepare students for the Advanced Placement French Language Exam. The course will focus on extemporaneous speech, listening comprehension of extended discourse, essay writing using complex linguistic structures and reading of contemporary authentic texts of different genres. Students who take Advanced French are expected to sit for the AP French Language exam in May. Audiotape: AP French audio exercises. Selected literary and audio materials.

## **German Program**

### **German I (CPA/CP)** 5 credits

Students will learn to communicate using basic structures and vocabulary of German in everyday situations. Although students will practice reading and writing skills, the focus of the course is on listening and speaking.

### **German II (CPA/CP)** 5 credits

Students will learn to use more complex structures and extensive vocabulary in more varied situations. Although the focus on listening and speaking skills will continue, there will now be more emphasis on reading and writing than in German 1.

### **German II (H)** 5 credits

Students will learn to use complex structures and broaden their vocabulary in German to fit more varied situations. Students will be reading authentic German texts and will further develop their writing skills.

### **German III (CPA/CP)** 5 credits

At this intermediate level, students will develop their reading and writing skills in German while continuing to improve their listening and speaking. Authentic German texts will include topics of most recent historical and cultural interest. This course places a greater emphasis on developing students' writing skills.

### **German III (H)** 5 credits

In this accelerated intermediate level course, students will continue to read authentic texts to further develop their reading skills, as well as their writing skills, refine their listening skills with the audio tapes and their speaking skills in class discussions. Authentic German texts will include topics of most recent historical and cultural relevance. This course places a greater emphasis on developing students' writing skills. It also refines students' listening skills with authentic audio materials.

### **German IV (CPA/H)** 5 credits

This course is designed to further improve students' reading, writing, speaking, and listening skills while increasing their awareness of aspects of contemporary culture, language and literature. This course also has a strong focus on developing subject-related vocabulary and language skills which will prepare students to continue their studies in German.

### **German V (CPA/H)** 5 credits

In this class students will advance their study of the German language. They will develop their communicative skills through the study of the history and culture of Germany in the 20<sup>th</sup> and 21<sup>st</sup> centuries. A thematic approach will be taken as students study modern German culture.

## Latin Program

### **Latin I (CPA/CP)** 5 credits

Students are introduced to the Latin language through the reading of Latin passages. Students will learn the basic elements of Latin grammar and syntax. Students are introduced to Roman history, culture, geography, and daily life by following the story of a typical Roman family living in 80 A.D. Vocabulary is enhanced through an introduction to Latin roots and word derivatives.

### **Latin II (CPA/CP)** 5 credits

Students continue to develop their translation skills as they are introduced to more advanced grammatical constructions. Students further their study of Roman history, culture, geography, and daily life with the story about a typical Roman family. Vocabulary is enhanced as students broaden their knowledge of Latin roots and word derivatives.

### **Latin II (H)** 5 credits

In this accelerated course, students will continue to develop their translation skills as they are introduced to more advanced grammatical constructions. Students further their study of Roman history, culture, geography, and daily life, with the story of a typical Roman family. Vocabulary is developed as students broaden their knowledge of Latin roots and word derivatives. A greater emphasis is placed on sight translations.

### **Latin III (H, CPA/CP)** 5 credits

Students will further improve their reading and translation skills. While they continue their study of advanced grammar and syntax, they will further their exploration of Roman history, culture and daily life. Students will read authentic texts.

### **Latin IV (H, CPA)** 5 credits

In this course students will further develop their vocabulary skills, grammatical understanding, and their cultural literacy through reading selections of Latin literature. They will explore the history and culture associated with these selections. They will study literary devices favored by certain authors and how they affect the interpretation of the passage.

## Spanish Program

### **Spanish I: Basic Vocabulary and Culture (CP)** 5 credits

This course is designed for students with a documented language-based or other disability, a significant reading deficit, and/or low scores on standardized tests. Students will learn basic vocabulary and structures within the context of a variety of topics as well as the customs and cultures of Spanish-speaking countries. Each topic will be presented in several modalities.

### **Spanish I (CPA/CP)** 5 credits

This course introduces students to the fundamentals of the Spanish language and culture. Students will learn to communicate using basic grammatical structures and vocabulary in the context of everyday situations. They will engage in a variety of listening, speaking, reading, and writing activities to support the development of their communicative skills, with the focus being on listening and speaking.

### **Spanish I (H)** 5 credits

This course introduces students to the fundamentals of the Spanish language and culture at an accelerated pace. Students will learn to communicate in Spanish using grammatical structures and vocabulary in the context of everyday situations. They will also engage in a variety of listening, speaking, reading and writing activities to support the development of their communicative skills, with the focus being on listening and speaking.

### **Spanish II: Practical Vocabulary and Culture (CP)** 5 credits

This course is designed for students with a documented language-based learning disability. Students will learn practical vocabulary and related customs for a variety of situations most commonly found in daily interactions.

**Spanish II (CPA/CP)** 5 credits

Students will continue to learn to communicate in Spanish using more complex structures and extensive vocabulary in the context of a wider variety of situations. Although the focus on listening and speaking will continue, a greater emphasis will be placed on the development of reading comprehension and writing skills.

**Spanish II (H)** 5 credits

In this accelerated course, students will learn to use complex structures and extensive vocabulary in more varied situations. They will continue building their communicative skills by engaging in a wide variety of listening, reading, speaking, and writing activities.

**Spanish III (CPA/CP)** 5 credits

This intermediate level course is designed to meet the requirements of the five framework standards: communication, connections, cultures, comparisons, and communities. Using a variety of materials, including legends, children's stories, and selected authentic short prose, students will refine their speaking and writing skills, their reading comprehension skills, and their listening comprehension skills.

**Spanish III (H)** 5 credits

At this intermediate level, students will read authentic texts and refine their listening skills. Students will further develop their speaking skills while increasing their writing skills with attention to the use of complex tenses and the interpretation of texts.

**Spanish IV (CPA/CP)** 5 credits

Students will continue to polish their communicative skills as they explore the origins of Hispanic cultures, and Hispanic literature and art.

**Spanish IV (H)** 5 credits

This fast-paced course is designed for students who are planning to continue their studies of Spanish at the AP level. Students will continue to polish their communicative skills as they explore the origins of Hispanic cultures, and Hispanic literature and art.

**Spanish V (CPA)** 5 credits

This course will focus on culture and language as represented in contemporary Latin American and Spanish film and literature. Students will read two novels in Spanish. It will discuss the history of the Southwest and explore current events in the Hispanic world. Latino life in the United States, Hispanic influences in American music and art, and Hispanic culture are highlighted. Discussions will center on immigration and assimilation issues, as Hispanic culture becomes more and more integrated into mainstream American culture.

**Advanced Placement Spanish Language and Culture (AP)** 5 credits

This class is designed to prepare students for the Advanced Placement Spanish Language Exam. Students who take this class are expected to take the AP exam in the spring. It will focus on extemporaneous speaking, listening comprehension of extended discourse, writing using complex linguistic structures, and reading contemporary authentic texts of different genres.

**Advanced Placement Spanish Literature and Culture (AP)** 5 credits

This class is offered to those students who have successfully completed the AP Spanish Language course. In this course, students will study the literature of Spain and Latin America. They will learn how to compare and contrast the themes in the literature. Students will be assigned analytical writing assignments and oral presentations on the readings, authors, and historical/literary periods.

## Mathematics Program

Course	Level	Prerequisites		
		Prerequisite Course, Grade	MCAS	Teacher Recommendation
Algebra 1	Honors	B+ or better in Math 8	≥ 250 or > 500	Yes & department head
	CPA	C or better in Math 8	≥ 226 or > 480	Yes & department head
	CP	C- or below in Math 8		Yes & department head
Fundamentals of Algebra 1	CP	D- or below in Math 8		Yes & department head
Course	Level	Prerequisites		
		Prerequisite Course, Grade	MCAS	
Geometry	Honors	A- in Algebra 1	≥ 250 or > 508	Yes
	CPA	B- in Algebra 1 for incoming 9th graders CPA Algebra 1 for 10 <sup>th</sup> graders	≥ 240 or ≥ 500	Yes
	CP	CP Algebra 1		Yes
Fundamentals of Geometry	CP	Fundamentals of Algebra 1		Yes
Course	Level	Prerequisites		
		Prerequisite Course, Grade		
Algebra 2	Honors	B- in H Geometry and A in Algebra 1		Yes
	CPA	Successful completion CPA Geo & CPA Algebra		Yes
	CP	Successful completion CP Geo & CP Algebra		Yes
Fundamentals of Algebra 2	CP	Fundamentals of Geometry		Yes
Course	Level	Prerequisites		
		Prerequisite Course, Grade		
Pre-Calculus	Honors	B- in H Algebra 2		Yes
	CPA	C- in CPA Algebra 2		Yes
	CP	CP Algebra 2		Yes
Advanced Mathematical Concepts	CP	Fundamentals of Algebra 2		Yes
Course	Level	Prerequisites		
		Course, Grade		
Applied Calculus and Finite Mathematics	Honors	C or better in H Pre-Calculus A- or better in CPA Pre-Calculus		Yes
	CPA	Successful completion of H Pre-Calculus C or better in CPA Pre-Calculus, C		Yes
Probability and Statistics	CPA	Successful completion of Pre-Calculus		Yes
Course	Level	Prerequisites		
		Prerequisite Course, Grade		
AP Calculus AB	AP	Successful completion of Pre-Calculus		Yes
AP Calculus BC	AP	83 or higher in both Algebra 2 H and Pre-Calculus		Yes
AP Statistics	AP	Successful completion of Pre-Calculus		Yes

## **Mathematics at WRHS**

In today's technology-driven world, mathematical literacy is as essential as verbal literacy.

The goal of the WRHS Mathematics Program is to continue to provide learning opportunities, support, and encouragement for all students in a mathematics program that includes a strong emphasis on fundamental understanding of the basic concepts and skills of algebra and geometry, and to improve their understanding of statistics and probability in preparation for their individual future mathematics courses of study, and for standardized testing. Additionally it will continue to provide a variety of advanced mathematics courses that will extend, advance, and broaden the mathematics understanding and knowledge base of all students during their four-year high school experience. This is done through aligning our programs with the standards established by the NTCM and Common Core State Standards.

Wachusett's graduation requirement in Mathematics is 15 credits. It is recommended, however, that all students complete four years of Mathematics to ensure college and career readiness. Massachusetts state universities will require four years of math for freshmen classes starting in 2016.

The use of calculators is an integral part of the mathematics courses offered at Wachusett. Although the type of required calculator depends on the individual course, it is recommended that all students have access to a scientific calculator for their use on homework, projects, etc. The advent of the graphing calculator has brought about many changes in the curriculum, reflected in textbooks, courseware, and the classroom. Some courses offered in the Mathematics Program will require the use of a calculator with the ability to graph and are specifically identified in the course description.

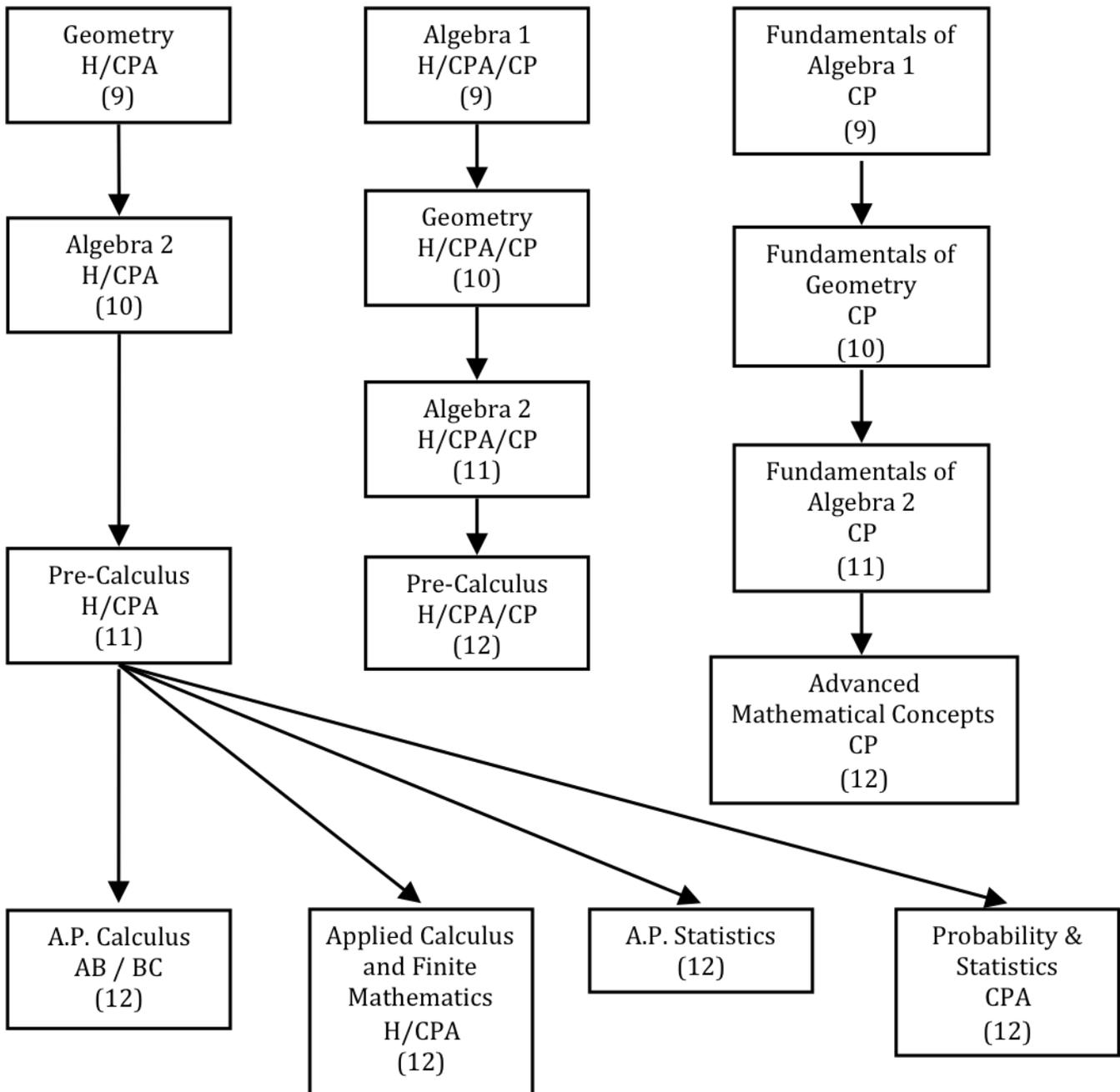
Mathematics is a course that requires the student to continually apply and increase the level of learning, day to day. It is therefore expected that each student will be prepared for class and will participate in his or her class. This requires that all homework and additional studying be completed in preparation for each day's class.

When a course is offered at multiple levels, students should take the level recommended by their present math teacher.

### **Online Courses**

Students wishing to take a class online or at a local college so they can advance in their math track, must fill out an online course approval form. The form must be completed before the summer break.

## Mathematics Sequences



## Lower School Options

### **Algebra 1 (H, CPA, CP; Grade 9)** 5 credits

This course is the foundation for all future math courses at the high school and college level. Students will learn how to solve problems algebraically and graphically. Among the concepts studied are: solving linear equations and inequalities, linear functions and their graphs, solving systems of equations and inequalities, exponential properties and functions, operations with polynomials, and solving quadratic equations.

### **Fundamentals of Algebra 1 (CP, Grade 9)** 5 credits

This course is the first year of a four-year math program. The course will reinforce and develop fundamental math skills needed for future math courses. Topics include: a brief review of pre-algebra skills, solving equations and inequalities, solving and applying proportions, writing and graphing functions and linear functions, solving systems of equations and inequalities, and exponents and exponential functions. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

### **Geometry (H, CPA, CP; Grades 9, 10)** 5 credits

The goals of this course are to have students investigate and master the concepts and relationships of geometry before they are introduced to formal proofs. The subjects are brought to life with investigations, constructions, activities, and projects. Students apply inductive reasoning as they perform investigations, look for patterns, and make conjectures. They follow algebraic, paragraph, and flow-chart proofs, building their reasoning and logic skills prior to getting to formal proofs where they can better understand the relevance of the proof. Students in Geometry CP will develop all the standard geometry skills but the course will have less emphasis on formal deductive proof. Students in Honors Geometry will have more emphasis on independent investigative tasks to help them develop a further understanding of the topics and relate to their knowledge of Algebra.

### **Basic Math Connections 1 (Grades 9-10)** 5 credits

This course is designed to provide an introduction to the basic concepts of both algebra and geometry utilizing an integrated approach. This course will prepare students for entrance into Basic Math Connections II. Topics covered will include: problem solving; number patterns; powers and exponents; variables and expressions; integers; solving one-step equations; combining like terms; distributive property; factoring; absolute value; square roots; ratios; fractions; decimals; percentages; coordinate system; graphing; probability; mean, median, mode, and range; area of rectangle, parallelogram, triangle, trapezoid, and circle; circumference of a circle and volume of a prism and cylinder. Concepts will be covered at a slow pace with multiple opportunities for drill and practice in preparation for the MCAS Mathematics test. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

### **Fundamentals of Geometry (CP, Grade 10)** 5 credits

This course is the second year of a four-year math program. The course will continue to develop algebra skills and explore the essential concepts of geometry. Topics include: reasoning in geometry, parallel and perpendicular lines, parallel lines and angles, polygon properties, circles, area, Pythagorean Theorem and special right triangles, volume, and probability and statistics. Note to students who plan to play sports in college: NCAA has not approved this class as a core course requirement.

### **Basic Mathematics (Grades 9-12)** 5 credits

This course provides extensive review of the basic fundamentals of arithmetic. Instruction is individualized and, depending upon each student's skills, may include all or some of the following: basic operations, fractions, decimals, percentages, measurement and consumer math. Students also learn critical thinking skills to solve problems similar to those faced in everyday living situations and on the MCAS.

## Lower School / Upper School Options

### **Algebra 2 (H, CPA, CP; Grades 10, 11)** 5 credits

This class prepares students to take Pre-Calculus and Statistics. A major goal of this course is for students to develop skills in manipulating and solving linear, quadratic, exponential, polynomial, radical, rational, and logarithmic equations. Topics include linear functions, systems, polynomial functions, rational expressions, powers, roots, radicals, quadratics, exponential and logarithmic functions, and inverse functions. It is recommended that students taking Algebra 2 at the Honors level have a graphing calculator (TI-83, TI-84, or TI-84 Plus).

