

2022-2023 Mount Everett Regional High School

PROGRAM OF STUDIES



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PRINCIPAL'S MESSAGE

Dear Families and Students:

Mount Everett Regional High School offers a variety of courses designed to meet the diverse needs of the students. It is our intent to promote a high level of academic achievement for all students by offering programs that meet the needs of students who may be going on to college, the military, or choosing to pursue a career by joining the workforce. Our main goal is to provide students with a meaningful educational experience that prepares them for the next step in their lives.

We are committed to preparing versatile, well-rounded students ready to function in a diverse, global society. We encourage students to be innovative, independent critical thinkers and collaborative problem-solvers who contribute to the school and the community. We recognize the need for a safe and supportive environment and work diligently toward achieving that goal. We also promote the responsible use of technology and provide students with an understanding of the ethical considerations regarding technology. As a district we are committed to continuing to celebrate diversity and to cultivate equitable and inclusive practices and mindsets for our students, families, faculty, and staff. We will strive to eradicate biased and racist values, structures, and practices through our commitment to being lifelong learners. To this end, we have thoughtfully added new electives that offer broader viewpoints from diverse authors and cultures.

Students will be selecting seven courses for next year. These courses will meet for 44 minutes every day. The course selection process should not be restricted to the use of this Program of Studies. Information from the students' teachers, guidance counselor, and department chairpersons should also be considered before actually selecting classes. Interest, abilities, past performance, goals for the future are all important factors that should help to guide your selections. Please carefully look over the graduation requirements on page 7 when contemplating class preferences. I would strongly encourage families and students to develop a multi-year plan to meet these requirements.

Your thoughtful and careful attention to the course selection process will help us to develop a schedule that will best meet students' needs. We encourage you to use all of the resources that the school has to offer before selecting your courses for next year. Students will receive course registration forms from their guidance counselor, and we hope you will take the time to complete the registration form together as a family.

Please join us in a partnership to help your children explore their passions and make choices that build the foundation for their futures.

Sincerely,

Jesse Carpenter, Principal
Mount Everett Regional School

EXPECTATIONS OF STUDENT LEARNING

Student Academic Expectations for Learning

Students will be able to demonstrate:

- Effective communications (A1)
- Critical and creative thinking skills (A2)
- Critical and effective uses of information resources (A3)
- Appropriate and effective uses of technology (A4)

Student Social and Civic Expectations

Students will:

- Practice the skills necessary for physical, social, and emotional well-being (S1)
- Show respect for self, others, and the environment (S2)
- Set goals and make informed decisions (S3)
- Accept responsibility for their actions (S4)
- Practice civic engagement (S5)

Listed at the bottom of each course description are the expectations covered in that course. They will be indicated by the code listed above (A1 = Effective communications).

ATTENDANCE POLICY

Purpose

The Mount Everett Regional attendance policy is based on the Southern Berkshire Regional School District belief that students need to be present to achieve success.

1. The Massachusetts Department of Education Time on Learning Regulation.
2. MCAS attendance criteria for meeting Adequate Yearly Progress of 92%.

Policy

Students in grades 6-12 who exceed 14 unexcused absences in full year courses and 7 unexcused absences in semester courses will fail to earn credit/units in that course. Final grades will still be factored into a student's GPA and courses completed with a passing grade can still be considered as satisfying sequences included in graduation requirement. Three tardies will be considered an absence. Students who arrive 10 or more minutes tardy for class will be deemed absent. Teachers may also factor tardies and absences into a student's participation grade.

Excused

Students who are absent as a result of attending to school business (co-curricular participation, field trips, or college visits), religious observances, bereavement, or medical issues are excused. Appropriate documentation will need to be provided to the Records Secretary in the Main Office.

Appeals

Extenuating circumstances may be appealed to a review board consisting of an administrator or designee, a school adjustment counselor, or guidance counselor. The administration and the appeals committee may **NOT** approve vacations.

Notification

Letters will be sent to parents/guardians when students reach 4 and 7 absences in semester courses and at 4 – 7 – 10 – 14 absences in full year courses.

GRADUATION REQUIREMENTS FOR CLASS OF 2023 AND BEYOND: GENERAL PATHWAY

Credits needed for graduation – 24 credits. Required courses included the following:

- 4 credits **English** - Must reach a proficiency score on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass MCAS biology test with a minimum score of 220.
- 1 credit **Wellness** (0.5 must be a participatory wellness class)
- 2 credits in any of the following areas: **arts, technology, or vocational education.**

The remaining credits may be earned through successful completion of any School Committee approved course or its equivalent. "Equivalent" shall be defined as any approved state-sponsored extension program, high school approved distance-learning program, or summer high school credit course approved by the principal.

MCAS Requirements

The Massachusetts Education Reform Law of 1993 requires that all students who are seeking to earn a high school diploma must meet the competency determination (CD) standard, in addition to meeting all local graduation requirements.

- Students will be required to meet or exceed a scaled score of 220 on the Biology MCAS exam.
- Students will be required to meet or exceed a scaled score of 472 on Grade 10 English Language Arts and 486 Mathematics MCAS exams.

or

- Students will be required to meet or exceed a scaled score of 455 English Language Arts and 469 Mathematics on the Grade 10 English Language Arts and mathematics MCAS exams and fulfill the requirements of an Education Proficiency Plan (EPP); the EPP shall be developed for the subject matter area(s) in which students earned a score between 455 and 471 in English Language Arts and between 469 and 485 in Mathematics.

Cum Laude Diploma

In an effort to honor truly outstanding academic achievement, as well as significant contributions to co-curricular activities in the Southern Berkshire community, Mount Everett has created a Cum Laude Diploma encouraging students to be dedicated to excellence in these diverse areas. There is no limit to the number of students from each graduating class to receive this recognition. Criteria is available from the National Honor Society advisor.

Mount Everett is proud to recognize high academic achievement and civic and community responsibility. To be eligible for a Cum Laude Diploma, "with praise," a student must have a GPA of 92 and have taken at least four advanced level classes. In addition, 45 hours of community service must be completed annually: 15 of these may have been completed during the previous summer. A Cum Laude Diploma has all the same expectations of character, service and leadership as the National Honor Society general membership.

Early Graduation Requirements

Requests for early graduation must be submitted by student/parents to the principal and evaluated on a case-by-case basis. Students wishing to receive a Mount Everett diploma must satisfy all of our local graduation requirements. Students electing to graduate early may not be included in class rank nor considered for Aurigan scholarships.

Higher Education Requirements

Specific entrance requirements for a college or a trade school can be found in that institution's catalog. The minimum requirements for the Massachusetts State College System are:

- English - 4 courses
- Mathematics - 3 courses (including Algebra I, Algebra II, and Geometry)
- Science - 3 courses (including 2 courses with lab requirements)
- Social Studies - 3 courses (including U.S. History)
- World Language - 2 courses minimum in the same language (3 years suggested)
- Electives - From the above subjects, the Arts and Humanities, or Computer Sciences

Promotion Policy

A student's grade standing will be determined by whether or not it is possible for him/her to gain the necessary course credits to qualify for a diploma, given the requirements established by the School Committee. The following credits must be obtained for entrance to grades 10, 11, and 12 status:

Grade 10	6 credits
Grade 11	12 credits
Grade 12	18 credits
Required to graduate	24 credits

Students in grades 6-8 must pass 5.25 out of 7.0 units of study per year in order to be promoted into the next grade.

Grade Point Average

All final grades count in computing grade point average.

Pass/Fail

Seniors who are in good standing may take one of their elective courses on a pass/fail basis rather than a regular grading schedule. A pass/fail form must be submitted within the first two (2) weeks of class. See a guidance counselor to obtain a pass/fail request.

COURSE LOAD AND TYPES OF COURSES

Course Load

All students are required to take a full schedule of courses each year. Due to the requirements of Time on Learning (Massachusetts Reform Law), all students must be enrolled for the entire year carrying seven (7) credits.

Advanced Placement Courses

Advanced Placement courses carry an additional weight factor of 6.0 points for the purpose of grade point average, National Honor Society (NHS) consideration, and Honor Roll. However, the 6.0 points are not reflected on report cards or transcripts. Further, the minimum passing mark for an AP course is not affected by the 6.0 points. Thus, the lowest passing mark for regular and AP courses is 60. Students in an AP course must complete the AP exam in order to receive the AP designation on a transcript in addition to the weighting of 6.0 quality points. Any exceptions of this must be approved by the Principal. The cost of the AP exam was \$96.00 for 2021. Limited financial aid is available.

Honors Courses

Honors courses are available in English, social studies, science, and mathematics. Honors courses carry a weight factor of 3.0 points for grade point average, Honor Roll, and National Honor Society consideration. Further, the minimum passing mark for an honors course is not affected by the 3.0 points. Thus, the lowest passing mark for regular and honors courses is 60. Students enrolled in Honors courses should expect the workload, including homework, to be more demanding than what would be expected in regular college prep courses. Students enrolled in these experiences will be expected to willingly accept such challenges as part of the curriculum and expectations of the teacher. Continued enrollment within an Honors course is contingent upon active and constructive participation, completion of assignments beyond minimal acceptability, and academic leadership.