### **Basic Math Connections II (Grades 10-12)** 5 credits

This is the second course in the sequence covering the basic concepts of both algebra and geometry utilizing an integrated approach. This course will extend student knowledge in algebra, and geometry and will introduce statistics and probability. Concepts will be covered at a slow pace, with multiple opportunities for drill and practice in preparation for the MCAS Math test. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

### **Basic Math 2 (Grades 10-12)** 5 credits

This course, the first in a two-year sequence, is designed to provide a review of basic operations practice as well as an introduction to pre-algebra and pre-geometry skills utilizing an integrated approach. This course will prepare students for entrance into Basic Math Connections I and is intended for students who are preparing to take the MCAS Mathematics test. A variety of topics are introduced, including number line; place value; order of operations; exponents and integers; mean, median, and mode; ordered pairs; coordinate grid; lines and angles; perimeter and area. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

### **Basic Math 3 (Grades 10-12)** 5 credits

This course, the second in a two-year sequence, is designed to provide a review of basic operations practice as well as an introduction to pre-algebra and pre-geometry skills utilizing an integrated approach. This course will prepare students for entrance into Basic Math Connections I and is intended for students who are preparing to take the MCAS Mathematics test. A variety of topics are introduced, including number line; place value; order of operations; exponents and integers; mean, median, and mode; ordered pairs; coordinate grid; lines and angles; perimeter and area. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

### **Basic Math Connections III/IV (Grades 10-12)** 5 credits

Utilizing an integrated approach, this course further extends student knowledge in algebra, geometry, and basic statistics and probability. Concepts will be covered at a slow pace with multiple opportunities for drill and practice to prepare students for the MCAS Math test. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

### **Consumer Math I/II (Grades 9-12)** 5 credits

Students will be introduced to or review applicable, real-life math skills. Students will practice working with individual finances, measurements, calculating percentages, and time. Household budgets, personal credit cards, and checking accounts may be utilized to teach the real-life application of math skills. Further real-life math projects will be developed based on students' individual goals and interests. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

## Upper School Options

### **Math I/II (CP, Grades 11/12)** 5 credits

This course is formatted for the Learning Disabled student with application of appropriate modifications and learning strategies that address the specific learning styles of each individual student. Classes are conducted in a small, structured setting where the curriculum parallels that of the mainstream classroom. Emphasis is on verbal/oral presentation of lessons and materials paired with individualized instruction. Topics presented include basic computation of negative/positive integers, algebraic equations, graphing, word problems, logic, and basic geometry. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

### **Fundamentals of Algebra 2 (CP, Grade 11)** 5 credits

This course is the third year of a four-year math program designed to prepare students for an entry-level college mathematics course. The course will spend time strengthening previously learned math skills. Topics include: operations on real numbers; properties of exponents; solving multi-step equations and inequalities involving fractions; factoring; operations with polynomials and rational expressions; unit measurements and significant figures; solving and graphing systems of two equations and inequalities; and basic trigonometric functions. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

### **Advanced Mathematical Concepts (CP, Grade 12)** 5 credits

This course is the fourth year of a four-year math program designed to prepares students for an entry-level college mathematics course. Topics include: simplifying and factoring polynomial expressions; solving quadratic equations; rational expressions and equations; radical expressions and equations; and systems of linear equations. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

### **Pre-Calculus (H, CPA, CP; Grades 11, 12)** 5 credits

This course is very rigorous and prepares students to take Calculus in the future. It expands upon some concepts studied in Algebra 2 such as polynomial functions, matrices, and complex numbers. It includes an in depth study of many other types of functions including linear, composite, inverse, exponential, rational, and trigonometric. It also introduces advanced mathematical concepts such as conics, polar coordinates and sequences and series. Some mathematical modeling is done to relate these pre-calculus concepts to the real world. A graphing calculator is required for this course (TI-83, TI-84, or TI-84 Plus).

### **Applied Calculus and Finite Mathematics (H/CPA, Grade 12)** 5 credits

This course will meet as a combined H/CPA class. This course is designed to expose college-bound students to mathematical topics universal to all majors. It includes such advanced topics as calculus, the theory of games, systems of linear equations, linear programming, the simplex method, and general problem solving techniques. A graphing calculator is required for this course (TI-83, TI-84, or TI-84 Plus).

### **Probability and Statistics (CPA, Grade 12)** 5 credits

This course will use an activity-based approach to probability and statistics. The course will cover such topics as collecting and displaying data, measures of central tendency and variation, basic probability, confidence intervals, hypothesis testing, and chi-square analysis. A graphing calculator is required for this course (TI-83, TI-84, or TI-84 Plus).

### **Advanced Placement Statistics (AP, Grades 11, 12)** 5 credits

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students who successfully complete the course and AP Examination may receive credit and/or advanced placement for up to two semesters of college coursework in Statistics. A graphing calculator is required for this course (TI-83, TI-84, or TI-84 Plus).

**Advanced Placement Calculus AB (AP, Grade 12)** 5 Credits

This is a college-level mathematics course that follows the guidelines from the AP College Board to prepare students for the AP Exam and the second year of calculus at the college level. Students will study the four major topics of calculus: limits, derivatives, definite integrals, and differential equations. The course emphasizes multiple approaches to calculus, with concepts, results and problems being expressed graphically, numerically, and analytically. A graphing is required for the AP Exam, and it is required that all students enrolling in this course have one of their own to use in class and at home. (TI-83/84 TI84 Plus, or HP Prime)

**Advanced Placement Calculus BC (AP, Grade 12)** 7.5 Credits

This course is an extension of Calculus AB rather than an enhancement; it includes all the topics covered in AB as well as parametric, polar, and vector representations of functions. The course emphasizes multiple approaches to calculus, with concepts, results and problems being expressed graphically, numerically, and analytically. A graphing calculator is required for the AP Exam, and it is required that all students enrolling in this course have one of their own to use in class and at home. Students who take the BC exam will receive an exam score for AB calculus as well. (TI-83/84 TI84 Plus, or HP Prime)

# Music Program

Music Elective Courses				
Course	First Semester	Second Semester		
Grades 9-12	American Popular Music of the 20 <sup>th</sup> Century Beginning Guitar Beginning Piano History of Music Through Listening Intro to Electronic Music Music in Film	American Popular Music of the 20 <sup>th</sup> Century Beginning Guitar Beginning Piano Exploring Fine Arts: Music Exploring World Cultures Through Music Intermediate Piano Intro to Electronic Music Music in Film		
Music Full-Year Courses				
9-12	Concert Bands "Green" or "White"	CPA	Placement Audition	Yes
9-12	Wind Ensemble	H	Placement Audition	Yes
9-12	Wachusett String Orchestra	CPA	Placement Audition	Yes
9-12	Wachusett Chamber Orchestra	H	Placement Audition	Yes
9-12	Concert Chorus, Treble Voices	CPA	Placement Audition	Yes
9-12	Wachusett Chorale, Mixed Voice	CPA	Placement Audition	Yes
9-12	Wachusett Chamber Choir, Treble Voices	H	Placement Audition	Yes
9-12	Wachusett Singers, Mixed Voice	H	Placement Audition	Yes
10-12	Fundamentals of Musicianship	CPA	Placement Audition	No
11-12	Advanced Musicianship	AP/H	Prerequisite: Fundamentals of Musicianship	
Music Beyond School Day Courses				
9-12	Honors Jazz Ensemble*	H	Placement Audition	Yes
9-12	Jazz Ensemble II*	CPA	Placement Audition	No
9-12	Honor Jazz Choir*	H	Placement Audition	Yes
9-12	Private Instrument & Voice Lessons		Placement Audition	No
9-12	Symphony Orchestra		Placement Audition	No

\*Please see the description of Independent Study courses as printed in this Educational Guide.

The Wachusett Regional High School Music Department's curriculum focuses on the concept that any student expressing desires to enrich his/her education through music may do so. The curriculum's principal concentration is performance, supporting 12 ensembles – each performing at least four times per year. Eight other courses encompass diverse areas of music study to broaden the student experience. The emphasis in the music courses is on individual as well as ensemble musical development. All the courses provide preparation for continuing performance as well as a lifelong understanding and enjoyment of all areas of music.

### **American Popular Music of the 20<sup>th</sup> Century (Grades 9-12)** 2½ credits (Both semesters)

A general and introductory course offering students an overview of the diverse popular musical styles of the late 19<sup>th</sup> and 20<sup>th</sup> century – from the "Blues" through current Rock and Roll. No prior musical training or knowledge is required. The course will include a great deal of listening to analyze and compare the many styles.

### **Introduction to Electronic Music (Grades 9-12)** 2½ credits (Both semesters)

An introductory course offering students "hands on and project based experiences" in the use of recording equipment, microphones, mixers, midi keyboards and synthesizers. Students will complete a research project in the first term on a related topic. Students will also develop basic music reading and piano skills needed for second quarter projects. During the second quarter students will have the opportunity to create music in many styles and idioms using computers and different music software. No prior musical training or knowledge is required – only a willingness to experiment and try new ideas.

**Beginning Piano (Grades 9-12)** 2½ credits (Both semesters)

This course is a 'hands on' class designed for students who have had little or no prior piano instruction and would like to learn how to play the piano. The course will include familiarization with the keyboard, music reading, basic theory, playing single note melodies as well as melodies accompanied by chords. By the end of the semester students should be able to play well-known songs. Student progress will be measured and graded by periodic performance exams.

**Beginning Guitar (Grades 9-12)** 2½ credits (Both semesters)

This course is a 'hands on' course designed for students who are interested in learning to play the guitar and have had no prior experience. The course will include familiarization with the guitar, music reading and basic theory, playing single note melodies as well as chords. By the end of the semester students should be able to play several popular songs. Student progress will be measured and graded by periodic performance exams.

**Music in Film (Grades 9-12)** 2½ credits (Both semesters)

This course provides an overview of the world of film music integrated with reading musical notation and using musical composition software including, but not limited to, GarageBand and Noteflight. Many aspects of film music will be discussed, including history, famous composers, the process of film scoring, and how music and its relationship to film have changed throughout the last century. Instructional methods will include reading, lecture, group discussion, projects, and film viewing.

**The History of Music Through Listening (Grades 9-12)** 2½ credits (First semester)

In this class, students learn about music from the following musical style periods: Medieval, Renaissance, Baroque, Classical, Romantic, and Modern. Students will not only develop a vocabulary of musical terms but will also develop listening skills allowing them to hear and discuss music intelligently with others. No prior musical training or knowledge necessary.

**Exploring Fine Arts: Music (Pass/Fail)** 2½ credits (Prerequisite: determined eligibility of students with defined disabilities) (Second semester)

This is a collaborative class for beginning students and advanced music students. Students will gain an introductory knowledge to the world of music through a variety of means. Students will learn about composers, musical notation, composition, instruments, performance, and musical forms through projects, demonstrations, lecture, games, and movement.

**Exploring Fine Arts: Music (Classroom Learning Assistants)** 2½ credits (Second semester)

This is a collaborative class for beginning students and advanced music students. Students will gain an introductory knowledge to the world of music through a variety of means. Students will learn about composers, musical notation, composition, instruments, performance, and musical forms through projects, demonstrations, lecture, games, and movement. A small number of advanced band, choir, and orchestra students will be accepted into the class as classroom learning assistants.\* These students will assist with the general administration and occasional instruction of the class. Students with an interest in music education, special education, and music therapy are encouraged to apply through Naviance.

**Exploring World Cultures Through Music (Grades 9-12)** 2½ credits (Second semester)

This course is a study of world music and culture. Students will become familiar with the many ethnic similarities and differences that exist around the globe, which will allow them to make informed cultural comparisons. The semester is divided into several segments to explore the music and cultural areas of each continent. During this exploration, students will identify several concepts that are common denominators for each culture's music. Through a research project, students will learn about a culture of their choice, culminating in a presentation and short performance in the musical style native to that culture.

**Intermediate Piano (Grades 9-12)** 2½ credits (Second semester) (Prerequisite: Minimum grade of 90 in Beginner Piano or piano proficiency entrance exam)

This course is for students who want to further develop their skills from the beginning piano course or from prior piano experience. Students taking this course should already be proficient in reading basic music notation and playing songs utilizing hands together. In this course, students will

continue to master the techniques of playing, learn many pieces of various styles, increase music theory and reading vocabulary, improve sight-reading skills, and perform both major and minor scales. Class participation and the ability to work independently is a must, as students will learn and perform individual pieces during class as well as group pieces with other students.

**Fundamentals of Musicianship (CPA, Grades 10-12)** 5 credits

The course includes the study and development of practical skills in reading, writing, and sight-singing music, musical signs and terms, intervals, triads, major and minor scales, key signatures, meter, rhythm, and harmony. Students will develop an ability to identify musical pitches, both singularly and in combinations through melodic and harmonic dictation. It is strongly suggested that students electing this course also be enrolled in a performance course. This course is the prerequisite for Advanced Musicianship.

**Advanced Musicianship (H or AP, Grades 11-12)** 5 credits (Prerequisite: Minimum grade of B in Fundamentals of Musicianship)

This course pursues the advanced study of theory, harmony, form and analysis, composition, and ear training. The course provides substantial preparation for a music theory course at the freshman level in college. It is strongly recommended that students electing this course be enrolled in a performance course. Students may earn college credit by taking the course at the AP level and scoring well on the AP Music Theory exam.

**Wachusett String Orchestra (CPA, Grades 9-12)** 5 credits (Audition required for placement)

The String Orchestra is for intermediate players. This ensemble studies and performs standard high school string orchestra repertoire. Rehearsals focus on technical development, tone production, bowing techniques, intonation, musical terminology and balancing the ensembles' sound. Musical development is reinforced through individual instruction and daily practice. Private lessons are encouraged but not required. Participation in several performances each year is required. Students should arrange an audition before scheduling their courses. (Auditions are traditionally held in late February/early March.) Audition materials are available in February from the Orchestra Director.

**Wachusett Chamber Orchestra (H, Grades 9-12)** 5 credits (Audition required for placement)

The Chamber Orchestra is the Honors string orchestra for advanced performers. This ensemble studies and performs selections from the difficult levels of the high school string orchestra repertoire. Students are required to take private lessons, and are encouraged to participate in the solo and ensemble concerts. Participation in several performances each year is required including quarterly concerts held at the high school, festival performances, and the "Madrigal Dinner." Students should arrange an audition before scheduling their courses. (Auditions are traditionally held in late February/early March.) Audition materials are available in February from the Orchestra Director.

**Concert Bands Green & White (CPA, Grades 9-12)** 5 credits (Audition required for placement)

The Concert Bands, the "Green Concert Band" and the "White Concert Band", are for intermediate players. These ensembles study and perform standard high school band repertoire. The 'Green Band' and 'White Band' have no association with the academic Green House or White House. The names of the groups merely reflect school colors. Therefore, a student could be in the Green House but be in the White Band and vice versa. Rehearsals focus on technical development, tone production, intonation, musical terminology and balancing the ensembles' sound. Musical development is reinforced through individual instruction and daily practice. Participation in quarterly concerts held at the high school are expected as part of each term grade. **To ensure that both Concert Bands (Green and White) are equal in size, instrumentation, and performance ability, students who are already members of one of the concert bands must designate on their course registration form the band to which they belong. (Green or White). All incoming freshmen should select "Green Band" for registration purposes. Individual student placement for each group will be done after the placement auditions.** Students should arrange an audition before scheduling their courses. (Auditions are traditionally held in late February/early March.) Audition materials are available in February from the Director of Bands.

**Wind Ensemble (H, Grades 9-12)** 5 credits (Audition required for placement)

The Wind Ensemble is the Honors concert band for advanced performers and is comprised of a specifically balanced instrumentation. The ensemble studies/performs selections from the difficult levels of high school band repertoire. Students are required to take private lessons, participate in solo and ensemble performances and engage in daily practice. Participation in several performances each year is required including quarterly concerts held at the high school, festival performances, the "Madrigal Dinner", and all varsity home football games. Students should arrange an audition before scheduling their courses. (Auditions are traditionally held in late February/early March.) Audition materials are available in February from the Director of Bands.

**Concert Chorus (CPA, Grades 9-12)** 5 credits (Audition required for placement)

The Wachusett Concert Chorus is open to students of beginning to intermediate vocal backgrounds. As part of an ensemble that values every member's unique voice, students develop a variety of vocal and musical skills including tone production, breath support, intonation, and sight-reading. Students will explore music from historical, ethnic and cultural perspectives through the study of a varied choral repertoire from many styles and languages. Participation in several performances each year is required, including quarterly concerts held at the high school. Solo singing in class is required and participation in voice recitals is strongly encouraged. In addition to developing the concept and skills of artistic singing, this chorus can prepare students for entrance into the Wachusett Chorale, the Wachusett Singers and the Wachusett Chamber Choir. Students should arrange an audition before scheduling their courses. (Auditions are traditionally held in late February/early March.) Audition materials are available in February from the choral instructor at the high school.

**Wachusett Chorale (CPA, Grades 9-12)** 5 credits (Audition required for placement)

The Wachusett Chorale is open to students of intermediate to early advanced vocal backgrounds. As part of an ensemble that values every member's unique voice, students develop a variety of vocal and musical skills including tone production, breath support, intonation, and sight-reading. Students will explore music from historical, ethnic and cultural perspectives through the study of a varied choral repertoire from many styles and languages. Participation in several performances each year is required, including quarterly concerts held at the high school. Solo singing in class is required and participation in voice recitals is strongly encouraged. This chorus can prepare students for entrance into the honors choral programs. Students should arrange an audition before scheduling their courses. (Auditions are traditionally held in late February/early March.) Audition materials are available in February from the choral instructor at the high school.

**Wachusett Chamber Choir (H, Grades 9-12)** 5 credits (Audition required for placement)

The Wachusett Chamber Choir is for the advanced choral singer. The choir performs the most difficult grade of choral music of the major periods of musical history, as well as popular and show literature. Students are required to take private lessons, participate in solo and ensemble performances, participate in a public recital, and engage in daily practice. Participation in several performances each year is required, including quarterly concerts held at the high school, festival performances, the "Madrigal dinner", all home varsity soccer games and special appearances given throughout the year. Students should arrange an audition before scheduling their courses. (Auditions are traditionally held in late February/early March.) Audition materials are available in February from the Honors Choir instructor.

**Wachusett Singers (H, Grades 9-12)** 5 credits (Audition required for placement)

The Wachusett Singers is for the advanced choral singer. The choir performs the most difficult choral music of the major periods of musical history as well as popular and show literature. Students are required to take private lessons, participate in solo and ensemble performances, participate in a public recital and engage in daily practice. Participation in several performances each year is required including quarterly concerts held at the high school, festival performances, the "Madrigal Dinner," all home varsity soccer games, and special appearances given throughout the year. Students should arrange an audition before scheduling their courses. (Auditions are traditionally held in late February/early March.) Audition materials are available in February from the Honors Choir instructor.

**Honors Jazz Ensemble (Independent Study Credit, Grades 9-12)\*\*** 2½ credits – Full year

(Audition required for placement)

Prerequisite: Audition required as well as enrollment in one of the instrumental ensembles that rehearses during the school day.

The Honors Jazz Ensemble meets each Tuesday evening from 6:00 to 8:30 p.m. from mid-September through June. Membership is determined by audition. Attendance at every rehearsal is required. If a student misses three (3) rehearsals, he/she will be dropped from the ensemble. Students are expected to learn individual parts in preparation for rehearsals, take private lessons on the instrument and listen to recordings of a variety of jazz artists to further their understanding of jazz style and nuance. Participation in several performances each year is required including quarterly concerts, festivals and community events. Auditions are held in September and audition materials are available from the band director at the high school.

**Jazz Ensemble II (Independent Study Credit, Grades 9-12)\*\*** 1¼ credits – Full year.

Jazz Ensemble II meets each Wednesday evening from 7-8:30 from mid-September through June. Attendance at every rehearsal is required. If a student misses three (3) rehearsals they will be dropped from the ensemble and fail the class. Students are expected to learn individual parts in preparation for rehearsals. Participation in several performances each year is required, including quarterly concerts, festivals and community events. Private lessons are not required for members of Jazz II, but strongly recommended.

**Honors Jazz Choir (Independent Study Credit, Grades 9-12)\*\*** 2½ credits – Full year.

(Audition required for placement) Prerequisite: Audition required as well as enrollment in one of the performing groups that rehearses during the school day (band, choir, or orchestra). The Honors Jazz Choir meets each **Monday evening from 5 to 7:30 p.m. from mid-September through June**. Attendance at every rehearsal is required. If a student misses three (3) rehearsals, he/she will be dropped from the ensemble. Students are expected to learn individual parts in preparation for rehearsals, to take private voice lessons and to listen to Jazz music as much as possible. Participation in several performances each year is required, including quarterly concerts held at the high school. Auditions are held in September and audition materials are available from the choral instructor at the high school in June of the prior school year.