Independent Study

The essence of the independent study experience is essentially one where students are actively engaged in their own learning. Each independent study is designed as either a one semester (0.5 credit) or two semester (1.0 credit) course. The role of the teacher in the independent study is to act as a coach, helping students through the learning experience. The teacher does not need to be a content expert and is not responsible for providing content. The teacher is responsible for helping the students access the resources necessary, generate the appropriate essential questions, monitor student progress against the agreed plan, and, as needed, to provide the necessary conduit to administration and other parts of the organization to ensure that the student learning experience is authentic, academically rigorous, and worthy of academic credit.

Independent Study is designed for those students who have a specific area of study they would like to pursue, but, for which, there is no appropriate formal class offering. Each Independent Study is designed as either a one semester (0.5 credit) or two semester (1.0 credit) course. Students initially define an area of study, prepare a study plan (which is agreed upon with their teacher/advisor and guidance/administration), define measures of success and agree on key deliverables/milestones; this forms the basic architecture of the course for each student. From that point on, the student works under the guidance of their advisor, to acquire knowledge and expertise in the area of study identified. Students are expected to create with their advisors meaningful, multifaceted learning experiences that encompass a broad range of skills and employ multiple mediums and modalities.

Independent Study guidelines are available in the Guidance Office. The process must be completed prior to the start of the semester. The Independent Study course will not be entered into a student schedule until the course is approved.

INTERNSHIPS/WORK BASED LEARNING

There is an emerging consensus among students, parents, communities, educators, business leaders and elected officials that academic proficiency alone is no longer enough to prepare students for success in the 21st century economy. In response, the Board of Higher Education (BHE) and the Board of Elementary and Secondary Education (BESE) voted to adopt a common definition of "college and career readiness." These efforts will support a more seamless transition for students beginning in elementary through the secondary level and on to post-secondary education, with educators at each stage sharing an aligned vision of what the end goals are for all students.

These end goals are organized around students acquiring knowledge, skills and experiences in three domains: Learning (academic), Workforce Readiness, and Qualities and Strategies (personal/social), with the ultimate goal in each domain being competency attainment. With respect to the workforce readiness domain, it is no longer enough to merely expose students to career information. They also need to explore career options, and then experience them through some form of work-based learning. They need an opportunity to process and reflect on these experiences with adult feedback and support. Accountability for students' competency attainment must become an expectation of influential adults responsible for organizing and delivering career development activities whether in traditional school settings or in the community.

For more information see our webpage (SBRSD.org) under learning/work-based learning.

Online Courses

Online learning opportunities are available to Mount Everett students. Online learning experiences provide our students access to courses we do not offer at our school. Online learning classes are rigorous and require students to demonstrate a great deal of intrinsic motivation as well as the ability to self-regulate with regard to maintaining pace with the curriculum. Mount Everett expects that all students must conduct themselves with complete fidelity in regard to academic honesty and accountability. All work must be completed by the student registered for the course. Any breach of these expectations may cause a student to be assigned a failing grade for the course, as well as being removed from consideration for future online experiences. Students registered for an online learning course during the school day are expected to be in attendance in their assigned classroom. Students/parents should meet with their guidance counselor to discuss online options. Curriculum Leaders must approve requests for Advanced Placement (A.P.) courses, and administration will review exceptional circumstances.

COLLEGE COURSES

College courses from a variety of institutions are available to Mount Everett students. We have relationships with BCC, MCLA, and Bard College at Simon's Rock. If a student takes a college course as one of the seven classes that make up a full schedule, the college course will be listed on the student's schedule. The college course and grade will appear on the report card and transcript. It is expected that the student will work on the college course during the designated period in the assigned location. There are opportunities to take college courses outside of the school day. College courses outside the school day will not be listed on the student's schedule. The course will also not be listed on the report card or transcript unless the student/parent requests it.

Some of the college course options available to Mt. Everett students include:

- A Bridge To College – Free College Course at Berkshire Community College
- Dual Enrollment
- Simon's Rock Early College Program

A Bridge To College – Free College Course at Berkshire Community College

Berkshire County high school seniors, who are Massachusetts residents, may enroll in one Berkshire Community College credit course per year. This course will be free of charge; Berkshire Community College will waive tuition and fees. Students will only pay for books and transportation. Students may take any course at Berkshire Community College's main campus or at McCann High School. This includes online offerings. Students must meet prerequisites. Guidance Counselor approval is required.

Simon's Rock Early College Program

Mount Everett Juniors and Seniors can take college courses taught by professors from Bard College at Simon's Rock – free of charge – within the high school during the school day. Students will have the chance to adjust to a college classroom and college-level work within a supportive environment. Admission is based on interest and motivation; we are searching for curious and engaged students who want to be active participants in their learning and are interested in taking on a new challenge. Students may take up to 2 courses per semester.

[Please see pages 86 - 96 for more details to the early college experience.](#)

Dual Enrollment

Berkshire Community College and Massachusetts College of Liberal Arts welcome qualified high school students who would like to take college courses. Students must have a GPA of 2.7 or higher to be considered for this program. These students may take credit or non-credit courses without being formally admitted to college. High school students who wish to meet some of their high school graduation requirements at Berkshire Community College may be able to do so by applying for admission to the high school student (HSST) program. Preference is given to high-achieving students, primarily seniors, who have been properly prepared for appropriate college-level work and who have maintained a 3.0 GPA. Students in this category are required to take the Berkshire Community College skills assessment. The cost of college courses is the responsibility of the student.

Applications for Bridge to College or Dual Enrollment are available in the guidance office. Interested students should contact their guidance counselor and/or Berkshire Community College Coordinator or Admissions (413)236-1631. Massachusetts College of Liberal Arts may also offer Bridge to College course/programs. These courses/programs are dependent on funding from the Massachusetts Department of Higher Education and may vary from year to year.

COURSE CHANGES AND TRANSFERS

Changes to student schedules will be made only for educational purposes. Indiscriminate change is disruptive to students and to the educational program. Except for extreme cases (meeting additional graduation requirements, scheduling errors, etc.), schedule changes should not be made after the start of the school year.

Any requests to withdraw from a course after progress reports are due will be reviewed by the student, his/her parent or guardian, the student's counselor, subject teacher and, if necessary, a school administrator. If at the time of withdrawal, a student is passing, no credit will be assigned and a "W" grade for the course will be issued. If the student is failing, a "WF" will be assigned. A "WF" equates to a "0" for the purpose of calculating GPA.

Students who are planning on attending a 4-year college are advised that this will be reflected on the transcript. Therefore, we strongly recommend against withdrawing from a class after the add/drop period.

This procedure does not apply to students requiring a level change or a change in the student's Individual Education Plan. Exceptions may be made at the discretion of the administration.

Transfer From School

The procedure for transferring from school is as follows:

1. Obtain release of records form in Guidance Office.
2. Have parent/guardian sign the release indicating transfer institution details.
3. Obtain a current grades/book return form in Guidance.
4. Have the form filled out by teachers, return all schoolbooks and property, and make sure all fees are paid.
5. Take both forms to the Guidance Office for final clearance.

WELCOME TO PATHWAYS

This is the time for planning your high school program in preparation for your future. This process begins with your Individual Career Plan and refocuses each year at scheduling time. Your program of studies has been divided into pathways so that you may pursue your interests and be better prepared for your future.

To plan your schedule, you and your parent/guardian should select from the pathway descriptions in the content area that is of the most interest to you. Pathways are not limiting, and students are able to take courses from different pathways. Students are also able to pursue multiple pathways if they have an interest in more than one.

Pathways include:

- General Graduation Pathway
- Liberal Arts Pathway
- Arts Pathway
- Entrepreneurship Pathway
- Global Education Pathway
- Technology Pathway

What is MassCore?

MassCore is a state recommended, rigorous program of study that aligns high school coursework with college and workforce expectations.

The recommended program of studies includes:

How Many	Subjects
4 Years	English
4 years	Math
3 years	Lab-based Science
3 years	History/Social Science
2 years	the same Foreign Language
1 year	the Arts
5 additional "core" courses	Career and technical education, or any other subject area
As required by state law	Physical Education (M.G.L.c. 71,s3)
Additional learning opportunities including	<p>AP classes</p> <p>Dual enrollment/early college</p> <p>Senior project/capstone coursework</p> <p>Online courses for high school or college credit</p> <p>Service or work-based learning</p>

MassCore should be a critical component of a student's overall high school experience and may also include employment, work-based or community service learning, athletics, volunteer or extracurricular activities and additional learning opportunities that help prepare students for their future.

THE ART PATHWAY

Students entering high school who have an interest in art are encouraged to take courses in the art pathway. Students who choose the art pathway should seek the recommendation of the visual arts faculty in designing their programs. In the art pathway, students should attend exhibitions and various art venues in addition to participating in a work-based learning experience. In their senior year, students assemble a portfolio and exhibit in a required senior art exhibit. They are required to participate in planning, publicizing, and hanging this exhibit. The expectation is that students in the art pathway take at least one art course each semester, leading to an A.P. art experience during senior year.