**Private Instrument and Voice Lessons (Grades 9-12)**

The Music Department is pleased to offer private lessons on all instruments and voice through the **Artist-In-Residence Program**. Professional musicians teach half-hour lessons on a weekly basis in the WRHS Music area. Lessons may be arranged by contacting the Administrative Assistant for the Arts. Students may also choose to study privately with a professional musician who may not be associated with the Artist-In-Residence Program but is sanctioned by the WRHS Music faculty. (Please see the Music faculty for information concerning this matter.) Students may receive independent study credit for lessons after successfully completing one school year of weekly lessons monitored by the professional music teacher. Progress reports from the instructor will be required as proof of regular lesson attendance. There will also be an expectation of daily home practice of approximately one half hour per day. Specific expectations differentiating between the CPA and H levels may be obtained from the Music Department faculty.

\*Please see the description of Classroom Learning Assistants as printed in the full WRHS Educational Guide.

\*\*Please see the description of Independent Study courses as printed in the full WRHS Educational Guide.

## Wachusett Partnership Program

The Wachusett Partnership Program provides students the opportunity to gain career skills. This knowledge will help prepare them for entry into the workplace and/or a post-secondary institution. Each partnership major offers participating students academic instruction, hands-on learning, and career-readiness skills such as resume writing and interviewing practice.

The Wachusett Partnership Program offers concentrated studies in the following programs:

- Automotive Technology
- Business/Finance
- Business/Marketing
- Computer Science
- Criminal Justice
- Early Childhood Education
- Engineering Technology
- Fashion and Textiles
- Graphics Communication
- Health Sciences
- Restaurant Management

Students are encouraged to start investigating the partnership concentrations during their freshman and sophomore years through elective courses. Applications for a seat in a specific WPP concentration are accepted in November through December of sophomore year. To earn a WPP Certificate of Completion, students must successfully pass all the required courses (bolded) plus electives for a total of 15 major-specific credits, beyond the WRHS Graduation Requirements, by the end of their senior year. All programs are dependent on staffing and student enrollment.

While WPP courses are open to all students, WPP students are given priority seating in the “required courses” (bolded in each WPP chart).

### Automotive Technology

Grade	Course	Prerequisites
9-12	CADD I (Computer Aided Drafting/Design I)	
9-12	CADD II (Computer Aided Drafting/Design II)	CADD I
9-12	Computer Applications	
9-12	Exploring Computer Science I	Algebra 1
9-12	Exploring Computer Science II	Exploring Computer Science I
10-12	Accounting	
10-12	<b>Introduction to Automotive Technology</b>	
10-12	Marketing I	
10-12	<b>Automotive Technology I</b>	Introduction to Automotive Technology
11-12	<b>Automotive Technology II</b>	Automotive Technology I and teacher recommendation
11-12	Exploring Automotive Technology	Eligibility Determination
12	Automotive Independent Study*	Automotive Technology I and teacher recommendation

\*Please see the description of Independent Study courses as printed in this Educational Guide.

### Required Courses

Required for students enrolled in the Automotive Technology WPP, these courses contain a limited number of seats for students not enrolled in the program.

#### **Introduction to Automotive Technology (Grades 10-12, WPP) 2½ credits**

This course is meant for both the student who plans to enter the field of automotive repair and the student who wants to learn how to work on his/her own car. In this course, students will learn industry safety, proper tool and equipment usage, the basic anatomy of a vehicle, major automotive systems, and basic maintenance, such as performing an industry-standard oil change, tire maintenance, and basic brake service. Students will have the opportunity to work in a live shop atmosphere.

**Automotive Technology I (Grades 10-12, WPP)** 2½ credits (Prerequisite: Introduction to Automotive Technology)

This course will be of interest to those students planning to move on in their automotive technology studies. Topics will focus on industry-standard Maintenance and Light Repair (MLR) objectives. Students will gain knowledge about the principle operation of the brakes and steering and suspension systems, along with an introduction to engine controls and diagnostic procedures. Students will have some exposure to scan tools and DVOMs used to troubleshoot problems associated with customer vehicles. By the end of the course, student will be able to identify aspects of the brake system and steering and suspension components and will have a basic knowledge of the computer and control systems.

**Automotive Technology II (CP, Grade 11-12, WPP)** 5 credits (Prerequisite: Auto Technology I and teacher recommendation)

This course will give those students wishing to enter the field of automotive technology the experience to troubleshoot, repair, and maintain the various automotive systems. Emphasis will be placed on On-Board Diagnostic (OBDII) procedures, electrical systems, starting and charging systems, and industry-standard Maintenance and Light Repair (MLR) procedures of the major automotive systems. Students will work on vehicles based on his/her level of competency. This course will provide the student with the background needed to be successful in a technical institute or to enter directly into the automotive repair trades.

### **Elective Courses**

WPP Automotive Technology students must earn an additional five credits beyond the required courses and graduation requirements.

**Accounting I (CPA, Grades 10-12, WPP)** 5 credits

This course provides students with an introduction to basic accounting procedures and principles. This course is recommended for students who wish to enter the business world after high school graduation, as well as those who plan to major in Business in college. Students who are interested in accounting should also select Computer Tools.

**Automotive Technology Independent Study\* (Grade 12, WPP)** 2½ or 5 credits, depending on the student's schedule (Prerequisites: B or higher in Introduction to Automotive Technology and Automotive Technology I and teacher recommendation)

Automotive Independent study is for students that excel in the automotive area. This course will consist of advanced theory, operation, diagnostics, and repair of various automotive systems. The student will have the chance to be exposed to all aspects of automotive repair, including shop management. The student will be expected to mentor and assist younger students with various levels of learning while working in the automotive shop.

**CADD I (Computer-Aided Drafting and Design I) (CP, Grades 9-12, WPP)** 2½ credits

This course introduces students to the principles of the drafting trade using Computer Aided Drafting and Design (CADD) techniques and processes. The students will be introduced to freehand sketching, hand drafting, multi-view orthographic projection, and isometric shape modeling through 2D CAD software to produce detailed drawings and plans. This course includes graphic geometry and projection techniques, visualization methods, pictorial drawings, and geometric modeling techniques for CADD.

**CADD II Computer-Aided Drafting and Design II) (CP, Grades 9-12, WPP)** 2½ credits (Prerequisite: CADD I)

This course deals with graphic representations used in the design and drawing of machine components and engineering structures. Students will build on skills learned in CADD I by accessing in-depth knowledge in isometric views, dimensioning, and sections using 2D and 3D modeling software to develop neat and accurate working drawings and assemblies. In addition, students will gain knowledge of a computer aided manufacturing environment to enhance their understanding of today's technological processes as related to drafting and design. All these are necessary skills for technical or engineering careers. Fine Arts credits available.

**Computer Applications (Grades 9–12, WPP)** 2½ credits

This introductory course covers the basics of Microsoft Word, Excel, and PowerPoint. Word skills taught will include file management, formatting personal and business letters and reports. Excel will concentrate on basic spreadsheet skills, creating spreadsheets, using functions, and formatting tables. PowerPoint instruction will focus on preparing students to create top-quality presentations and meet the expectations in college and business settings.

**Exploring Automotive Technology (Pass/Fail)** 2½ credits (Prerequisite: determined eligibility of students with defined disabilities)

In this collaborative class, beginning students will learn and practice basic automotive shop employment skills, such as workplace behavior expectations, worker safety, basic tool identification, and will use proper shop clean-up and automotive detailing. Advanced automotive technology students, working as CLAs, will mentor beginning students and assist the teacher and paraprofessionals by modeling proper auto shop behavior, safety and shop protocols, and basic automotive technology skills, while developing employee management, communication, and training skills.

**Exploring Automotive Technology CLA (Classroom Learning Assistant, Grades 11-12)** 2½ credits (Prerequisite: B- or better in Introduction to Automotive Technology and Automotive Technology I)

In this collaborative class, advanced automotive technology students, working as CLAs, will mentor beginning students and assist the teacher and paraprofessionals by modeling proper auto shop behavior, safety and shop protocols, and basic automotive technology skills, while developing employee management, communication, and training skills. Students with an interest in automotive technology or engineering education, special education, and similar careers are encouraged to apply through Naviance.

**Exploring Computer Science I (Grades 9-12, WPP)** 2½ credits (Prerequisite: Successful completion of Algebra 1)

This course will explore human computer interaction in which students are introduced to the concepts of computer and computing while investigating the major components of computers and the suitability of these components for particular applications. Next, students become “computational thinkers” by applying a variety of problem-solving techniques as they create solutions to problems in a variety of contexts. Finally, students are prepared to take the role of a developer by expanding their knowledge of programming and Web page design and applying it to the creation of Web pages, programs, and documentation for users and equipment. Fine Arts credits available.

**Exploring Computer Science II (Grades 9-12, WPP)** 2½ credits (Prerequisite: Exploring Computer Science I)

This course is a continuation of Exploring Computer Science I. In this course, students are introduced to some basic issues associated with program design and development. Students will design programming solutions to a variety of computational problems including animated stories, video games and community based projects. Next, students explore how computing facilitates new methods of managing and interpreting data. Students use computers to translate, process and visualize data in order to find patterns and test hypotheses. The final unit in this course challenges students to apply previous concepts to the study of robotics and work in small groups to build and program a robot to perform a required task. Fine Arts credits available.

**Marketing I (CP, Grades 10–12, WPP)** 5 credits

This one-year course teaches students marketing foundations and functions, such as selling, promoting, advertising, branding, and product planning. Students will examine careers in marketing throughout the year. Students are encouraged to participate in the Wachusett chapter of DECA (a national organization that develops emerging leaders in marketing, hospitality, finance, and entrepreneurship) and compete in the various statewide competitions.

## Business/Finance

Grade	Course	Prerequisites
9-12	<b>Computer Applications (Path A)</b>	
9-12	Introduction to Business	
9-12	Keyboarding	
9-12	<b>Personal Finance (Path A)</b>	
10-12	<b>Accounting I (Paths A and B)</b>	
10-12	Bank Internship	Teacher/Guidance approval; enrollment in, or completion of, a business course
10-12	<b>Honors Accounting (Path B)</b>	Accounting I and/or Teacher Recommendation
10-12	Marketing I	
10-12	Sports and Entertainment Marketing	
11-12	Economics	
11-12	WachuWarehouse Independent Study*	Fashion or Business course and teacher recommendation
12	AP Economics	

\*Please see the description of Independent Study courses as printed in this Educational Guide.

### Required Courses

Required for students enrolled in the Business/Finance WPP, these courses contain a limited number of seats for students not enrolled in the program.

#### **Accounting I (CPA, Grades 10–12, WPP) 5 credits**

This course provides students with an introduction to basic accounting procedures and principles. This course is recommended for students who wish to enter the business world after high school graduation, as well as those who plan to major in Business in college. Students who are interested in accounting should also select Computer Tools.

#### **Computer Applications (Grades 9 – 12, WPP) 2½ credits**

This introductory course covers the basics of Microsoft Word, Excel, and PowerPoint. Word skills taught will include file management, formatting personal and business letters, and reports. Excel will concentrate on basic spreadsheet skills, creating spreadsheets, using functions, and formatting tables. PowerPoint instruction will focus on preparing students to create top-quality presentations to meet the expectations in college and business settings.

#### **Honors Accounting (H, Grades 10-12, WPP) 5 credits (Prerequisite: Accounting I and/or Teacher Recommendation)**

Honors accounting is recommended for very strong students as their first course in accounting but may also be taken after successful completion of Accounting I. This course will cover the entire accounting cycle at an accelerated pace. Students will be given the opportunity to develop an understanding of how a business records, analyzes and interprets financial information. Concepts, standards, and principles followed by all professional accountants, in both public and private practice will be explored. This course includes topics such as the accounting cycle, cash transactions, inventory control, depreciable assets and uncollectible accounts. This course is strongly recommended for students who would like to pursue business at the collegiate level.

#### **Personal Finance (Grades 9–12, WPP) 2½ credits**

This course is designed to alert, inform, and educate students in concepts of personal finance and money management. Six broad topics will be the foundation of the course: earning income, buying goods and services, using credit, saving, financial investing and insurance. The course will teach students to identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit, and protect assets.

## Elective Courses

WPP Business/Finance students must earn an additional five credits beyond the required courses and graduation requirements.

### **Advanced Placement Economics (AP, Grade 12)** 5 credits (Admission by application only)

This is a comprehensive introduction to economics; similar in content to a college level course with the first semester devoted to macroeconomics and the second to international economics and microeconomics. Some practical topics such as the stock market, taxes, accounting, and financial analysis are also included. Students apply basic economic theory and the ideas of Classical and Keynesian writers to the contemporary issues of inflation, recession, unemployment, international trade; the role of fiscal and monetary policy; economic growth; third world development and the environment. A student in this course may take the Advanced Placement examination in Microeconomics and/or Macroeconomics. A student who successfully passes either or both of these examinations may be given credit or be released from a required course. Top students may be selected to participate in the "Fed Challenge" competition.

### **Bank Internship (Independent Study\*, Grades 10 – 12, WPP)** Credits will depend on student's schedule (Prerequisites: Teacher/Guidance approval; enrollment in, or completion of, a business course)

Credits will vary depending on the number of periods/days per week the student works at the bank. (Priority is given to students who are enrolled in or have completed the Accounting I or Personal Finance course, although all students may participate in the program with the approval of the Partnership Department Head.) This is a hands-on internship that provides students with the opportunity to work in the Mountaineer Credit Union, a branch of Leominster Credit Union. Students are assigned to the bank as a part of their regular program of study. The students are trained in all aspects of a teller's position.

### **Computer Applications for College and Career Readiness (Grades 9 – 12, WPP)** 2½ credits

This introductory course covers the basics of Microsoft Word, Excel, and PowerPoint. Word skills taught will include file management, formatting personal and business letters, and reports. Excel will concentrate on basic spreadsheet skills, creating spreadsheets, using functions, and formatting tables. PowerPoint instruction will focus on preparing students to create top-quality presentations to meet expectations in college and business settings.

### **Economics (CPA, Grades 11-12)** 5 credits

This is a comprehensive introduction to economics; similar in content to a college level course with the first semester devoted to macroeconomics and the second to international economics and microeconomics. Some practical topics such as the stock market, taxes, accounting, and financial analysis are also included. Students apply basic economic theory and the ideas of Classical and Keynesian writers to the contemporary issues of inflation, recession, unemployment, international trade; the role of fiscal and monetary policy; economic growth; third world development and the environment.

### **Introduction to Business (Grades 9–12, WPP)** 2½ credits

This is a semester course suggested for those students who are interested in learning more about business and possible careers in business. It is designed to build an understanding of economics and basic business concepts. Specialized units will cover the stock market, maintaining a checkbook, teamwork, managing a business, computer simulations, and money management.

### **Keyboarding (Grades 9–12, WPP)** 2½ credits

This semester course is recommended for all students regardless of which career they intend to pursue. It is especially important for any student preparing for a career in business. Emphasis is given to the development of correct techniques, accuracy and speed. Attention will be given to personal applications, such as word processing for term papers and personal business letters, composition at the keyboard, and business applications. Evaluation will be based on in-class assignments, timed writings and touch-typing.

**Marketing I (CP, Grades 10-12, WPP) 5 credits**

This one-year course teaches students marketing foundations and functions, such as selling, promoting, advertising, branding, and product planning. Students will examine careers in marketing throughout the year. Students are encouraged to participate in the Wachusett chapter of DECA (a national organization that develops emerging leaders in marketing, hospitality, finance, and entrepreneurship) and compete in the various statewide competitions.

**Personal Finance (Grades 9-12, WPP) 2½ credits**

This course is designed to alert, inform, and educate students in concepts of personal finance and money management. Six broad topics will be the foundation of the course: earning income, buying goods and services, using credit, saving, financial investing and insurance. The course will teach students to identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit, and protect assets.

**Sports and Entertainment Marketing (Grades 10-12, WPP) 2½ credits**

This course will explore the basic marketing concepts of sports and entertainment marketing. It will include a review of target marketing, segmentation, sponsorship, event marketing, promotions, and the implementation of sports and entertainment plans. Through activities and projects, students will learn the concepts and theories that apply to professional, college, and amateur sports, the motion picture industry, music industry, and recreation industry. Students will explore topics such as the role of agents, ethical images of athletes and celebrities, endorsements, sponsorships, and careers in the sports and entertainment industry.

**WachuWearhouse Independent Study (Grades 11-12, WPP) 2½ or 5 credits, depending on program (Prerequisites: Successful completion of Graphic Communications I, Commercial Art, Marketing I, Marketing II, or Fashion Merchandising and Marketing; Teacher recommendation)**

Students will gain a strong retail background by learning and performing all the tasks necessary to run a retail store, including product ordering, inventory control, marketing of the store, merchandising sales items, selling and filling Internet orders, and bookkeeping. Strong oral communication and organization skills and professionalism are required.

## Business/Marketing

Grade	Course	Prerequisites
9-12	Computer Applications	
9-12	Introduction to Business	
9-12	Keyboarding	
9-12	Personal Finance	
10-12	Accounting I	
10-12	<b>Marketing I</b>	
10-12	Sports and Entertainment Marketing	
11-12	Economics	
11-12	Fashion Merchandising and Marketing	Introduction to Fashion, Fashion Design
11-12	<b>Marketing II</b>	Marketing I and Teacher Recommendation
11-12	WachuWearhouse Independent Study*	Fashion or business course and teacher recommendation
11-12	Wachusett Partnership Program Marketing Independent Study*	Fashion or business course and teacher recommendation
12	AP Economics	

\*Please see the description of Independent Study courses as printed in this Educational Guide.

### Required Courses

Required for students enrolled in the Business/Marketing WPP, these courses contain a limited number of seats for students not enrolled in the program.

**Marketing I (CP, Grades 10–12, WPP)** 5 credits

This one-year course teaches students marketing foundations and functions, such as selling, promoting, advertising, branding, and product planning. Students will examine careers in marketing throughout the year. Students are encouraged to participate in the Wachusett chapter of DECA (a national organization that develops emerging leaders in marketing, hospitality, finance, and entrepreneurship) and compete in the various statewide competitions.

**Marketing II (CPA, Grades 11-12, WPP)** 5 credits (Prerequisite: Marketing I and teacher recommendation)

This follow-up course to Marketing I will focus on new areas of marketing including marketing research, pricing and the impact of social media. Students will have an opportunity to explore potential careers, create resumes, develop a portfolio and conduct mock interviews. Simulations, group projects and work experiences are studied in depth. Students may organize and participate in DECA activities for the school, lead sales campaigns for WRHS products, and conduct actual market research in the school community.

### **Elective Courses**

WPP Business/Marketing students must earn an additional five credits beyond the required courses and graduation requirements.

**Advanced Placement Economics (AP, Grade 12)** 5 credits

This is a comprehensive introduction to economics; similar in content to a college level course with the first semester devoted to macroeconomics and the second to international economics and microeconomics. Some practical topics such as the stock market, taxes, accounting, and financial analysis are also included. Students apply basic economic theory and the ideas of Classical and Keynesian writers to the contemporary issues of inflation, recession, unemployment, international trade; the role of fiscal and monetary policy; economic growth; third world development and the environment. A student in this course may take the Advanced Placement examination in Microeconomics and/or Macroeconomics. A student who successfully passes either or both of these examinations may be given credit or be released from a required course. Top students may be selected to participate in the "Fed Challenge" competition.

**Accounting I (CPA, Grades 10-12, WPP)** 5 credits

This course provides students with an introduction to basic accounting procedures and principles. This course is recommended for students who wish to enter the business world after high school graduation, as well as those who plan to major in Business in college. Students who are interested in accounting should also select Computer Tools.

**Computer Applications (Grades 9 – 12, WPP)** 2½ credits

This introductory course covers the basics of Microsoft Word, Excel, and PowerPoint. Word skills taught will include file management, formatting personal and business letters, and reports. Excel will concentrate on basic spreadsheet skills, creating spreadsheets, using functions, and formatting tables. PowerPoint instruction will focus on preparing students to create top-quality presentations to meet the expectations in college and business settings.

**Economics (CPA, Grades 11-12)** 5 credits

This is a comprehensive introduction to economics; similar in content to a college level course with the first semester devoted to macroeconomics and the second to international economics and microeconomics. Some practical topics such as the stock market, taxes, accounting, and financial analysis are also included. Students apply basic economic theory and the ideas of Classical and Keynesian writers to the contemporary issues of inflation, recession, unemployment, international trade; the role of fiscal and monetary policy; economic growth; third world development and the environment.

**Exploring Basic Retail Management (Pass/Fail)** 2½ credits (Prerequisite: determined eligibility of students with defined disabilities)

In this collaborative class, beginning students will learn and practice basic retail store employment skills in WachuWarehouse (the school store), such as workplace behavior

expectations, worker safety, cash register use, customer service, inventory preparation, Internet order fulfillment, and proper shop clean up. Advanced retailing students, working as CLAs, will mentor beginning students and assist the teacher and paraprofessionals by modeling proper retailing behavior, safety and retail shop protocols, and customer service skills, while developing employee management, communication, and training skills.

**Exploring Basic Retail Management (Classroom Learning Assistant, Grades 11-12)** 2½ credits (Prerequisite: B- or better in Fashion Merchandising and Marketing, or teacher recommendation)

Advanced retailing students, working as CLAs, will mentor beginning students and assist the teacher and paraprofessionals by modeling proper retailing behavior, safety and retail shop protocols, and customer service skills, while developing employee management, communication, and training skills. Students with an interest in retail, special education, human resources, or similar careers are encouraged to apply through Naviance.

**Exploring Computer Science I (Grades 9-12, WPP)** 2½ credits (Prerequisite: Successful completion of Algebra 1)

This course will explore human computer interaction in which students are introduced to the concepts of computer and computing while investigating the major components of computers and the suitability of these components for particular applications. Next, students become “computational thinkers” by applying a variety of problem-solving techniques as they create solutions to problems in a variety of contexts. Finally, students are prepared to take the role of a developer by expanding their knowledge of programming and Web page design and applying it to the creation of Web pages, programs, and documentation for users and equipment. Fine Arts credits available.

**Fashion Merchandising and Marketing (CPA, CP; Grades 11-12, WPP)** 5 credits (Prerequisites: Introduction to Fashion and Fashion Design)

After a primer in basic retail management and window design, students create marketing plan for a unique fashion retail concept. The marketing plan includes a logo, store layout, store window display, print advertisement, broadcast advertisement, blog or website, and public relations piece. Students will learn to communicate effectively to banks, vendors, clients, and business associates. This is the final course in the Fashion and Textiles Partnership Program. Membership in DECA will be encouraged. Fine Arts credits available.

**Introduction to Business (Grades 9-12, WPP)** 2½ credits

This is a semester course suggested for those students who are interested in learning more about business and possible careers in business. It is designed to build an understanding of economics and basic business concepts. Specialized units will cover the stock market, maintaining a checkbook, teamwork, managing a business, computer simulations, and money management.

**Keyboarding (Grades 9-12, WPP)** 2½ credits

This semester course is recommended for all students regardless of which career they intend to pursue. It is especially important for any student preparing for a career in business. Emphasis is given to the development of correct techniques, accuracy and speed. Attention will be given to personal applications, such as word processing for term papers and personal business letters, composition at the keyboard, and business applications. Evaluation will be based on in-class assignments, timed writings and touch-typing.

**Personal Finance (Grades 9-12, WPP)** 2½ credits

This course is designed to alert, inform, and educate students in concepts of personal finance and money management. Six broad topics will be the foundation of the course: earning income, buying goods and services, using credit, saving, financial investing and insurance. The course will teach students to identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit, and protect assets.

**Sports and Entertainment Marketing (Grades 10-12, WPP) 2½ credits**

This course will explore the basic marketing concepts of sports and entertainment marketing. It will include a review of target marketing, segmentation, sponsorship, event marketing, promotions, and the implementation of sports and entertainment plans. Through activities and projects, students will learn the concepts and theories that apply to professional, college, and amateur sports, the motion picture industry, music industry, and recreation industry. Students will explore topics such as the role of agents, ethical images of athletes and celebrities, endorsements, sponsorships, and careers in the sports and entertainment industry.

**WachuWearhouse Independent Study\* (Grades 11-12, WPP) 2½ or 5 credits, depending on**

program (Prerequisites: Successful completion of Graphic Communications I, Commercial Art, Marketing I, Marketing II, or Fashion Merchandising and Marketing; Teacher recommendation) Students will gain a strong retail background by learning and performing all the tasks necessary to run a retail store, including product ordering, inventory control, marketing of the store, merchandising sales items, selling and filling Internet orders, and bookkeeping. Strong oral communication and organization skills and professionalism are required.

**Wachusett Partnership Program Marketing Independent Study 5 credits (Prerequisites:**

Successful completion of Graphic Communications I, Commercial Art, Marketing I, Marketing II, or Fashion Merchandising and Marketing; teacher recommendation) Students will create and execute a marketing plan for the Wachusett Partnership Program. Students will create marketing materials as well as organize and conduct two fundraising events. Strong oral communication and organizing skills and professionalism are required.

## Computer Science

Grade	Course	Prerequisites
9-12	Art Foundations	
9-12	CADD I (Computer Aided Drafting/Design I)	
9-12	(CADD II (Computer Aided Drafting/Design II)	CADD I or teacher recommendation
9-12	<b>Exploring Computer Science I (Paths A and B)</b>	Algebra 1
9-12	<b>Exploring Computer Science II (Paths A and B)</b>	Exploring Computer Science I
9-12	Graphic Communications I	
10-12	<b>Computer Programming with Java (Path A)</b>	Exploring Computer Science I and II
10-12	Wachusett MakerSpace	CADD I and II preferred, special application required
10-12	<b>Website Development (Path A)</b>	Exploring Computer Science I and II
11-12	<b>Computer Science Principles (Path B)</b>	Exploring Computer Science I and II

## Required Courses

Required for students enrolled in the Computer Science WPP, these courses contain a limited number of seats for students not enrolled in the program.

**Exploring Computer Science I (Grades 9-12, WPP) 2½ credits (Prerequisite: Successful completion of Algebra 1)**

This course will explore human computer interaction in which students are introduced to the concepts of computer and computing while investigating the major components of computers and the suitability of these components for particular applications. Next, students become “computational thinkers” by applying a variety of problem-solving techniques as they create solutions to problems in a variety of contexts. Finally, students are prepared to take the role of a developer by expanding their knowledge of programming and Web page design and applying it to the creation of Web pages, programs, and documentation for users and equipment.

**Exploring Computer Science II (Grades 9-12, WPP)** 2½ credits (Prerequisite: Exploring Computer Science I)

This course is a continuation of Exploring Computer Science I. In this course, students are introduced to some basic issues associated with program design and development. Students will design programming solutions to a variety of computational problems including animated stories, video games and community based projects. Next, students explore how computing facilitates new methods of managing and interpreting data. Students use computers to translate, process and visualize data in order to find patterns and test hypotheses. The final unit in this course challenges students to apply previous concepts to the study of robotics and work in small groups to build and program a robot to perform a required task.

**Computer Programming with Java (CPA, Grades 10-12, WPP)** 2½ credits (Prerequisites: Exploring Computer Science I and II)

Students are taught programming techniques and fundamental problem-solving strategies using basic and advanced coding with Java.

**Website Development (CPA, Grades 10-12, WPP)** 2½ credits (Prerequisites: Exploring Computer Science I and II, Art Foundations or Graphic Communications helpful)

This course focuses on the basics of website design using the latest version of XHTML and CSS. Topics include text formatting, color, image maps, tables, frames, client-side forms, and insertion of audio and video files. Java Applets will be introduced. Students work on individual or team projects to create websites. Fine Art credits available.

**Computer Science Principles (H, Grades 11-12, WPP)** 5 credits (Prerequisites: Exploring Computer Science I and II or teacher recommendation)

This course Computer is an AP exam preparatory class that takes a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

## **Elective Courses**

WPP Computer Science students must earn an additional five credits beyond the required courses and graduation requirements.

**Art Foundations (Grades 9-12)** 5 credits

Students will explore the Elements and Principles of Design through a hands-on experience with art creation and production. Emphasis is placed on introductory painting and drawing focusing on subject, style, technique and creative problem solving. Student will work both two dimensionally and three dimensionally. This course is considered the gateway to the art electives.

**CADD I (Computer-Aided Drafting and Design I) (CP, Grades 9-12, WPP)** 2½ credits

This course introduces students to the principles of the drafting trade using Computer Aided Drafting and Design (CADD) techniques and processes. The students will be introduced to freehand sketching, hand drafting, multi-view orthographic projection, and isometric shape modeling through 2D CAD software to produce detailed drawings and plans. This course includes graphic geometry and projection techniques, visualization methods, pictorial drawings, and geometric modeling techniques for CADD. Fine Arts credits available.

**CADD II (Computer-Aided Drafting and Design 2) (CP, Grades 9-12, WPP)** 2½ credits. (Prerequisite: CADD I or teacher recommendation)

This course deals with graphic representations used in the design and drawing of machine components and engineering structures. Students will build on skills learned in CADD I by accessing in-depth knowledge in isometric views, dimensioning, and sections using 2D and 3D modeling software to develop neat and accurate working drawings and assemblies. In addition, students will gain knowledge of a computer aided manufacturing environment to enhance their

understanding of today’s technological processes as related to drafting and design. All these are necessary skills for technical or engineering careers. Fine Arts credits available.

**Graphic Communications I (CP, Grades 9-12, WPP)** 5 credits (No prerequisite)

This computer art course provides an introduction to the graphic arts. Emphasis is placed on the digital design process. Students learn the elements and principles of design while exploring the creative capabilities of the Adobe Creative Suite software, including Photoshop. Visual expression, problem solving, page layout, and image creation are presented. This course is a prerequisite for Graphic Communication 2. Preference will be given to students in grades 9-11. This is a required course for students in the Wachusett Partnership Program Graphics major, but students do not need to be in the WPP to take this course.

**Wachusett MakerSpace I (H, CPA; Grades 10-12, WPP)** 5 credits (Prerequisite: CADD I and II preferred, special application)

This class provides an understanding of real-world applications of STEAM (science, technology, engineering, art, mathematics) academics through independent projects. Project areas could range from mechanical engineering and robotics to thermal and fluid systems to clothing and textile design, depending on student and teacher interest. Students will participate in a variety of individual and group projects, including those designed by both the teacher and by the students. A goal of this class is to show students that they can start with an idea, design it using computer software, then make it into a tangible object. Students will learn and develop science and engineering skills that are directly related to opportunities in post-secondary science and engineering programs as well as in careers in the same fields.

### Criminal Justice

Grade	Course	Prerequisites
11-12	<b>Street Law 1</b> (Path A)	
11-12	<b>Street Law 2</b> (Path A)	
11-12	<b>Criminal Justice I</b> (Paths A and B)	
11-12	Human Behavior	
11-12	Civics for the 21 <sup>st</sup> Century	
12	<b>Criminal Justice II</b> (Path B)	C+ or higher in Criminal Justice 1 and Teacher Recommendation
12	AP Psychology	
12	Psychology I	
12	Psychology 2	Psychology I
12	Sociology	

### Required Courses

Required for students enrolled in the Criminal Justice WPP, these courses contain a limited number of seats for students not enrolled in the program.

**Street Law** (offered Semester 1, Semester 2, and as a full-year sequence)

**Street Law 1: Civics, The Law, and the Supreme Court (Grades 11-12, WPP)** (offered first semester) 2½ credits

Street Law I offers students the opportunity to learn about how the law at the local, state, and national level connects to their lives. The class is based on the nationally known Street Law curriculum developed at the Georgetown University Law Center for high school students. Street Law I will feature an interactive approach to learning about the legal system, the Constitution, and how the decisions of the Supreme Court impact the lives of Americans.

**Street Law 2: Democracy, Human Rights, and Diversity (Grades 11-12, WPP)** (offered second semester) 2½ credits

Street Law II focuses on issues of democracy, human rights, and diversity. Students will actively study and discuss issues connected to the law and individual rights in the United States. As in

Street Law I, Street Law II will be based on the Street Law curriculum developed at the Georgetown University Law Center.

**Criminal Justice I (CP, Grades 11-12, WPP) 5 credits (Full year)**

This course provides students with an overview of career options in Criminal Justice. Criminal Justice 1 is an introductory course founded on the fundamental principles of American law and basic applications of law today. Beginning with the history of law and philosophical understandings of the law, major units include: The Modern Criminal Justice System, Measuring and Explaining Crime, Criminal Law, Law Enforcement Today, Challenges to Effective Policing, Constitutional Law (Applications), and the American Court System. There will be guest speakers from law enforcement organizations and students *will be required* to attend several short field trips across the street to Holden Police Department, some of which involve physical training procedures. Most off campus trips are reserved for Criminal Justice II students. The Criminal Justice program maintains a close relationship with the Holden Police Department.

*Please note:*

1. *The content of this two-year course is inherently mature. Students and parents should understand this before enrolling in the course. If there are any concerns please contact the instructor.*
2. *The physical training components are team-building, career-based visits that focus on exposing students to the rigors of what it takes to become a police officer (boot camp style) and what the career is like once the training is completed. If there are any concerns please contact the instructor.*

**Criminal Justice II (CP, Grade 12, WPP) 5 credits (Prerequisite: C+ or better in Criminal Justice I and Teacher Recommendation)**

This course continues the work of Criminal Justice I and provides students with more nuanced examination of contemporary criminal justice issues and career opportunities beyond law enforcement. The major units of study include but are not limited to: the American Court System (cont'd), Practical Procedures, Punishment, and Sentencing, The Death Penalty in America, Probation and Community Corrections, Prison and Prison Life, Juvenile Justice and Terrorism. This course will also provide students with the opportunity to choose topics of their choice to study. Students will become an "expert" in their chosen topic and will--if the elect to do so--produce a capstone research project (thesis and presentation). There will be guest speakers from law enforcement organizations and students *will be required* to attend several field trips related to the field (courts, enforcement agencies, correctional facilities), some of which involve physical training procedures. The Criminal Justice program maintains a close relationship with the Holden Police Department.

### **Elective Courses**

WPP Criminal Justice students must earn an additional five credits beyond the required courses and graduation requirements.

**Advanced Placement Psychology (AP, Grade 12) 5 credits**

Advanced Placement Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the methods that psychologists use in their science and practice. The content of the course includes the biological base of behavior, sensation and perception, states of consciousness, motivation and emotion, personality, and abnormal psychology. Students who take this class are expected to take the AP Psychology exam in the spring.

**Civics for the 21<sup>st</sup> Century (CP, Grades 11-12) 2½ credits**

In this course students will actively investigate the rights and duties of citizenship in the United States in the 21<sup>st</sup> century. The focus of this class will be on the students themselves and how they, as citizens, can impact local, state, and national governments. The course will feature hands-on activities; connections to current local, state, and national issues; and service learning.

**Human Behavior (CP; Grade 12)** 2½ credits (Students may not take Human Behavior along with Psychology 2 and/or Sociology)

This course explores topics in both psychology and sociology. Possible topics of exploration include socialization, human development, culture, consciousness, and gender. This course is open for students who took Psychology I as well as for students who have not studied psychology.

**Psychology I: Study of Human Behavior (H, CPA, CP; Grade 12)** 2½ credits

This course is an introduction to the field of psychology. Students study differing psychological approaches, theories, and theorists. Students investigate such issues as the biological basis of behavior, sensation and perception, principles of learning, and theories of human development. Each student examines herself or himself through the theories of Pavlov, Skinner, Freud, Erickson and other theorists in an attempt to answer the question 'Who Am I?' The activities, materials and requirements will vary according to level. Honors level students will complete a comprehensive research project.

**Psychology 2: Study of Exceptional Persons (H, CPA; Grade 12)** 2½ credits (Prerequisite: Psychology I)

This is a second semester course for students who wish to continue their study of psychology. Students extend their study of human development and are introduced to personality theory. Additional possible topics to be studied include altered states of consciousness, motivation theory and psychological disorders. The activities, materials and requirements will vary according to level. Honors level students will complete a comprehensive research project.

**Sociology (CPA; Grade 12)** 2½ credits

Students study society at large and their participation in it. Topics included growing up in other cultures, causes of alienation, crime and deviance, sex and gender, race and ethnicity, effects of social stratification, socialization, and institutions of society on the individual. Students use a wide variety of materials and engage in independent and group research.

**Street Law 1: Civics, The Law, and the Supreme Court (Grades 11-12, WPP)** (offered Semester 1) 2½ credits

Street Law I offers students the opportunity to learn about how the law at the local, state, and national level connects to their lives. The class is based on the nationally known Street Law curriculum developed at the Georgetown University Law Center for high school students. Street Law I will feature an interactive approach to learning about the legal system, the Constitution, and how the decisions of the Supreme Court impact the lives of Americans.

**Street Law 2: Democracy, Human Rights, and Diversity (Grades 11-12, WPP)** (offered Semester 2) 2.5 credits

Street Law II focuses on issues of democracy, human rights, and diversity. Students will actively study and discuss issues connected to the law and individual rights in the United States. As in Street Law I, Street Law II will be based on the Street Law curriculum developed at the Georgetown University Law Center.

## Early Childhood Education

Grade	Course	Prerequisites
11,12	<b>Child Study I Preschool</b>	
12	<b>Child Study II Preschool Internship</b>	Child Study I Preschool
12	<b>Child Study II Seminar</b>	Child Study I Preschool

### Massachusetts Department of Early Education and Care Licensure

This Wachusett Partnership Program offers students the opportunity to earn a Massachusetts Department of Early Education and Care license. Students who complete the three courses listed below with good attendance and maintain a grade of 'C' or higher will qualify for the license.

### Required Courses

Required for students enrolled in the Early Childhood Education WPP, these courses contain a limited number of seats for students not enrolled in the program.

**Child Study I Preschool (Grades 11-12, WPP)** 5 credits (Preference given to juniors)

This course can be taken as a one-year elective or as part of the Child Study Program. Classes are held in the preschool where students work directly with preschoolers and meet once a week for a seminar class. In the preschool, students are responsible for carrying out lessons, designing projects, communicating with parents, and interacting with preschoolers. In the seminar class, students will relate personal experiences of working with children to basic concepts of child development.

**Child Study II Preschool Internship (Grade 12, WPP)** 5 credits (Prerequisite: Child Study I Preschool; enrollment in Child Study II Seminar)

This full-year course enables students who are enrolled in Child Study II Seminar to continue to gain hands-on experience in the WRHS Preschool. Students will interact with individual preschoolers, lead group activities, and be responsible for presenting school readiness lessons. They will also participate in parent conferences and other activities regarding program planning and implementation.