Required Core Credits:

- 4 credits **English** - Must reach a proficiency score of 472 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 486 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology MCAS with a minimum score of 220.
- 1 credit **Wellness** (0.5 must be a participatory wellness class)
- 2 credits in any of the following areas: **arts, technology, or vocational education.**

<p style="text-align: center;">Grade 9</p> <p>Core Academic Courses</p> <p>Wellness</p> <ul style="list-style-type: none"> • Art Foundations • Global Art 	<p style="text-align: center;">Grade 10</p> <p>Core Academic Courses</p> <p>Wellness</p> <p>2 Art Electives</p> <ul style="list-style-type: none"> • Digital Photography • Ceramics I • Mosaics • Painting • Foundations of Design
<p style="text-align: center;">Grade 11</p> <p>Core Academic Courses</p> <p>2 Art Electives</p> <ul style="list-style-type: none"> • Advanced Digital Photography • Painting • Ceramics II • Work of Art • Yearbook/Graphic Design 	<p style="text-align: center;">Grade 12</p> <p>Core Academic Courses</p> <p>2 Art Electives</p> <ul style="list-style-type: none"> • Art Studio • Portfolio • AP Art

** Internships/Work based learning experiences – juniors and seniors are able to participate in work-based learning experiences. It is recommended and encouraged that these experiences be in the field that the student is interested in pursuing.

*** Early College experience prepares students to enroll in early college level classes or receive early college credits (see page 84-94 for more details).

THE ENTREPRENEURSHIP PATHWAY

The Mount Everett Entrepreneurship pathway offers programming in the Culinary Arts as well as in Carpentry/Building Structures. Students interested in either of these vocational programs should participate in the 9th grade exploration courses before choosing their focus. The focus of these programs is for students to learn and gain tangible skills that can be transitioned into the work force. Many classes prepare students for certifications in the field. These are noted in the course description. Students in either focus area will complete a work-based learning experience in their field during senior year.

WORK BASED LEARNING

Students should be prepared for both college and career in a seamless and integrated way. The vocational pathway is dedicated to equipping students with the knowledge, skills and experiences they need to take ownership over their plans after high school. We want to help our students see the connections between the academic learning that they experience in the classroom and the application of that learning in the larger world.

Required Core Credits:

- 4 credits **English** - Must reach a proficiency score of 472 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 486 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology MCAS with a minimum score of 220.
- 1 credit **Wellness** (0.5 must be a participatory wellness class)
- 2 credits in any of the following areas: **arts, technology, or vocational education.**

THE ENTREPRENEURSHIP PATHWAY: SAMPLE PROGRAM

<p style="text-align: center;">Grade 9</p> <p>Core Academic Courses</p> <p>Wellness</p> <ul style="list-style-type: none"> • Woodworking • Food Prep 	<p style="text-align: center;">Grade 10</p> <p>Core Academic Courses</p> <p>Wellness</p> <ul style="list-style-type: none"> • Building Structures (1 or 2 periods) • Culinary Arts (2 periods) • Entrepreneurship
<p style="text-align: center;">Grade 11</p> <p>Core Academic Courses</p> <ul style="list-style-type: none"> • Culinary Arts (2 periods) • Building Structures (1 or 2 periods) • 1 credit of Internship allowed • Economics 	<p style="text-align: center;">Grade 12</p> <p>Core Academic Courses</p> <ul style="list-style-type: none"> • Building Structures (1 or 2 periods) • Culinary Arts (2 periods) • 2 credits Extended Internship Opportunity

** Internships/Work based learning experiences – juniors and seniors are able to participate in work-based learning experiences. It is recommended and encouraged that these experiences be in the field that the student is interested in pursuing, i.e. culinary or construction.

*** Early College experience prepares students to enroll in early college level classes or receive early college credits (see page 84-94 for more details).

GENERAL GRADUATION PATHWAY

This pathway meets the standard graduation requirements for Mount Everett Regional. It does not include the Foreign Language component that colleges/universities require.

Required Core Credits:

- credits **English** - Must reach a proficiency score of 472 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 486 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology MCAS with a minimum score of 220.
- 1 credit **Wellness** (0.5 must be a participatory wellness class)
- 2 credits in any of the following areas: **arts, technology, or vocational education.**