**Child Study II Seminar (Grade 12, WPP)** 5 credits (Prerequisite: Child Study I Preschool)

The second year of the Child Study Program, this course is an upper level study of human growth and development from conception through adolescence. The curriculum addresses career exploration, life stages, developmentally appropriate practice, early childhood education philosophies, methods and materials, self-esteem, intelligence, and preschool supervision and administration. All partnership students will be required to take Child Study II Preschool Internship in addition to this class.

## Engineering Technology

Grade	Course	Prerequisites
9-12	Art Foundations	
9-12	<b>CADD I (Computer Aided Drafting and Design I) (Paths A and B)</b>	
9-12	<b>CADD II (Computer Aided Drafting and Design II) (Paths A and B)</b>	CADD I or teacher recommendation
9-12	Exploring Computer Science I	Algebra 1
9-12	Exploring Computer Science II	Exploring Computer Science I
10-12	<b>Engineering Principles (Path A)</b>	CADD I and II or teacher recommendation
10-12	Introduction to Automotive Technology	
10-12	<b>Wachusett MakerSpace I (Path B)</b>	Special application; CADD I and CADD II preferred
11, 12	Automotive Technology I	Introduction to Automotive Technology
11, 12	Wachusett MakerSpace II	Successful completion of Wachusett MakerSpace I and teacher recommendation
12	Engineering Physics Projects	Successful completion of Freshman Physics and Algebra 1, Geometry, and Algebra 2

## Required Courses

Required for students enrolled in the Engineering Technology WPP, these courses contain a limited number of seats for students not enrolled in the program.

**CADD I (Computer-Aided Drafting and Design I) (CP, Grades 9-12, WPP)** 2½ credits

This course introduces students to the principles of the drafting trade using Computer Aided Drafting and Design (CADD) techniques and processes. The students will be introduced to freehand sketching, hand drafting, multi-view orthographic projection, and isometric shape modeling through 2D CAD software to produce detailed drawings and plans. This course includes graphic geometry and projection techniques, visualization methods, pictorial drawings, and geometric modeling techniques for CADD. Fine Arts credits available.

**CADD II (Computer-Aided Drafting and Design II) (CP, Grades 9-12, WPP) 2½ credits**

(Prerequisite: CADD I or teacher recommendation)

This course deals with graphic representations used in the design and drawing of machine components and engineering structures. Students will build on skills learned in CADD I by accessing in-depth knowledge in isometric views, dimensioning, and sections using 2D and 3D modeling software to develop neat and accurate working drawings and assemblies. In addition, students will gain knowledge of a computer aided manufacturing environment to enhance their understanding of today's technological processes as related to drafting and design. All these are necessary skills for technical or engineering careers. Fine Arts credits available.

**Engineering Principles (CPA, Grades 10-12, WPP) 5 credits** (Prerequisite: CADD I and II preferred; teacher recommendation)

In this full-year course, students will be given the opportunity to design and apply advanced engineering skills to solve complex problems. Students will apply learned CADD skills of previous classes to design and create 3D printed and CNC milled products. Students will be exposed to career readiness skills; including proposal development, technical writing, resume and interview skills. Students will maintain an engineering notebook as one part of their portfolio. A completed portfolio will be an asset with applying to colleges and jobs post high school. This course is highly recommended for students who plan to attend a technical school, enroll in an engineering college program, or pursue a technology career after graduation. Fine Arts credits available.

**Wachusett MakerSpace I (H; Grades 10-12, WPP) 5 credits** (Special application; CADD I and II completion preferred)

This class provides an understanding of real-world applications of STEAM (science, technology, engineering, arts, mathematics) academics through independent projects. Project areas could range from mechanical engineering and robotics to thermal and fluid systems to clothing and textile design, depending on student and teacher interest. Students will participate in a variety of individual and group projects, including those designed by both the teacher and by the students. A goal of this class is to show students that they can start with an idea, design it using computer software, and then make it into a tangible object. Students will learn and develop science and engineering skills that are directly related to opportunities in post-secondary science and engineering programs as well as in careers in the same fields.

### **Elective Courses**

WPP Engineering Technology students must earn an additional five credits beyond the required courses and graduation requirements.

**Art Foundations (Grades 9-12) 5 credits**

Students will explore the Elements and Principles of Design through a hands-on experience with art creation and production. Emphasis is placed on introductory painting and drawing focusing on subject, style, technique and creative problem solving. Student will work both two dimensionally and three dimensionally. This course is considered the gateway to the art electives.

**Introduction to Automotive Technology (Grades 10-12, WPP) 2½ credits**

This course is an introduction and is meant for both the student who plans to enter the field of automotive repair, and the students who want to learn how to work on his/her own car. In this course, students will learn the basic anatomy of a vehicle, how to trouble shoot common vehicle problems, and perform basic maintenance such as checking and filling fluids, oil change, tire inflation and rotation. Further, students will dismantle a salvage vehicle.

**Automotive Technology I (Grades 11-12, WPP) 2½ credits** (Prerequisite: Introduction to Automotive Technology)

This course will be of interest to those students planning to move on in their automotive technology studies. Topics will focus on industry standard Maintenance and Light Repair (MLR) objectives. Students will gain knowledge in principle operations and basic repair of internal combustion engines, oils and lubrication systems, and an introduction to engine controls and diagnostic procedures. Students will check-in, perform a 27-point inspection on, and trouble shoot problems

with service vehicles. By the end of the course, student may perform an oil change and/or tire rotation on service vehicles.

**Engineering Physics Projects (CP; Grade 12)** 5 credits

Students will learn and apply the basic principles of physics, with an emphasis on mechanics and material science, and apply the basic principles of engineering design in an integrated problem-solving environment. These devices might be potential solutions to a specific problem utilizing physics knowledge gained in the course. Many of the topics include the design, fabrication and testing of a device that demonstrates the principles being presented. Note to students who plan to play sports in college: The NCAA may not accept this class as a core course requirement.

**Exploring Computer Science I (Grades 9-12, WPP)** 2½ credits (Prerequisite: Successful completion of Algebra 1)

This course will explore human computer interaction in which students are introduced to the concepts of computer and computing while investigating the major components of computers and the suitability of these components for particular applications. Next, students become “computational thinkers” by applying a variety of problem-solving techniques as they create solutions to problems in a variety of contexts. Finally, students are prepared to take the role of a developer by expanding their knowledge of programming and Web page design and applying it to the creation of Web pages, programs, and documentation for users and equipment.

**Exploring Computer Science II (Grades 9-12, WPP)** 2½ credits (Prerequisite: Exploring Computer Science I)

This course is a continuation of Exploring Computer Science I. In this course, students are introduced to some basic issues associated with program design and development. Students will design programming solutions to a variety of computational problems including animated stories, video games and community based projects. Next, students explore how computing facilitates new methods of managing and interpreting data. Students use computers to translate, process and visualize data in order to find patterns and test hypotheses. The final unit in this course challenges students to apply previous concepts to the study of robotics and work in small groups to build and program a robot to perform a required task.

**Wachusett MakerSpace II (H, CPA; Grades 11-12, WPP)** 5 credits (Prerequisite: successful completion of Wachusett MakerSpace I, teacher recommendation)

This class expands on the foundations of peer learning and knowledge sharing as developed in Wachusett MakerSpace I. Students will develop professional project management skills by mentoring groups of first-year students in the development and completion of self-directed projects. A key component of the course will be the development of a portfolio documenting their growth as both a student and a “Maker.” **A semester-long capstone project is a requirement of this course.**

## Fashion and Textiles

Grade	Course	Prerequisites
9-12	Art Foundations	
9-12	<b>Fashion Design</b>	
9-12	<b>Introduction to Fashion</b>	
9-12	Graphic Communications I	
9-12	Textile Arts	
10-12	Marketing I	
10-12	Sports and Entertainment Marketing	
11-12	Digital Photography	
11-12	<b>Fashion Merchandising and Marketing</b>	Introduction to Fashion, Fashion Design
11-12	Wachusett Partnership Program Marketing Independent Study*	Fashion or business course and teacher recommendation
11-12	WachuWearhouse Independent Study*	Fashion or business course and teacher recommendation

\*Please see the description of Independent Study courses as printed in this Educational Guide.

## Required Courses

Required for students enrolled in the Fashion and Textiles WPP, these courses contain a limited number of seats for students not enrolled in the program.

### **Fashion Design (Grades 9-12, WPP)** 2½ credits

Starting with a study of fashion designers from around the world, students in this course will explore various textiles, 20<sup>th</sup>-century American fashion history, fashion styles, and the fashion life cycle. Students will learn to draw a model, practice the elements of design, participate in machine sewing, and bring it all together to design and create a unique, wearable fashion. Fine Arts credits available.

### **Introduction to Fashion (Grades 9-12, WPP)** 2½ credits

This course centers on the career options in the fashion industry, such as fashion designer, stylist, personal shopper, interior designer, display designer, and fashion advertising. Students prepare a work portfolio, which includes a resume, references sheet, and portfolio samples while exploring bridal consultant, cosmetology, and interior design career opportunities. Trends, personal color, body shapes, and style will also be discussed. Fine Arts credits available.

### **Fashion Merchandising and Marketing (CPA, CP; Grades 11-12, WPP)** 5 credits

(Prerequisites: Introduction to Fashion and Fashion Design)

After a primer in basic retail management and window design, students create marketing plan for a unique fashion retail concept. The marketing plan includes a logo, store layout, store window display, print advertisement, broadcast advertisement, blog or website, and public relations piece. Students will learn to communicate effectively to banks, vendors, clients, and business associates. This is the final course in the Fashion and Textiles Partnership Program. Membership in DECA will be encouraged. Fine Arts credits available.

## Elective Courses

WPP Fashion and Textiles students must earn an additional five credits beyond the required courses and graduation requirements.

### **Art Foundations (Grades 9-12)** 5 credits

Students will explore the Elements and Principles of Design through a hands-on experience with art creation and production. Emphasis is placed on introductory painting and drawing focusing on subject, style, technique and creative problem solving. Student will work both two dimensionally and three dimensionally. This course is considered the gateway to the art electives.

### **Digital Photography (CPA, Grades 11-12)** 2½ credits (Prerequisite: C- or better in Art Foundations or Graphic Communications I)

This course introduces students to digital photography. Students learn camera basics as well as creative aspects of photography. Multiple genres of photography are covered, and students spend most long blocks taking pictures on photography walks near to the Wachusett campus, as weather permits. Students try their hands at photojournalism by taking pictures for the school newspaper. Photoshop image correction and enhancement techniques are covered. Students are encouraged to bring their own cameras, although a limited number of "point & shoot" cameras are available.

### **Graphic Communications I (CP, Grades 9-12 and WPP)** 5 credits (No prerequisite)

This computer art course provides an introduction to the graphic arts. Emphasis is placed on the digital design process. Students learn the elements and principles of design while exploring the creative capabilities of the Adobe Creative Suite software, including Photoshop. Visual expression, problem solving, page layout, and image creation are presented. This course is a prerequisite for Graphic Communication 2. Preference will be given to students in grades 9-11. This is a required course for students in the Wachusett Partnership Program Graphics major, but students do not need to be in the WPP to take this course.

**Marketing I (CP, Grades 10–12, WPP) 5 credits**

This one-year course teaches students marketing foundations and functions, such as selling, promoting, advertising, branding, and product planning. Students will examine careers in marketing throughout the year. Students are encouraged to participate in the Wachusett chapter of DECA (a national organization that develops emerging leaders in marketing, hospitality, finance, and entrepreneurship) and compete in the various statewide competitions.

**Sports and Entertainment Marketing (Grades 10-12, WPP) 2½ credits**

This course will explore the basic marketing concepts of sports and entertainment marketing. It will include a review of target marketing, segmentation, sponsorship, event marketing, promotions, and the implementation of sports and entertainment plans. Through activities and projects, students will learn the concepts and theories that apply to professional, college, and amateur sports, the motion picture industry, music industry, and recreation industry. Students will explore topics such as the role of agents, ethical images of athletes and celebrities, endorsements, sponsorships, and careers in the sports and entertainment industry.

**Textile Arts (Grades 9-12, WPP) 2½ credits**

This course starts with a foundation in textiles. Students will then explore several textile arts which may include yarn weaving, bead weaving, crocheting, knitting, fabric dyeing, machine sewing, and needlecraft. Fine Art credit available.

**Wachusett Partnership Program Marketing Independent Study\* (Grades 11-12, WPP) 2½**

or 5 credits, depending on student’s schedule (Prerequisites: Successful completion of Graphic Communications I, Commercial Art, Marketing I, Marketing II, or Fashion Merchandising and Marketing; teacher recommendation)

Students will create and execute a marketing plan for the Wachusett Partnership Program. Students will create marketing materials as well as organize and conduct two fundraising events. Strong oral communication and organizing skills and professionalism are required.

**WachuWearhouse Independent Study 2½ or 5 credits, depending on program (Prerequisites: Successful completion of Graphic Communications I, Commercial Art, Marketing I, Marketing II, or Fashion Merchandising and Marketing; Teacher recommendation)**

Students will gain a strong retail background by learning and performing all the tasks necessary to run a retail store, including product ordering, inventory control, marketing of the store, merchandising sales items, selling and filling Internet orders, and bookkeeping. Strong oral communication and organization skills and professionalism are required.

## Graphic Communications

Grade	Course	Prerequisites
9-12	CADD I	
9-12	CADD II	CADD I or teacher recommendation
9-12	Art Foundations	
9-12	<b>Graphic Communications I</b>	
9-12	Introduction to Business	
10-12	Commercial Art	Graphic Communications I or Art Foundations and teacher recommendation
10-12	<b>Graphic Communications II</b>	Graphic Communications I
10-12	Marketing I	
10-12	Wachusett MakerSpace I	Special application; CADD 1 and CADD 2 preferred
11-12	Digital Illustration	Graphic Communications I or Art Foundations and teacher recommendation
11-12	Digital Photography	Graphic Communications I or Art Foundations and teacher recommendation
11-12	Fashion Merchandising and Marketing	Introduction to Fashion, Fashion Design

## Required Courses

Required for students enrolled in the Graphic Communications WPP, these courses contain a limited number of seats for students not enrolled in the program.

### **Graphic Communications I (CP, Grades 9-12 and WPP)** 5 credits (No prerequisite)

This computer art course provides an introduction to the graphic arts. Emphasis is placed on the digital design process. Students learn the elements and principles of design while exploring the creative capabilities of the Adobe Creative Suite software, including Photoshop. Visual expression, problem solving, page layout, and image creation are presented. This course is a prerequisite for Graphic Communication 2. Preference will be given to students in grades 9-11. This is a required course for students in the Wachusett Partnership Program Graphics major, but students do not need to be in the WPP to take this course.

### **Graphic Communications II (CPA, Grades 10-12 and WPP)** 5 credits (Prerequisite: C- or better in Graphic Communications I)

This advanced class in computer graphics will help students further develop their skills in graphic design and visual expression. In addition, students design and layout the school newspaper, and create posters for WRHS theatrical productions. Beginning animation techniques will be introduced. Students are expected to be self-motivated and able to meet deadlines. Preference will be given to students in Grades 10-11. This is a required course for students in the Wachusett Partnership Program Graphics major, but students do not need to be in the WPP to take the course.

## Elective Courses

WPP Graphic Communications students must earn an additional five credits beyond the required courses and graduation requirements.

### **Art Foundations (Grades 9-12)** 5 credits

Students will explore the Elements and Principles of Design through hands-on experiences with art creation and production. Emphasis is placed on introductory painting and drawing focusing on subject, style, technique and creative problem solving. Students will work both two dimensionally and three dimensionally. This course is considered the gateway to the art electives.

### **Commercial Art (CPA, Grades 10-12)** 2½ credits (Prerequisite: C- or better in Art Foundations or Graphic Communications I)

Students will create artwork that is based on the demand for professional artists in various careers. Each project will be based on the current careers for traditional artists, such as character design, textile and product design, logo design, illustration, and visual representations in text/music/video.

### **CADD I (Computer-Aided Drafting and Design I) (CP, Grades 9-12, WPP)** 2½ credits

This course introduces students to the principles of the drafting trade using Computer Aided Drafting and Design (CADD) techniques and processes. The students will be introduced to freehand sketching, hand drafting, multi-view orthographic projection, and isometric shape modeling through 2D CAD software to produce detailed drawings and plans. This course includes graphic geometry and projection techniques, visualization methods, pictorial drawings, and geometric modeling techniques for CADD. Fine Arts credits available.

### **CADD II (Computer-Aided Drafting and Design II) (CP, Grades 9-12, WPP)** 2½ credits (Prerequisite: CADD I or teacher recommendation)

This course deals with graphic representations used in the design and drawing of machine components and engineering structures. Students will build on skills learned in CADD I by accessing in-depth knowledge in isometric views, dimensioning, and sections using 2D and 3D modeling software to develop neat and accurate working drawings and assemblies. In addition, students will gain knowledge of a computer aided manufacturing environment to enhance their understanding of today's technological processes as related to drafting and design. All these are necessary skills for technical or engineering careers. Fine Arts credits available.

**Digital Illustration & Painting (CP, Grades 10-12)** 2½ credits (Prerequisite: C- or better in Art Foundations or Graphic Communications I)

This is a great course for both students of the digital arts and students who would like to explore computer art for the first time. Students will try both *Adobe Illustrator*, and *Adobe Photoshop* to explore creative capabilities of the software and become more familiar with the digital arts. Graphic and painterly styles will be introduced. Students can scan previously completed artwork and try a digital interpretation. Creativity, exploration, and open minds are encouraged. Drawing tablet techniques will also be a part of the course.

**Digital Photography (CPA, Grades 11-12)** 2½ credits (Prerequisite: C- or better in Art Foundations or Graphic Communications I)

This course introduces students to digital photography. Students learn camera basics as well as creative aspects of photography. Multiple genres of photography are covered, and students spend most long blocks taking pictures on photography walks near to the Wachusett campus, as weather permits. Students try their hands at photojournalism by taking pictures for the school newspaper. Photoshop image correction and enhancement techniques are covered. Students are encouraged to bring their own camera, although a limited number of "point & shoot" cameras are available.

**Fashion Merchandising and Marketing (CPA, CP; Grades 11-12, WPP)** 5 credits

(Prerequisites: Introduction to Fashion and Fashion Design)

After a primer in basic retail management and window design, students create marketing plan for a unique fashion retail concept. The marketing plan includes a logo, store layout, store window display, print advertisement, broadcast advertisement, blog or website, and public relations piece. Students will learn to communicate effectively to banks, vendors, clients, and business associates. This is the final course in the Fashion and Textiles Partnership Program. Membership in DECA will be encouraged. Fine Arts credits available.

**Introduction to Business (Grades 9-12, WPP)** 2½ credits (both semesters)

This is a semester course suggested for those students who are interested in learning more about business and possible careers in business. It is designed to build an understanding of economics and basic business concepts. Specialized units will cover the stock market, maintaining a checkbook, teamwork, managing a business, computer simulations, and money management.

**Marketing I (CP, Grades 10-12, WPP)** 5 credits

This one-year course teaches students marketing foundations and functions, such as selling, promoting, advertising, branding, and product planning. Students will examine careers in marketing throughout the year. Students are encouraged to participate in the Wachusett chapter of DECA (a national organization that develops emerging leaders in marketing, hospitality, finance, and entrepreneurship) and compete in the various statewide competitions.