THE GENERAL GRADUATION PATHWAY: SAMPLE PROGRAM

Grade 9	Grade 10
<p>English I (CP or H)</p> <p>U.S. History I (CP or H)</p> <p>Integrated Math I / Algebra I / H Geometry</p> <p>Biology (CP or H)</p> <p>Foreign Language – Spanish I or II / French I or II</p> <p>Electives:</p> <p>Wellness I</p> <p>Art Foundations</p> <p>VEX Robotics</p> <p>Wood Working</p> <p>Music</p>	<p>English II (CP or H)</p> <p>World History I (CP or H)</p> <p>Integrated Math II / Geometry / H. Algebra II</p> <p>Chemistry (CP or H)</p> <p>Foreign Language–Spanish II or III / French II or III</p> <p>Electives:</p> <p>Wellness II</p> <p>Foundations of Design</p> <p>Technology</p> <p>Food Prep</p> <p>Music</p>
Grade 11	Grade 12
<p>English III (CP or H) / AP English</p> <p>20th Century History (including CP or H) / AP U.S. History</p> <p>History Electives: Psychology, Hiking, Leadership and The Environment, Criminology, Economics</p> <p>Integrated Math III / Pre- Algebra II / Algebra II /</p> <p>H Pre-Calculus</p> <p>Physics (CP or H) - or -</p> <p>Science Electives: STEM Education, Environmental Science, Astronomy, Animal Science, Agricultural Science</p> <p>Electives: Art, Technology, Vocational, Music</p>	<p>English IV (CP or H) / AP English</p> <p>U.S. Government & Politics</p> <p>History Electives: Philosophy I, Philosophy II, American Studies, Mythology, Psychology in Film, Geography</p> <p>Pre-Algebra II / Pre-Calculus / Honors Calculus / AP Calculus</p> <p>Science Electives: STEM Education, Environmental Science, Astronomy, Animal Science, Agricultural Science</p> <p>Electives: Art, Technology, Vocational, Music</p>

** Internships/Work based learning experiences – juniors and seniors are able to participate in work-based learning experiences. It is recommended and encouraged that these experiences be in the field that the student is interested in pursuing.

THE GLOBAL EDUCATION PATHWAY

The Mount Everett Global Education Pathway fosters cultural awareness and appreciation, strengthens the understanding of intercultural relationships through effective communication and problem solving, and promotes lifelong learning. Students who enroll in the Mount Everett Global Education Pathway can earn a Certificate of Global Competency in addition to their diploma. They will complete requirements in course electives, service learning and an independent capstone project. Students must earn a B or higher in four or more electives that contribute to Global Competency. These courses may be taken anytime between 9th and 12th grade.

Service Learning - students will complete 20 hours of community service. Examples of valid experiences are: volunteering for local or regional organizations in the community, participating in or organizing cultural events in our school community, or through participation in Global education experiences that expose students to other cultures.

Required Core Credits:

- 4 credits **English** - Must reach a proficiency score of 472 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 486 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology MCAS with a minimum score of 220.
- 2 credits **Foreign Language**.
- 1 credit **Wellness** (0.5 must be a participatory wellness class)
- 2 credits in any of the following areas: **arts, technology, or vocational education**.

THE GLOBAL EDUCATION PATHWAY: SAMPLE PROGRAM

<p style="text-align: center;">Grade 9</p> <p>Core Academic Courses</p> <p>Wellness</p> <ul style="list-style-type: none">• Global Arts <p>*Service Learning</p>	<p style="text-align: center;">Grade 10</p> <p>Core Academic Courses</p> <p>Wellness</p> <ul style="list-style-type: none">• Mass Media and Communication• Food Prep <p>*Service Learning</p>
<p style="text-align: center;">Grade 11</p> <p>Core Academic Courses</p> <ul style="list-style-type: none">• Culinary Arts• Environmental Science <p>*Service Learning</p>	<p style="text-align: center;">Grade 12</p> <p>Core Academic Courses</p> <ul style="list-style-type: none">• Culinary Arts• Capstone Project <p>*Service Learning</p>

** Internships/Work based learning experiences – juniors and seniors are able to participate in work-based learning experiences. It is recommended and encouraged that these experiences be in the field that the student is interested in pursuing.

*** Early College experience prepares students to enroll in early college level classes or receive early college credits (see page 87-93 for more details).

CAPSTONE PROJECT

During senior year, students will design an independent study in the development of a Capstone Project which addresses one of the United Nations Sustainable Development Goals.

FOREIGN TRAVEL

Students are encouraged to complete a travel experience that engages them with another culture. This does not have to be international. A reflection essay will be required within one month of completion of the travel experience. The travel may or may not be through a school-organized program.

THE LIBERAL ARTS PATHWAY

The liberal arts pathway is intended for students who plan to attend competitive four-year colleges or universities after graduation from high school. This is a challenging pathway with high expectations and rigorous requirements including extensive studies in all core academic areas at all placement levels and access to College Prep and Honors and Advanced Placement levels. The Liberal Arts pathway also includes a two-year requirement of a Foreign Language. The liberal arts pathway meets the Mass Core Framework, which is recommended by the Department of Elementary and Secondary Education.

Required Core Credits:

- 4 credits **English** - Must reach a proficiency score of 472 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 486 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology MCAS with a minimum score of 220.
- Foreign Language – 2 credits
- 1 credit **Wellness** (0.5 must be a participatory wellness class)
- 2 credits in any of the following areas: **arts, technology, or vocational education.**

THE LIBERAL ARTS PATHWAY: SAMPLE PROGRAM

Grade 9	Grade 10
<p>English I (CP and H)</p> <p>U.S. History I (CP and H)</p> <p>Integrated Math I / Algebra I / H Geometry</p> <p>Biology (CP and H)</p> <p>Foreign Language – Spanish I or II / French I or II</p> <p>Electives:</p> <p>Wellness I</p> <p>Art Foundations</p> <p>VEX Robotics</p> <p>Wood Working</p> <p>Music</p>	<p>English II (CP and H)</p> <p>World History I (CP and H)</p> <p>Integrated Math II / Geometry / H. Algebra II</p> <p>Chemistry (CP and H)</p> <p>Foreign Language – Spanish II or III / French II or III</p> <p>Electives:</p> <p>Wellness II</p> <p>Foundations of Design</p> <p>Technology</p> <p>Food Prep</p> <p>Music</p>
Grade 11	Grade 12
<p>English III (CP and H) / AP English</p> <p>20th Century History (CP and H) / AP US History</p> <p>History Electives: Psychology, Hiking, Leadership and The Environment, Criminology, Economics</p> <p>Integrated Math III / Pre- Algebra II / Algebra II / H Pre- Calculus</p> <p>Physics (CP or H) - or -</p> <p>Science Electives: STEM Education, Environmental Science, Astronomy, Animal Science, Agricultural Science</p> <p>Electives: Art, Technology, Vocational, Music</p>	<p>English IV (CP and H) / AP English</p> <p>H. U.S. Government and Politics</p> <p>History Electives: Philosophy I, Philosophy II, American Studies, Mythology, Psychology in Film, Geography</p> <p>Pre-Algebra II / Pre-Calculus / Honors Calculus / AP Calculus</p> <p>Science Electives: STEM Education, Environmental Science, Astronomy, Animal Science, Agricultural Science</p> <p>Electives: Art, Technology, Vocational, Music</p>

** Internships/Work based learning experiences – juniors and seniors are able to participate in work-based learning experiences. It is recommended and encouraged that these experiences be in the field that the student is interested in pursuing.

*** Early College experience prepares students to enroll in early college level classes or receive early college credits (see page 84-94 for more details).

THE TECHNOLOGY PATHWAY

Students must complete 4 of the following courses as part of Mt. Everett's Technology Pathway: VEX Robotics, Sea & Air Robotics, Cybersecurity I and II, or SATL. Additional courses are offered in the Technology Pathway through Bard College or online providers such as Virtual High School. These additional offerings may be taken in addition to, or in lieu of, the ones listed above. Course offerings may include Computer Programming (Python), AP Computer Science, 3D Printing & Design, Video Game Design, and Web Design. Many classes prepare students for certifications that are noted in the course description.

- 4 credits **English** - Must reach a proficiency score of 472 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 486 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology MCAS with a minimum score of 220.
- 1 credit **Wellness** (0.5 must be a participatory wellness class)
- 2 credits in any of the following areas: **arts, technology, or vocational education.**

<p style="text-align: center;">Grade 9</p> <p>Required Core Courses</p> <p>Phys. Ed.</p> <ul style="list-style-type: none"> • CyberSecurity I • VEX Robotics 	<p style="text-align: center;">Grade 10</p> <p>Required Core Courses</p> <p>Phys. Ed.</p> <ul style="list-style-type: none"> • CyberSecurity II • Sea and Air Robotics
<p style="text-align: center;">Grade 11</p> <p>Required Core Courses</p> <ul style="list-style-type: none"> • Python <p>Internship?</p>	<p style="text-align: center;">Grade 12</p> <p>Required Core Courses</p> <ul style="list-style-type: none"> • SATL <p>Internship?</p>

** Internships/Work based learning experiences – juniors and seniors are able to participate in work-based learning experiences. It is recommended and encouraged that these experiences be in the field that the student is interested in pursuing.

*** Early College experience prepares students to enroll in early college level classes or receive early college credits (see page 84-94 for more details).

ELECTIVE COURSES

All elective offerings are listed in the program of studies each year. However, some electives may not run every year due to low course registrations.

THE ART DEPARTMENT

715 ART FOUNDATIONS

Grade 9
0.5 credit

This is a foundation course focusing on the elements and principles of art, aesthetic awareness, problem solving, and developing observation and technical skills in 2D and 3D art. The course offers students the opportunity to develop artistic behavior, practice techniques in a variety of media, and learn basic design fundamentals necessary for any further experience in art. Students will study art movements, look at the works of many historic and contemporary artists, and discuss the ideas, styles, and approaches that the artists embody. Using the artistic thinking process, students will make artwork that is imaginative and expressive, expanding personal voices and means of communication.