**Wachusett MakerSpace I (H, CPA; Grades 10-12, WPP)** 5 credits (Prerequisite: CADD I and II preferred, special application)

This class provides an understanding of real-world applications of STEAM (science, technology, engineering, arts, mathematics) academics through independent projects. Project areas could range from mechanical engineering and robotics to thermal and fluid systems to clothing and textile design, depending on student and teacher interest. Students will participate in a variety of individual and group projects, including those designed by both the teacher and by the students. A goal of this class is to show students that they can start with an idea, design it using computer software, and then make it into a tangible object. Students will learn and develop science and engineering skills that are directly related to opportunities in post-secondary science and engineering programs as well as in careers in the same fields.

## Health Sciences

Grade	Course	Prerequisites
9-12	Foods for Healthy Living	
9-12	Keyboarding	
10	Science of Health and Wellness	
11,12	<b>Human Bodyworks</b>	Science of Health and Wellness I and II
12	Anatomy and Physiology	
12	AP Psychology	
12	Psychology I	
12	Psychology 2	Psychology I
12	Sociology	
12	<b>Survey of Medical &amp; Allied Health Careers</b>	Human Bodyworks

### Required Courses

Required for students enrolled in the Health Science WPP, these courses contain a limited number of seats for students not enrolled in the program.

**Human Bodyworks (CPA, CP; Grades 11–12, WPP)** 5 credits (Prerequisites: The Science of Health and Wellness I and II)

This course offers an advanced study of health issues, diseases and illnesses of mankind, medicine, medications and alternative therapies, the diagnosis and treatment of diseases, illnesses and conditions. Students will explore the relationship between illness and corresponding body systems in depth. They will also study the links between psychological and physical wellness throughout the course with an emphasis on family and patient concerns. Students elect to take the course at the CPA or CP level.

*Note: This course may be used to meet the Science graduation requirement but is not considered a lab science and may not count as a science by the NCAA.*

**Survey of Medical and Allied Health Careers (Grade 12, WPP)** 5 credits (Prerequisite: Human Bodyworks)

This course provides an introduction to the medical field. It focuses on careers in medicine and allied health while providing an opportunity for students to utilize resources from their direct community. Guest speakers from health agencies will network with students to encourage strong professional output from the classroom. Topics explored include the history of medicine and health care, laws, and ethics as they pertain to the medical field, and an exploratory semester of various health careers and careers in alternative health practices. Students may participate in field trips to health care facilities. The course is also an orientation to medical language and presents basic principles of medical word building. The study develops competencies in categorizing major suffixes and group prefixes with an emphasis on analysis of meaning, spelling, and pronunciation. The course builds a medical vocabulary applicable to the specialties of medicine, the systems of the body, names of major diseases, and terms used in physical examination, diagnosis, and treatment.

*Note: This course may be used to meet the Science graduation requirements but is not considered a lab science and may not count as a science by the NCAA.*

### Elective Courses

WPP Health Science students must earn an additional five credits beyond the required courses and graduation requirements.

**Advanced Placement Psychology (AP, Grade 12)** 5 credits

Advanced Placement Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the methods that psychologists use in their science and practice. The content of the course includes the biological base of behavior, sensation and perception, states

of consciousness, motivation and emotion, personality, and abnormal psychology. Students who take this class are expected to take the AP Psychology exam in the spring.

**Anatomy and Physiology (H, CPA; Grade 12)** 5 credits

This course is designed to give students an understanding of the basic structure and functions of the human systems. Students preparing for health-related careers and those interested in studying the principles of biology using the human species as an example will find this course valuable. Demonstrations and experiments are used to illustrate the principles and concepts of the course including the problems of disease, nutrition, heredity, pollution, and overpopulation. Independent literature and electronic research is required each term. Students will dissect a fetal pig. Application required for enrollment.

**Foods for Healthy Living (Grades 9-12, WPP)** 2½ credits

This basic foods course will cover principles of healthy eating and kitchen survival. Topics included are: selection of healthy foods, understanding and use of recipes, meal planning, safety and sanitation, food service careers, and safe use and care of kitchen equipment. Course content is taught through projects, written assignments, and weekly labs that involve the preparation of various food items.

**Keyboarding (Grades 9–12, WPP)** 2½ credits

This semester course is recommended for all students regardless of which career they intend to pursue. It is especially important for any student preparing for a career in business. Emphasis is given to the development of correct techniques, accuracy and speed. Attention will be given to personal applications, such as word processing for term papers and personal business letters, composition at the keyboard, and business applications. Evaluation will be based on in-class assignments, timed writings and touch-typing.

**Psychology I: Study of Human Behavior (H, CPA, CP; Grade 12)** 2½ credits

This course is an introduction to the field of psychology. Students study differing psychological approaches, theories, and theorists. Students investigate such issues as the biological basis of behavior, sensation and perception, principles of learning, and theories of human development. Each student examines herself or himself through the theories of Pavlov, Skinner, Freud, Erickson and other theorists in an attempt to answer the question 'Who Am I?' The activities, materials and requirements will vary according to level. Honors level students will complete a comprehensive research project.

**Psychology 2: Study of Exceptional Persons (H, CPA; Grade 12)** 2½ credits (Prerequisite: Psychology I)

This is a second semester course for students who wish to continue their study of psychology. Students extend their study of human development and are introduced to personality theory. Additional possible topics to be studied include altered states of consciousness, motivation theory and psychological disorders. The activities, materials and requirements will vary according to level. Honors level students will complete a comprehensive research project.

**The Science of Health and Wellness (Grade 10)** 2½ credits

This course meets every other day for a full year. Successful completion of this course is a graduation requirement for all students. The students will study a comprehensive sequence of topics and skills that will help them face the issues and choices they currently face and will confront as adults. Topics include: making healthy choices, basic understanding of the body and how it works, the digestive system, nutrition and food safety, diabetes and obesity, the immune system, the respiratory system, cancer awareness, communicable disease, HIV/AIDS, human sexuality issues, tolerance, violence and anger management, substance use and abuse, mental health issues and topics, and CPR/first-aid training.

**Sociology (CPA, CP; Grade 12)** 2½ credits

Students study society at large and their participation in it. Topics included growing up in other cultures, causes of alienation, crime and deviance, sex and gender, race and ethnicity, effects of social stratification, socialization, and institutions of society on the individual. Students use a wide variety of materials and engage in independent and group research.

## Restaurant Management

Grade	Course	Prerequisites
9-12	<b>Foods for Healthy Living</b>	Must be taken during or before fall semester of 11 <sup>th</sup> grade
9-12	Graphic Communications I	
9-12	Introduction to Business	
10-12	Commercial Art	
10-12	Accounting I	
10-12	Marketing I	
10-12	Sports and Entertainment Marketing	
11-12	<b>Restaurant Management I</b>	Foods for Healthy Living
11-12	<b>Restaurant Management II</b>	Restaurant Management I

### National Restaurant Association ProStart Certificate

This Wachusett Partnership Program offers students the opportunity to earn the National Restaurant Association ProStart Certificate. The two-year Restaurant Management/ProStart program was created by the National Restaurant Association and focuses on all aspects of operating and managing a food service establishment. The curriculum provides instruction in 25 subject areas; while business management is the core of the program, students are introduced to skills needed to prepare food for public consumption. Students who earn at least B in both Level One and Level Two, earn at least a 70 on both final exams, complete 400 industry-related work hours and 75 percent of the NRA ProStart standards will be awarded a nationally recognized ProStart certificate. This certificate is honored by many culinary students; see the ProStart website for more details. In addition, students will create a professional portfolio and personal restaurant concept business plan. Interaction with the local restaurant community and DECA membership are strongly encouraged.

Juniors (first-year students) and seniors (typically second-year students) are scheduled in the same block to provide a rich mentorship environment.

### Required Courses

Required for students enrolled in the Restaurant Management WPP, these courses contain a limited number of seats for students not enrolled in the program.

#### **Foods for Healthy Living (Grades 9-12, WPP) 2½ credits**

This basic foods course will cover principles of healthy eating and kitchen survival. Topics included are: selection of healthy foods, understanding and use of recipes, meal planning, safety and sanitation, food service careers, and safe use and care of kitchen equipment. Course content is taught through projects, written assignments, and weekly labs that involve the preparation of various food items.

#### **Restaurant Management I (Grades 11-12, WPP) 5 credits (Prerequisite: Foods for Healthy Living, or enrolled in first semester junior year)**

Topics covered in Restaurant Management level one include workplace safety, essential kitchen, management, and career skills, stocks, sauces, and soups, communication, fruits and vegetables, serving guests, and potatoes and grains.

#### **Restaurant Management II (Grade 11-12, WPP) 5 credits (Prerequisite: Restaurant Management I)**

Topics covered in Restaurant Management level two include nutrition, breakfast food and sandwiches, cost control, salads and garnishes, purchasing and inventory, meat, poultry and seafood, marketing, desserts, sustainability and global cuisine.

## Elective Courses

WPP Restaurant Management students must earn an additional 2½ credits beyond the required courses and graduation requirements.

### **Accounting I (CPA, Grades 10-12, WPP)** 5 credits

This course provides students with an introduction to basic accounting procedures and principles. This course is recommended for students who wish to enter the business world after high school graduation, as well as those who plan to major in Business in college. Students who are interested in accounting should also select Computer Tools.

### **Commercial Art (CPA, Grades 10-12)** 2½ credits (Prerequisite: C- or better in Art Foundations or Graphic Communications I)

Students will create artwork that is based on the demand for professional artists in various careers. Each project will be based on the current careers for traditional artists, such as character design, textile and product design, logo design, illustration, and visual representations in text/music/video.

### **Graphic Communications I (CP, Grades 9-12 and WPP)** 5 credits

This computer art course provides an introduction to the graphic arts. Emphasis is placed on the digital design process. Students learn the elements and principles of design while exploring the creative capabilities of the Adobe Creative Suite software, including Photoshop. Visual expression, problem solving, page layout, and image creation are presented. This course is a prerequisite for Graphic Communication 2. Preference will be given to students in grades 9-11. This is a required course for students in the Wachusett Partnership Program Graphics major, but students do not need to be in the WPP to take this course.

### **Introduction to Business (Grades 9-12, WPP)** 2½ credits (both semesters)

This is a semester course suggested for those students who are interested in learning more about business and possible careers in business. It is designed to build an understanding of economics and basic business concepts. Specialized units will cover the stock market, maintaining a checkbook, teamwork, managing a business, computer simulations, and money management.

### **Marketing I (CP, Grades 10-12, WPP)** 5 credits

This one-year course teaches students marketing foundations and functions, such as selling, promoting, advertising, branding, and product planning. Students will examine careers in marketing throughout the year. Students are encouraged to participate in the Wachusett chapter of DECA (a national organization that develops emerging leaders in marketing, hospitality, finance, and entrepreneurship) and compete in the various statewide competitions.

### **Sports and Entertainment Marketing (Grades 10-12, WPP)** 2½ credits

This course will explore the basic marketing concepts of sports and entertainment marketing. It will include a review of target marketing, segmentation, sponsorship, event marketing, promotions, and the implementation of sports and entertainment plans. Through activities and projects, students will learn the concepts and theories that apply to professional, college, and amateur sports, the motion picture industry, music industry, and recreation industry. Students will explore topics such as the role of agents, ethical images of athletes and celebrities, endorsements, sponsorships, and careers in the sports and entertainment industry.

## Physical Education

Grade 9	Course	Teacher Recommendation	
This course is taken once only.	Physical Education 9	No	
Grade 10	Courses	Teacher Recommendation	
These courses are taken once only.	<ul style="list-style-type: none"> <li>• Physical Education 10 – Games</li> <li>• Project Adventure I</li> </ul>	No	
Grades 11 and 12	Courses	Teacher Recommendation	
These courses may be taken more than once.	<ul style="list-style-type: none"> <li>• Cardio Fitness</li> <li>• Conditioning</li> <li>• Lifetime Sports</li> <li>• Personal Fitness</li> <li>• Team Games</li> </ul>	No	
Grades 11 and 12	Course	Prerequisite	Teacher Recommendation
These courses may be taken once only.	Project Adventure II	Project Adventure I	Yes – no fear of heights
	Outdoor Education	None	No
	Self Defense for Young Women	None	No
	Physical Education Leader	Grade 12 only by application	Yes
	Exploring Physical Education	Eligibility Determination	Yes
	Alternative PE	Grade 12 only by application	Yes

Each student must take and pass Physical Education during grades 9, 10, 11, and 12 at Wachusett. Physical Education requirements are the following:

**Grade 9** - This curriculum provides the foundation in fitness and sport skills for the WRHS Physical Education program for the following three years. Students must pass both semesters. Classes meet every other day throughout the year.

**Grade 10** – One semester of team games and one semester of Project Adventure is required. All classes will meet every other day throughout the year.

**Grade 11** - Semester electives are offered which meet every other day throughout the semester. A student must elect and pass one semester of Physical Education.

**Grade 12** - A student must elect and pass one semester of Physical Education.

**Credit Deficiency** – A student who is credit deficient, as a result of a failing grade in any PE course, may double up in his/her junior or senior year to fulfill graduation requirements. Students will not be allowed to enroll in **more than two** PE courses during any semester. Students may take an after-school PE or Summer School PE course for credit recovery. Placement in the additional PE course depends on space availability and is not guaranteed.

## WRHS Physical Education Grading Policy / Guidelines

**PLEASE NOTE:** The PE attendance policy follows a separate set of guidelines than the School Attendance Policy.

In Physical Education at WRHS, students must be prepared, dressed, and participate in 78% of their PE classes each semester in order to obtain a passing grade. Absences from class for any reason other than a medical excuse will count as a missed class. Students should make up PE classes missed to regain any points lost. They have two weeks to make up a missed class.

**There are three types of absences from Physical Education class:**

1. Absence due to inability to participate due to illness or injury and verified by a Doctor's medical excuse.
2. Absence from class for any reason other than a medical excuse, such as visits to school offices or nurse, field trips, in-school suspension, suspension from school or routine absence from school. These absences cause the student to lose participation points toward their PE grade. These absences should be made up.
3. If a student does not attend a class while present in school, arrives late without a pass or leaves a class early, he/she will be considered to have a class cut. Class cuts and truancy cannot be made up.

**If a student is not changed for class or comes improperly dressed, he/she will not be allowed to make up the points lost.**

Make-ups will be arranged with the teacher by participation in another class of the same level/activity or by attending an after school PE makeup. The time schedule for completion of missed PE classes is two weeks as stated in the *Student Handbook*.

Students with a permanent medical excuse certified by a physician are exempt from Physical Education classes for the length of time indicated by the physician. Students who are permanently excused from Physical Education must present a new physician's certification prior to the completion of the second full week of each school year. **All doctor's medical excuses must be filed with the school nurse within two weeks of the beginning date to be valid.**

Students who are temporarily excused from Physical Education because of an illness or injury must present documentation from a physician to the school nurse, within two weeks of the illness or injury, indicating the length of time the student is to be excused. Failure to do so will mean the student will be required to make up all of the time he/she may have missed from the class. In the event the time missed is greater than 50 percent of class meetings, the student will receive no credit for the course and will be required to take another Physical Education course at a later date in order to satisfy the Physical Education requirement for graduation.

In cases where a student is medically excused from Physical Education for any part of a semester course, the student may be eligible for full credit if he/she participates in at least 78 percent of the classes in which he/she was not medically excused. If a student misses more than half of the PE classes in any term on a medical excuse (note from a doctor), the student will receive a grade of M and no academic credit for that term.

**In the second term of that semester course, if the student:**

- Fulfills the PE requirements, the student will receive a grade for that term, receive .625 academic credits for the semester, and will not have to make up the course to graduate.
- Does not fulfill the PE requirements, the student will fail for the term, will get no academic credit for the semester, and will have to make up the PE course to meet the graduation requirement.

- Remains on a medical excuse, the student will get a grade of M, receive no academic credit for the semester, and will not have to make up the PE course to graduate. The administrator for physical education must approve any exceptions to this attendance policy. Grading is based on attendance, participation, proper attire, and improvement, quality of work, respect, behavior, attitude and cooperation. There are no exemptions for interscholastic athletics.

The Physical Education Program will provide protective equipment when it is required (e.g. mouth guards for field hockey, lacrosse and floor hockey, goggles for goalies in floor hockey). The first mouth guard is given to each student free of charge. If lost, any subsequent mouth guard must be replaced by the student.

## **Lower School Program**

### **Physical Education 9 (Grade 9)** 2 semesters, 1¼ credits per semester

The freshman PE curriculum is a fitness-based program in which students learn the components of fitness, and they work in each class to improve their fitness levels throughout the year. Their fitness levels are tested quarterly using the Presidential Physical Fitness test. The students will assess themselves in the areas of muscular strength and endurance, body mass index, flexibility, and cardiovascular endurance. Students will participate in a wide range of activities such as circuit training, stability ball routines, medicine ball exercises and weight training. Students may receive basic instruction on skills in the following activities: field hockey, football, soccer, basketball, volleyball, floor hockey, softball, lacrosse, track and field, tumbling and team games.

### **Physical Education 10 – Games (Grade 10)** 1¼ credits for one semester

Students will have one semester of Project Adventure I (described below) and one semester of Team Games. Sophomores will continue to practice the concepts of fitness learned in PE 9 through physical activity and a conditioning program. They will be introduced to the proper use of weight machines through a conditioning program in the weight room. Cardiovascular conditioning may be improved through participation in inter-active sports such as field hockey, soccer, floor hockey and basketball. Selected team games will give the students the opportunity to develop their sport skills with an emphasis on strategy, team positions, rules and sportsmanship. Skills may be evaluated through practical and/or written tests.

### **Project Adventure I (Grade 10)** 1¼ credits for one semester

In this semester course offered to all sophomores, students learn how to work together as a group on problem-solving, trust-building, and adventure risk-taking. Critical thinking and listening skills will be exercised. All students are asked to set goals to challenge themselves and assist others in completing these challenges as needed. The students will get to experience being belayed, from various heights, while climbing on the outdoor rope course.

## **Upper School Program**

**Semester elective courses meet every other day during the semester.**

### **Adaptive Physical Education (Grade Level 9-12)** 1¼ credits per semester (Prerequisite – Determined eligibility of students with defined disabilities.)

Students in Adaptive Physical Education will participate in a program of physical and motor fitness; fundamental motor skills; and patterns; skills in individual and group games and sports. Activities will be modified for individual student needs. Learning will take place in a fun, cooperative group setting.

### **Cardio Fitness** Second semester only, 1¼ credits

This dynamic class will focus primarily on various cardiovascular exercises integrated with overall body fitness and sports-related movements. Students should expect both outdoor and indoor unit activities including hiking, interval track training, power walking, hill workouts, Pilates, and exercise biking and elliptical training. This class is designed for the student looking to dramatically improve his/her overall fitness level and develop lifelong fitness habits. This elective may be taken more than once.

**Conditioning** One semester, 1¼ credits

Instruction is given on correct technique of weight lifting and the proper use of the weight training equipment. This course may include units of functional fitness, jogging, fitness walking, weight training with dumbbells, self-motivated aerobics, circuit training and other activities that promote cardiovascular endurance and lifelong conditioning. This elective may be taken more than once.

**Exploring Physical Education (Pass/Fail)** 1¼ credits (Prerequisite: determined eligibility of students with defined disabilities.)

This is a collaborative class for beginning students and advanced physical education students. Students will learn and practice basic skills and specific rules of game play for multiple sports and activities. Advanced physical education students, working as CLAs, will act as student mentors and will assist the teacher and paraprofessionals in the drills and games during class.

**Exploring Physical Education CLA\*, Grades 10-12)** 1¼ credits (Prerequisite: B- or better in in PE10 – Games)

This is a collaborative class for beginning students and advanced physical education students. Students will learn and practice basic skills and specific rules of game play for multiple sports and activities. Advanced physical education students, working as CLAs, will act as student mentors and will assist the teacher and paraprofessionals in the drills and games during class. CLAs will be asked to demonstrate proper physical education techniques, will dress in appropriate fitness attire, and will model appropriate sportsmanship and hard work during game play. Students with an interest in physical education, special education, and similar careers are encouraged to contact the Physical Education department head and to apply through Naviance.

**Lifetime Sports** One semester, 1¼ credits

Sports will be offered in season and may include instruction in skills and strategy in the following areas: archery, tennis, badminton, golf, table tennis and volleyball. These are activities that can be easily engaged in by students through adulthood. Conditioning activities related to improving lifetime sports skills may be included. Sports skills may be evaluated through practical and/or written tests. This elective may be taken more than once.

**Outdoor Education** One semester, 1¼ credits

The students will explore a variety of ways in which to enjoy (recreation) and live (survival) in the outdoors, while learning about and respecting the environment. Some of the activities include: canoeing, hiking, observational skills, orienteering, cross-country skiing, snow shoeing, and some survival skills such as knot-tying, lashing, outdoor cooking, shelter building, outdoor clothing and equipment. Practical and written evaluations will be given. Projects may be assigned with each unit. This elective may only be taken once.

**Personal Fitness** First semester only, 1¼ credits

Students in this class will learn proper exercise techniques while improving cardiovascular endurance, muscular strength, and flexibility. Students will learn how to use the TRX, stability balls, Indo-boards, T-bows, jump ropes, resistance bands, weighted bars and much more! Master workout techniques will include core training, balance, flexibility and plyometrics. This course may include other fitness trends. Students are required to keep a journal, as it is an integral part of the course and is a major component of their grade. This elective may be taken only once.

**Project Adventure II** One semester, 1¼ credits

Project Adventure II is a continuation of Project Adventure I, offering new adventure experiences at intermediate and advanced levels. This course attempts to translate aspects of 'Outward Bound' into the Physical Education curriculum. The course is designed to encourage students to try new and different activities, some of which may involve initial anxiety. The course deals with initiative problems, trust activities, and rope course activities. Students must have successfully completed Project Adventure I in Grade 10 and have no fear of heights. This elective may be taken only once.

**Self-Defense for Young Women** One semester, 1¼ credits

This course is for girls only. It will teach skills for self-protection, and emphasis will be placed on prevention of conflict. A component of instruction will be spent educating participants on basic confrontational principles and risk awareness/avoidance strategies. The first unit will focus on self-defense rolls, break falls, and basic mat work. Next, students will be introduced to the Rape Aggression Defense System packaged curriculums, including Basic Physical Defense, the Keychain Defense Option, the Aerosol Defense Option, and the Advanced Self Defense Strategies for Women, as time allows. This elective may be taken only once.

**Team Games** One semester, 1¼ credits

The following sports will be offered in season and may include instruction in skills, rules and game strategy in the following areas: field hockey, soccer, football, basketball, volleyball, floor hockey, softball, lacrosse, speedball, team handball, and other group activities. This elective may be taken more than once.

**Physical Education Leader** One semester, 1¼ credits **(Grade 12 only)**

This course is designed for students with strong leadership qualities, an interest to work with other students and a solid background in physical education. Students will assist the phys. Ed. teacher in instruction, setting up and breaking down of equipment as well as **referring** activities. Applicants must fill out the PE leader form and submit it to the physical education department head for approval. Availability is limited, and this elective may be taken only once.

**Alternative Physical Education** One semester, 1¼ credits **(Grade 12 only)**

Students may apply for one Alternative Education class under these criteria: Students must be in good standing in Physical Education, having completed PE9 and PE10 and at least one physical education elective junior year. Only one Alternative Education course will be granted to a student. The Alternative Education course they wish to take should not be offered in the WRHS Physical Education curriculum; the offering must be structured and taught by a certified instructor. Students are responsible to submit a grade report or certification to the PE administrator on a quarterly basis in order to receive credit. Students must also submit a journal, which details their progress regarding their specific alternative PE program. Examples of acceptable courses may include: Water Safety Instructor, Lifeguarding, Boating Safety, Outward Bound Instructor, Scuba Diving, Fencing and the like. Any course must include a minimum of 37.5 hours of activity.

Grade 12 students must submit an Alternative Physical Education application to the administrator for Physical Education. Semester I applications must be submitted by August 15. Semester II applications must be submitted by November 15. Submitting an application does not mean your course is approved. This option may be taken only once.

## Science Program

Grade 9 Courses	Level	Prerequisites		
		Course/Grade	Score on Math MCAS	Teacher Recommendation
Freshman Physics	Honors	Scheduled in H Geometry	$\geq 250$ or $\geq 515$	Required
	CPA	Scheduled in H Algebra 1, CPA Algebra 1, or H or CPA Geometry	$\geq 226$ or $\geq 470$	Required
	CP	Scheduled in CP Algebra 1	$< 220$ or $< 470$	Required
Topics in Science and Technology	CP	Scheduled in Fund. of Algebra 1		Required
Grade 10 Courses	Level	Prerequisites		
		Course/Grade		Teacher Recommendation
Biology	Honors	<i>Students must meet all of the following:</i> H Fresh Physics B- or better <b>AND</b> earn a C or better on the Honors Physics Research Project <b>OR</b> CPA Fresh Physics A - or better		Required
	CPA	CPA Freshman Physics C- or better		Required
	CP	None		Required
Topics in Biology	CP	Topics in Science and Technology		Required
Grade 11 Courses	Level	Prerequisites		
		Course/Grade		Teacher Recommendation
Chemistry	Honors	B or better in Honors Algebra 2 B+ or better in Freshman Physics <i>Students must also meet the following:</i> A in CPA Biology <b>OR</b> B in H Biology and C or better on the Honors Biology Research Project.		Required
	CPA	B- or better in CPA Algebra 1 and C or better in CPA Biology (B recommended)		Required
	CP	Successful completion of CP Algebra 1		Required
Topics in Physics	CP	Topics in Biology		Required
Grade 12 Electives	Level	Prerequisites		
		Course/Grade		Teacher Recommendation
Modern Physics	Honors	<i>All of the following:</i> B or better in all Honors math or B+ or better in all CPA math B in Honors Freshman Physics B or A- in CPA Freshman Physics Enrolled in Pre-Calculus or higher math class.		Recommended
Senior Physics	CPA	C or better in all CPA or H science C or better in Algebra 2 or Pre-Calculus		Recommended
Engineering Physics Project	CP	Successful completion of Freshman Physics and Algebra 1, Geometry, and Algebra 2		Required
Anatomy & Physiology	H	B or better in both CPA Biology and CPA Chemistry		Required
	CPA	B- or better in CPA Biology and B- or better in CPA Chemistry; or A- or better in CP Chemistry.		Required
Environmental Science	CPA	Biology		Recommended
Environmental Issues	CP	Successful completion of two lab sciences		Recommended
Natural History of New England	CPA/CP	Successful completion of two lab sciences		Recommended
AP Biology	AP	B+ or better in CPA Biology or B- or Better in H Biology		Required
AP Chemistry	AP	B+ or better in CPA Chemistry or B- or better in H Chemistry		Required
AP Environmental Science	AP	B- or better in all CPA or H science classes		Required

**Department Philosophy** - The Science Department of Wachusett Regional High School strives for excellence in the science education of all its graduates. We recognize that science is a human endeavor designed to achieve an increasingly comprehensive and reliable understanding of the human species and its environment. Scientific literacy is an important key to a functioning, technology-based society.

The learning objectives of the Science Department are:

- To provide a basic understanding of how nature works in both living (life science) and non-living (physical science) systems, and to show their interrelatedness.
- To teach students the procedures and techniques used in scientific methodology (e.g. forming a hypothesis, conducting experiments, collecting and analyzing data to draw logical conclusions, etc.).
- To challenge and stimulate students to use, refine and communicate their powers of creative thinking, problem recognition, and problem solving in the scientific application of both hypothetical and real world situations.
- To provide a strong foundation to help our graduates achieve confidence and success in their introductory college science classes.

The WRHS Science Curriculum is designed to provide all students the opportunity to meet the stated objectives in a logical, sequential, comprehensive and varied manner.

The WRHS graduation requirement in Science coursework is the successful completion of three years (15 credits) of course work. College-bound students are strongly urged to take at least three years of laboratory science courses. All of the courses listed within this section are considered laboratory science courses. All full-year courses receive five credits and all semester science courses receive 2½ credits. AP Biology and AP Chemistry meet 10½ times during the seven-day cycle and receive 7½ credits.

To complete these requirements the traditional course of study would have students taking Freshman Physics; then Biology in their sophomore year followed by Chemistry in their junior year. All three of these courses are offered at various levels H, CPA, and CP. As seniors, students are offered a wide variety of either full-year or half-year electives which are also offered at the various levels of study.

Laboratory sciences require many precautions in order to ensure the safety of the students in a laboratory setting. **Any inappropriate behavior by a student in a laboratory class will result in serious and immediate disciplinary action.**

## Lower School Program

**Freshman Physics** is a physical science course specifically designed for 9<sup>th</sup> grade students beginning their High School science curriculum. This course provides an in-depth investigation of matter and energy. Laboratory investigations, demonstrations, and discussions include the basic physical concepts in motion and forces, conservation of energy and momentum, thermodynamics (heat and heat transfer), waves, and electromagnetism. This program includes substantial hands-on laboratory experiences, which allow students to make observations, raise questions, and formulate hypotheses; design and conduct scientific investigations; analyze and interpret results of those investigations; and communicate and apply their findings. This course boosts students' mathematical skills as they construct and use tables and graphs to interpret data sets, solve simple algebraic equations, perform basic statistical procedures to analyze data, convert units, use scientific notation, determine the correct number of significant figures, and determine percent error from experimental and accepted values.

**Freshman Physics (H, Grade 9)** 5 credits

The **H level** requires that students have a solid mathematical and science background.

**An Individual Experimental Research Project is REQUIRED for this course, due the Monday before April vacation. No late projects will be accepted.**

**Freshman Physics (CPA, Grade 9)** 5 credits

The **CPA level** requires a good mathematics and science background.

**Freshman Physics (CP, Grade 9)** 5 credits

The **CP level** course is taught from a more conceptual view with the amount and level of mathematics required minimized.

**Topics in Science and Technology (CP, Grade 9)** 5 credits

The Topics in Science and Technology class studies Engineering Design, Construction Technologies, Energy and Power Technologies of Fluid Systems, Thermal Systems, and Electrical Systems as well as Communication Technologies and Manufacturing Technologies. **All students enrolled in this class will take the STE MCAS in June of their freshman year.**

**The level of Freshman Science will align with your math choice.**

- Honors Freshman Physics students will also take Honors Geometry
- CPA Freshman Physics students will take CPA Geometry or CPA Algebra 1 or H Algebra 1
- CP Freshman Physics students will take CP Algebra 1
- Topics in Science and Technology will take Fundamentals of Algebra 1

**All Freshman Physics students will take the Introductory Physics MCAS in June of their freshman year.**

**Biology (H, Grade 10)** 5 credits

Honors Biology requires students to have exceptional reading comprehension skills and a strong mathematics background. This course is a study of biology as an inquiry into life with emphasis on the laboratory approach. The investigative processes of science are used to develop an in-depth understanding of the principles of biology from the standpoints of unity of pattern, diversity of organisms, and the continuity of life. Students will complete a summer reading and writing assignment as stated in the Honors Biology Summer letter, which can be accessed online on the Science Department web page. **An Individual Experimental Research Project is REQUIRED for this course, due the Monday before April vacation. No late projects will be accepted.**

**Biology (CPA, Grade 10)** 5 credits

CPA Biology requires students to have strong reading comprehension and problem-solving skills. This laboratory-based class includes a study of the methods of science as a process of inquiry, including the concepts of cellular structure and function, molecular genetics, heredity, taxonomy, and evolution.

**Biology (CP Grade 10)** 5 credits

This laboratory-based course includes a study of the methods of science as a process of inquiry by including the concepts of cellular structure and function, molecular genetics, heredity, taxonomy, and evolution. More curricular reinforcement is given as students work to understand the difficult vocabulary and concepts of biology.

**Topics in Biology (CP, Grade 10)** 5 credits

This laboratory-based course includes a study of the methods of science as a process of inquiry by including the concepts of cellular structure and function, molecular genetics, heredity, taxonomy, and evolution. More curricular reinforcement is given as students work to understand the difficult vocabulary and concepts of biology. **The curriculum in this class is designed specifically to prepare students for the Biology MCAS test.**

## Lower School/Upper School Options

### **Practical Science (Grades 9-12)** 5 credits

This course provides a general overview of various living organisms and their structures, and better exposes the student to concepts they may find on the MCAS Biology test. The areas of study include: scientific methods, analyzing experimental design, characteristics of living things, animal and plant cells and their functions, photosynthesis, cellular respiration, cell division, digestive system, ecology, and genetics.

### **Functional Science (Grades 9-12)** 5 credits

This course provides general entry points to life science concepts. Students will be exposed to concepts that will be used for upcoming MCAS portfolios. The following areas are targeted for discussion: scientific methods, measurement, needs of living things, cell organelles and their functions, digestive system, plants, plants structures and functions, photosynthesis and cellular respiration, and various ecological concepts. The pace of the discussion will dictate the topics covered.

## Upper School Program

### **Chemistry (H, Grades 11)** 5 credits

This course is an in-depth, fast-paced study of chemistry as an experimental science for the highly motivated student or science major. Major concepts such as atomic structure, bonding, reactions, gases, acids/bases, and kinetics will be discussed in great detail in a lecture setting and then reinforced with laboratory work. Students will complete a summer reading and writing assignment as stated in the Honors Chemistry Summer letter, which can be accessed online on the Science Department web page A requirement of the class is the memorization of ions and formulas necessary for the study of chemistry. **An Individual Experimental Research Project is REQUIRED for this course, due the Monday before April vacation. No late projects will be accepted.**

### **Chemistry (CPA, Grades 11)** 5 credits

This course is an in-depth study of chemistry as an experimental science for the college bound student. Major concepts such as atomic structure, bonding, reactions, gases, and acids/bases are covered. A requirement of the class is the memorization of ions and formulas necessary for the study of chemistry. Course work as well as laboratory work will be performed to reinforce key concepts to better the students' understanding. Over the course of the year, skills and techniques in handling materials, apparatus, and concepts will be developed.

### **Chemistry (CP, Grades 11)** 5 credits

CP Chemistry follows the same curriculum as CPA Chemistry. It is an in-depth study of chemistry as an experimental science for the college bound student. Major concepts such as atomic structure, bonding, reactions, gases, and acids/bases are covered. Course work as well as laboratory work will be performed to reinforce key concepts to better the students' understanding. Over the course of the year, skills and techniques in handling materials, apparatus, and concepts will be developed. Classes are smaller and include more differentiation and mathematical support.

### **Topics in Physics (CP, Grade 11) 5 credits**

**This course will not only complete a three-year sequence in science required for graduation, it is also designed to teach the Massachusetts State Framework in Physics.**

This course provides an investigation of matter and energy. Laboratory investigations, demonstrations, and discussions include the basic physical concepts in motion and forces, conservation of energy and momentum, thermodynamics (heat and heat transfer), waves, and electromagnetism. This program includes substantial hands-on laboratory experiences, which allow students to make observations, raise questions, and formulate hypotheses; design and conduct scientific investigations; analyze and interpret results of those investigations; and communicate and apply their findings. This course boosts students' mathematical skills as they construct and use tables and graphs to interpret data sets, solve simple algebraic equations, perform basic statistical procedures to analyze data, convert units, use scientific notation, determine the correct number of significant figures, and determine percent error from experimental and accepted values. Multiple instructional strategies will be explored to help students understand the concepts of Physics. Mathematical applications of physics will be minimized.

## **Senior Science Electives**

### **Anatomy and Physiology (H/CPA) 5 credits**

This course is designed to give students an understanding of the basic structure and functions of the human systems. Students preparing for health-related careers and those interested in studying the principles of biology using the human species as an example will find this course valuable. Demonstrations and experiments are used to illustrate the principles and concepts of the course, including the problems of disease, nutrition, and heredity. Independent literature and electronic research is required each term. Students will dissect a sheep heart and a fetal pig.

### **Engineering Physics Projects (CP) 5 credits**

This course aims to expose students to introductory college level engineering topics and develop in them an understanding of the physics principles that are involved in several engineering disciplines, such as civil and structural engineering, mechanical engineering, electrical engineering, and aerospace engineering. Students will learn physics and engineering theory and apply that knowledge through hands-on, project-based learning. Students will use the engineering design process to define a design problem, research, prototype, build, test, and redesign projects that demonstrate the physics and engineering principles learned throughout the course. This course will explore a variety of topics, including metric measurement, technical engineering drawing, statics, Newton's laws, simple machines, energy, electricity, hydraulics and pneumatics, civil and architectural design, astronomy, and rocket design.

**Note to students who plan to play sports in college:** The NCAA may not accept this class as a core course requirement.

### **Environmental Science (CPA) 5 credits**

This course immerses students in the physical, biological, and earth systems sciences that shape our world to help them develop an understanding of the environment. Scientific concepts, principles, and modern science practices allow students to analyze environmental issues, both natural and human induced, and to engage in evidence-based decision-making in real-world contexts. This course will explore a variety of topics, including matter and energy transformation, properties of Earth materials, climate and weather, biodiversity, environmental systems, biomes, populations, soil, rocks, and glaciation. Classes regularly go outside for practical labs in all weather conditions.

### **Environmental Issues (CP) 2½ credits (First semester)**

This course aims to develop an understanding of environmental problems and the laws that govern these issues. Students will also study the effects of growth and development on their environment and on the quality of life, our land, air, and water resources. These problems are studied in a variety of ways in the classroom, in the laboratory, in the field, and through project work.

### **Natural History of New England (CPA/CP) 2½ credits (Second semester)**

This course meets as a combined CPA/CP class and is a general survey course designed to acquaint the student with the natural history of New England. This includes studies of soil and rock formation, plants, animals and the ecology of the area. **Note to students who plan to play sports in college:** The NCAA may not accept this class as a core course requirement.

### **Modern Physics (H) 5 credits**

Lasers, quantum mechanics and the nature of light and gravity, black holes, exotic sub-nuclear particles, high-temperature superconductivity and the “history of the future of the universe” are some of the topics that will be investigated in this physics course that highlights the physics of the past 100 years. This course serves as a natural follow-up to the physics course taken during freshman year. It is intended to be a more rigorous treatment of topics in mechanics, properties of matter, an introduction to thermodynamics, wave theory, electromagnetic interactions, and modern physics (relativity, atomic, nuclear, sub-nuclear, quantum etc.) with an emphasis on mathematical techniques in problem solving and data analysis. Labs will be done on a regular basis when possible. Computers will also be used in the data collection and analysis process. This course will provide a strong foundation for those students planning to major in physics or engineering in college.

### **Senior Physics (CPA) 5 credits**

This course builds on the science and mathematical skills obtained during the first three years of high school and will serve as a preparation for an introductory college Physics course. The goal for the course is to provide a deeper understanding of the physics concepts learned in Freshman Physics. The additional topics covered include rotational mechanics, wave theory, electricity and magnetism, optics and thermodynamics. This class should be considered by students planning to major in any math, science or engineering program. Group and individual projects are a major component of this course.

## **Advanced Placement Courses**

### **Advanced Placement Biology (AP) 7½ credits**

Advanced Placement Biology is designed to be the equivalent of a college introductory biology course usually taken by students majoring in the sciences during their first year of college. Students who are successful in this course may have the opportunity, as college freshmen, to undertake upper-level courses in biology or to register for courses for which biology is a prerequisite; students may also fulfill a basic requirement for a college laboratory science course. AP Biology is designed to be taken by students after the successful completion of a first course in high school biology and high school chemistry.

### **Advanced Placement Chemistry (AP) 7½ credits**

This course is designed to be the equivalent of a 1st year college general chemistry course and follows the College Board’s AP Chemistry syllabus. This course presents a rigorous treatment of the following concepts: the nature of matter, gas laws, thermodynamics, stoichiometry, bonding, chemical kinetics, and chemical equilibrium. Laboratory activities involve a variety of techniques and methods, including precision instrumental work, as well as qualitative analysis of unknowns. Students will be required to do extensive writing, and to keep a thorough and accurate laboratory notebook.

### **Advanced Placement Environmental Science (AP) 5 credits**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. 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. Students will be able to identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. AP Environmental Science promotes the development of citizens who could make informed, knowledgeable decisions concerning environmental issues. AP Environmental Science is designed to be taken by students after the successful completion of a first course in high school biology and high school chemistry.

## Social Studies Program

Course	Level	Prerequisites		
		Course/Grade	MCAS	Teacher Recommendation
World History II	Honors	A- or better	≥252 or ≥520	Required
	CPA	N/A	≥240 or ≥500	Required
	CP	N/A	≤238 or ≤498	Required
Course	Level	Prerequisites		Teacher Recommendation
US History I	Honors	C+ or better in Hon World History II C+ <b>OR</b> B or better in CPA World History II		Required
	CPA	B or better in CPA World History II <b>OR</b> C+ or better in CP World History II		Required
	CP	D- CP World History II		Required
Course	Level	Prerequisites		Teacher Recommendation
US History II	Honors	C+ or better Hon US History I <b>OR</b> B or better CPA US History I		Required
	CPA	B CPA US History I <b>OR</b> C+ CP US History I		Required
	CP	D- CP US History I		Required
Grade 11 – 12 Courses			Grade 12 Only Courses	
<input type="checkbox"/> Economics <input type="checkbox"/> Contemporary American Culture <input type="checkbox"/> Seminar: Topics in Ethics <input type="checkbox"/> US Government & Politics <input type="checkbox"/> Civics for the 21 <sup>st</sup> Century			<input type="checkbox"/> Human Behavior <input type="checkbox"/> Psychology I <input type="checkbox"/> Psychology 2 <input type="checkbox"/> Sociology	
Grade	Course	Prerequisites		
		Grade	Teacher recommendation	
Grade 11 or 12	AP US History	Hon US I or AP World	Recommended	
Grade 10 or Grade 12	AP World History	None	Recommended	
Grade 12 Only	AP Psychology	None	Recommended	
	AP Government & Politics	None	Recommended	
	AP Economics	None	Recommended	
	AP European History	None	Recommended	

Students must earn 15 credits in Social Studies to graduate. Ten of these social studies credits must come in U.S. History (unless a student completes both AP World and AP US History).

**Social Studies Sequence of Courses:** Grade 9, World History II; Grade 10, U.S. History I; Grade 11, U.S. History II; Grade 12, social studies electives.

**Advanced Sequence:** For advanced history students, an advanced history sequence is available: Grade 9, Honors World History II; Grade 10, AP World History; Grade 11, AP US History; Grade 12, various Advanced Placement electives.

## Social Studies Department Writing Standard

The WRHS Social Studies Department requires students in all grades and levels to demonstrate research and writing competencies at an acceptable level. Each course in the Social Studies Department will require students to successfully complete a research paper, a position paper, or a project sometime during the year.

### Social Studies Description of Levels

**Honors:** Students at the Honors level will be expected to read scholarly documents and texts for understanding, inference, and context. They will analyze and synthesize information to reach conclusions and formulate and defend positions on a variety of topics. They will perform extensive independent work and will be expected to read and write at a consistently high level. They will write papers and essays that incorporate independent research and will complete other research projects. They will be expected to complete regular homework assignments as reinforcement and enrichment of classroom lessons. Students at the honors level receive an accelerated curriculum that will allow them to make an immediate transition to advanced college work.

**College Prep - Accelerated:** Students at the CPA level will be expected to read primary sources and scholarly material. They will write with coherence and organization as they create papers and essays that incorporate independent research. They will complete other research projects that involve independent work. They will be expected to complete regular homework assignments as reinforcement and enrichment of classroom lessons. Students at the CPA level will receive a solid foundation of knowledge that will allow them to make a seamless transition to a college or university.

**College Prep:** Students at the college prep level will be expected to read primary source material and social studies texts. They will write papers and essays that incorporate research material, and they will complete other research projects under the guidance of their teacher. They will be expected to complete regular homework assignments as reinforcement and enrichment of classroom lessons. Students at the CP level will expand their knowledge in social studies subject areas as they develop the skills necessary for success at the college level.

### Lower School Program World History

#### **World History II (H, CPA, CP; Grade 9)** 5 Credits (Full year)

This course follows World History 1, which students take in the eighth grade. In World History 2, students study the rise of the nation state in Europe, revolutions in the Atlantic world, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19<sup>th</sup>-century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will examine the causes and consequences of the great military and economic events of the past century, including World War I, the rise of totalitarianism, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

### Lower School / Upper School Options

#### **World History II (Grades 9-12)** 5 credits

This course spans the time periods from 1815 to the present and covers World Revolutions, Imperialism, World Wars, Cold War, independence movements and the world today. Emphasis will be on how world events affect our country. Class activities will include map-making, research projects and timelines.

### **Basic World History II (Grades 9-10) 5 credits**

This is an introductory course to World History. Students investigate the economic and political roots of the modern world. Students study the cause and effect relationships among several significant historical events and eras. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

## **United States History**

### **United States History I (H, CPA, CP; Grade 10) 5 credits (Full year)**

This course surveys major developments in American history from the Revolutionary era to the end of the 19<sup>th</sup> Century. Students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They will study the framework of American democracy and the basic concepts of American government, such as popular sovereignty, federalism, establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict leading to the Civil War, and the consequences of the Civil War through the Gilded Age. Students will read primary source documents, perform authentic research, and complete research papers and other assignments.

### **United States History I (Grade 10) 5 credits**

This course will cover the major developments in the country's history from the first Americans and the Age of Exploration through Reconstruction. Students will study the historical significance of events in this time period as well as the basic concepts of American government and democracy. Emphasis will be on our government and how it affects our lives. Varied activities will include map-making, projects, time lines, field trips and individual reports.

## **Upper School Program United States History**

### **United States History II (H, CPA, CP; Grades 11-12) 5 Credits (Full year)**

In this course, which completes the two-year U.S. History cycle, students will study the historical and intellectual origins of the modern United States. Students will learn the causes and consequences of the United States' emergence on the world stage. Students will examine the influence of Progressive thought on American government and politics. The world wars and the interwar period as well as the effects these major wars had on America will be a major focus of the course. After learning about the world wars, students study the origins, ideas, and events of the Cold War and its impact both domestically and internationally. Students will probe the Civil Rights movement, Vietnam and other modern trends that have shaped America. The course will conclude with a study of 9/11 and contemporary issues and how these events have shaped the conditions in modern America. As in U.S. History 1, students will read primary source documents to improve their understanding of history, to perform authentic research, and to complete research papers and other assignments.

### **United States History II (Grade 11) 5 Credits**

This course introduces students to the major events, movements, people, and ideas which have shaped the growth of our country from Reconstruction to the present. The objective of the class is for the student to develop an appreciation of our country while understanding its growth and development. Students will use texts, discussion, maps, and timelines in this study.

### **Advanced Placement United States History (AP, Grades 11-12) 5 credits (Full Year)**

Using college textbooks and reading materials, students study the history of the United States from 1607 to the present; in addition, they consider changing interpretations of historical periods. This course is based on the College Board expectations:

*"The A.P. U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the A.P. U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth."* – The College Board, 2014

It is expected all students will take the AP U.S. History exam in the spring. A student who successfully passes this examination may be given credit or be released from a required course by the college of her/his choice.

## **Full-Year Elective Courses**

### **Economics (CPA, Grades 11, 12) 5 credits**

This class provides the student the opportunity to understand the mechanics of the financial world by examining choice-making within the individual, industrial and global marketplaces. In the Fall Semester, students will devote their attention to the field of Macroeconomics, targeting the topics of unemployment, national income measures and governmental tax policies to remedy recession and inflation. In the Spring, the course switches gears to concentrate on Microeconomics. In this semester, students learn the about individual decision-making principles, varying business structures, governmental regulation of the market and market inefficiencies.

### **Advanced Placement Economics (AP, Grade 12) 5 credits**

This course is subdivided into two courses – AP Macroeconomics in the first semester and AP Microeconomics in the second semester. This coincides with preparing students for the two separate AP Economics exams in the spring. AP Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economics performance measures, economics growth, and international economics. AP Microeconomics provides a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

### **Advanced Placement European History (AP, Grade 12) 5 credits**

This course is an intensive study of Western and non-Western history from 1450 to the present. Students will use college texts and primary and secondary source materials. Students will write responses to document-based questions, research papers and analytical papers, and learn strategies for taking the AP European History examination. Students who take this class are expected to take the AP European History exam in the spring.

### **Advanced Placement Psychology (AP, Grade 12) 5 credits**

Advanced Placement Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the methods that psychologists use in their science and practice. The content of the course includes the biological base of behavior, sensation and perception, states of consciousness, motivation and emotion, personality, and abnormal psychology. Students who take this class are expected to take the AP Psychology exam in the spring.

**Advanced Placement U.S. Government and Politics (AP, Grade 12)** 5 credits

This course gives students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Topics: "Constitutional Underpinnings of U.S. Government;" "Political Beliefs and Behaviors;" "Political Parties, Interest Groups, and Mass Media;" "Institutions of National Government;" "Political Policy;" and "Civil Rights and Civil Liberties." Students who take this course will be expected to take the AP exam in May.

**Advanced Placement World History (AP, Grade 10 or Grade 12)** 5 Credits

This course is a comprehensive study of World History from the beginning of civilization to the present. First semester includes the study of historical events from early civilizations to 1750; second semester includes the study of historical events from 1750 to 2000. Using college textbooks and primary and secondary sources, students study the world by an analysis of events and /or people causing change. Students must complete a required summer assignment before the class begins. Students are expected to take the AP World History exam in the spring. A student who successfully passes this exam may be given college credit or excused from a required course.

**Semester Elective Courses  
Offered Both Semesters**

**Social Studies Seminar: Topics in Ethics (CPA, Grades 11-12)** 2½ credits

Ethics deals with examining right from wrong, good from bad. This course will engage students in exploring and measuring their own ethical value system in the context of studying historical and contemporary problems. During debates, discussions, research-based essays, and other critical thinking activities, students will explore the nature of good and evil, vice and virtue, truth and deceit.

**Civics for the 21<sup>st</sup> Century (CP, Grades 11-12)** 2½ credits

In this course students will actively investigate the rights and duties of citizenship in the United States in the 21<sup>st</sup> century. The focus of this class will be on the students themselves and how they, as citizens, can impact local, state, and national governments. The course will feature hands-on activities; connections to current local, state, and national issues; and service learning.

**U.S. Government and Politics (CPA, Grades 11 & 12)** 2½ credits

This course provides a framework for students to understand the nature and importance of responsible civic participation and to learn the rights and responsibilities of individuals in a constitutional democracy. Students will examine the history of political philosophies that evolved into today's political and legal systems and will explore this country's constitutional structure and the processes of the legislative, executive, and judicial branches at the national, state, and local levels. Finally, students will explore their ability to influence policies and decisions as individuals and in groups and will develop the knowledge and inquiry skills to help them understand, preserve, and improve our constitutional democracy.

## Offered First Semester

### **Psychology I: Study of Human Behavior (H, CPA, CP; Grade 12 only)** 2½ credits

This course is an introduction to the field of psychology. Students study differing psychological approaches, theories, and theorists. Students investigate such issues as the biological basis of behavior, sensation and perception, principles of learning, and theories of human development. Each student examines herself or himself through the theories of Pavlov, Skinner, Freud, Erickson and other theorists in an attempt to answer the question 'Who Am I?' The activities, materials and requirements will vary according to level. Honors level students will complete a comprehensive research project.

## Offered Second Semester

### **Contemporary American Culture (H/CPA; Grades 11–12)** 2½ credits

An interdisciplinary course that examines recent trends in American culture as they are manifest in the arts and the social sciences. Economics, sociology and political science are joined with the study of contemporary literature, art, and music to give students a better understanding of the world in which they live. This course is offered for either English or Social Studies credit.

### **Human Behavior (CP; Grade 12)** 2½ credits (Students may not take Human Behavior along with Psychology 2 and/or Sociology)

This course explores topics in both psychology and sociology. Possible topics of exploration include socialization, human development, culture, consciousness, and gender. This course is open for students who took Psychology I as well as for students who have not studied psychology.

### **Psychology 2: Study of Exceptional Persons (H, CPA; Grade 12 only)** 2½ credits (Pre-requisite: Psychology I)

This course allows students to continue their study of psychology. Students extend their study of human development and are introduced to personality theory. Additional possible topics to be studied include altered states of consciousness, motivation theory and psychological disorders. The activities, materials and requirements will vary according to level. Honors level students will complete a comprehensive research project.

### **Sociology (CPA; Grade 12)** 2½ credits

Students study society at large and their participation in it. Topics included growing up in other cultures, causes of alienation, crime and deviance, sex and gender, race and ethnicity, effects of social stratification, socialization, and institutions of society on the individual. Students use a wide variety of materials and engage in independent and group research.

## **Vocational, Communication, and Career Development**

**Pre Vocational Prep** Credit will vary depending on program established.

This is an introductory class in which students will be introduced to hands-on work experience in food service, custodial, vending, or clerical workstations. Students will begin to develop positive work habits and may gain specific occupational skills. At the pre voc. level, work activities in all three occupational areas are explored, so the student can become oriented to the world of work. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

**Vocational Prep I (Grades 9-12)** Credit will vary depending on program established.

Hands-on work experience in food service, custodial, vending, or clerical workstations allows the student to develop positive work habits and to gain specific occupational skills. At the first level, work activities in all three occupational areas allow the student to become oriented to the world of work and to begin positive work-habit development. At the second level, the student selects one occupational area in which to gain general skills and to continue positive work-habit development. At the third level, an individual work placement provides the student with the opportunity to develop job skills specific to one occupational area. Following completion of the third level program, the student is ready for successful placement in the Vocational Internship Program. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

**Vocational Prep II (Grades 9-12 and Postgraduates)** 5 or 10 credits, depending on the program established

The vocational aspect of the life skills program is designed to provide students with training and support necessary for successful competitive employment. Initially students are given the opportunity to participate in an assessment of work experience activities designed to provide increased awareness of individual strengths, challenges, and interests. Work activities in several occupational areas, allow students to become oriented in the world of work and begin positive work habits development. As students become ready for successful placement in the community, a vocational internship program is established. Students are evaluated every two weeks regarding hygiene and appearance, work quality, task attention, communication, following directions, cooperation with supervisors and co-workers, positive attitude, initiative, productivity, and a specific individual objective. Students will be placed with local community employers to gain basic job entry skills. Schedules will vary. (Instruction will be differentiated based on grade.) Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

**Functional Academics (Grades 9-12 and Postgraduates)** 5 or 10 credits, depending on the program established

Individualized and small group instruction is used to develop functional skills in the areas of reading, math, language arts, current events, and practical science. Reading comprehension, basic writing skills, and functional math (time, money, making change, etc.) are emphasized to develop students' practical skills. Topics dealing with current events, world issues, and everyday science will be integrated into the lessons. Instruction will be differentiated based on grade. Note to students who plan to play sports in college: The NCAA has not approved this class as a core course requirement.

**Introduction to Community Life Skills** 5 or 10 credits, depending on the program established.)

This course is designed to introduce students to the activities of daily living and social skills that are needed to live independently. The introductory activities and instruction nurture a student's self confidence by helping them become familiar with the community and its services and resources. There will be in-school field trips and hands-on experiences to reinforce the classroom subject matter. Personal hygiene, health and wellness, safety, and appropriate social behavior are examples of the topics to be covered. Topics will be chosen and emphasized based on students' needs. Instruction will be community-based and emphasize hands-on learning experiences. Instruction will be differentiated based on grade. Note to students who plan to play sports in

college: The NCAA has not approved this class as a core course requirement.

**Community Life Skills I & II (Grades 9-12 and Postgraduates)** 5 or 10 credits, depending on the program established)

The community life skills course is designed to teach students activities of daily living and social skills needed to live independently. Activities and instruction offer students the opportunity to develop self-confidence by becoming familiar with the community and its services and resources. There will be field trips and hands-on experiences to reinforce the classroom subject matter. Personal hygiene, shopping, food preparation, transportation, use of community services, health and wellness, safety, and appropriate social behavior are examples of the topics that will be covered. Topics will be chosen and emphasized based on students' needs. Instruction will be community based and emphasize hands-on learning experiences. (Instruction will be differentiated based on grade)

**Interpersonal Communication (Grades 9-12 and Postgraduates)** 2½ credits (Meets every other day throughout the year)

This class is designed to strengthen social pragmatic language skills. Students learn to interpret nonverbal language (facial expressions, body language, gestures), tone of voice and emotions to successfully decode messages in a variety of social situations. Students participate in cooperative learning activities such as role-playing to gain perspective of self and others, identify problems, provide solutions, and rehearse strategies to resolve conflicts. Students learn to manage stress through understanding feelings (getting angry/calming down), initiating/responding to greetings, starting/joining/maintaining a conversation, understanding bullying/teasing, and personal safety. This class promotes character development, critical thinking, perspective taking, problem solving and community awareness.

**Issues in Career Development (Postgraduates)** 2½ credits

This course offers students who are working in competitive jobs or internships a forum to address job-related issues of concern. The teacher will meet periodically with the employer and/or job coach to ensure that the student is successful in the work place. Students will also acquire skills directly related to their employment. Topics of discussion may include but are not limited to: Personal Career Planning, On-the-Job Communication, Human Relations, Managing Personal Finances, Labor Laws and Regulations, Professional Appearance and Conduct, and Managing Career Changes. Students will develop a working resume.

**Social Pragmatics Seminar** 2½ credits

This class assists students in transitioning from middle school to high school while working on such skills as the "Five Point Scale," Hidden Curriculum, Idioms, the ILAUGH model of social communication. The class will also encourage students to get involved in extracurricular activities to meet students with like interests. The class will help juniors and seniors in their transition from high school into the college community while continuing to give them increased communication skills to assure them the confidence needed to know themselves in order to be successful at the college level and into the working environment with adults, peers, and coworkers.

**Transition Seminar** 2½ credits

This is an elective class for students identified through the TEAM process as needing assistance with postsecondary planning and the transition process. This class provides an overview of the postsecondary school opportunities available: including college, vocational/technical training, independent life skills, employment, and community participation with a focus on self-advocacy and self-determination skills. For some students, high school transition planning may include connecting with the adult service agencies that may provide the student with services when he or she graduates or turns 22 years of age. This class is intended to support individual students' visions as documented in the Transition Planning Form attached to each student's Individual Educational Plan.