A1, A2 – S1, S2, S4

739 DIGITAL PHOTOGRAPHY I

Grades 9-12
Maximum # of students is 10
0.5 credit

Digital Photography is a course that teaches students fundamental photographic skills including digital capture, manipulation, and output. The class will cover basic Adobe Photoshop Lightroom/Photoshop skills, digital printing, DSLR camera and exposure adjustment, and the creation of an online portfolio. As homework, students will be expected to take photographs outside of school for projects. In class, we will be working on the computers to alter these images and create artwork.

A1, A2, A4

748 ADVANCED DIGITAL PHOTOGRAPHY – PHOTOJOURNALISM

To be offered in the spring. Max. # of students 6
Grades 10-12
Prerequisite: Successful completion of Digital Photography
0.5 credit

This course is available to students who have successfully completed Digital Photography I. Advanced Photo/Photojournalism is a course designed to continue studies in digital photography and will focus largely

on photojournalism and documentary style photography. Students will be researching real, local organizations and using photography to document, inform and promote them in an applicable and practical way. Field trips to local organizations will be a regular component of the course, and students who are absent on the field trip days will be required to make up the assignment on their own time. In order to take this course, students must have a working understanding of ISO, shutter speed, and aperture.

A1, A2, A4

7002 CERAMICS I

Grades 9-12
0.5 credit

This is a one-semester course where students will learn basic skills and technical knowledge of traditional hand building methods: pinched forms, coil, and slab construction. Functional, sculptural, and conceptual assignments will be given with emphasis on the elements and principles of design, using a range of surface decoration and firing techniques. Historic and contemporary trends in ceramics will be studied through research and class presentations.

A2

7003 CERAMICS II

Grades 10-12
0.5 credit
Prerequisite: 85 or higher in Ceramics I/Approval of Instructor

This is a one-semester course where students will apply knowledge and skills gained in Ceramics I. Students are expected to demonstrate growth in problem solving, controlling the properties of clay to develop complex forms, strengthening artistic expression and critical thinking. Students will also be introduced to wheel throwing, plaster mold making, slip casting, and glaze chemistry. Emphasis will be put on quality, creativity, and originality.

A2 – S3

7004 PAINTING

Grades 9-12
0.5 credit
Prerequisite: Grade of 70 or higher in Art Foundations

In this one-semester course, the students will use tempera, acrylic, and watercolor paints to explore design elements and painting techniques. Paintings will be created on a variety of surfaces. Drawing techniques will be practiced in preparation for painting. Projects will draw upon the elements and principles of design with specific emphasis on color theory. Students will explore many themes and concepts in their paintings and study various art movements and artists.

A2

7005 MOSAICS

Grades 9-12
0.5 credit

Students will study the methods and styles of mosaic art. They will look at historical as well as contemporary examples. They will learn about glaze chemistry and apply their knowledge in creating specific glazes for their planned projects. The class will complete mosaic murals that will be installed in the hallways of Mount Everett.

A2, A3 – S2, S3

737 PORTFOLIO

Grades 11 and 12
0.5 credit

Portfolio is an upper-level art elective designed for students who wish to explore various art media in more depth. Students will be given thematic assignments which correlate with the elements and principles of art, art history, contemporary art, observational drawing and conceptual problem solving. Some assignments will be based on learning to see and using drawing and painting techniques to practice observation skills. Students will look at different styles of art throughout history and apply the different aspects of each to their own work. They will use the artistic thinking process to develop work in response to conceptual themes or prompts.

A1, A2

7000 GRAPHIC DESIGN

Grades 11 and 12
0.5 credit

Learn the basics of graphic design including typography, layout and composition and hierarchy of information using Adobe Illustrator and Adobe InDesign. This class focuses on exercises introducing the student to fundamental skills and techniques used by graphic designers and strengthens art or skill of combining text and pictures in advertisements, magazines, or books.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

7001 GLOBAL ARTS

Grades 9-12
0.5 credit

This half-year arts elective emphasizes personal identity – our relationship to humanity, our community, and the world. Topics such as biases, regarding gender, ethnicity, class, religion, etc., customs, and inter-culturalism are addressed. Students will create art based on ancient and contemporary cultures, prepare oral and video presentations, and learn customary and appropriate practices in communication and respect.

A1, A2, A3, A4 – S2, S3, S5

787 STUDIO ART

Grades 9-12/Permission of Instructor
0.5 credit

H Period – 2:45-3:30 pm - Students are required to provide their own transportation home.

This course will run after school from 2:45-3:30 pm. Students will be expected to provide their own rides home at 3:30.

In this semester-long course, students will explore the arts through 5 workshops. Each workshop will run for roughly 4 weeks. To earn art credit, students can choose to attend 3-5 workshops. If less than 5 workshops are chosen, an online portion of the course must be completed. The online modules will consist of independent art projects, art criticism discussions, writing, and presentations.

A1,A2 – S2

Tentative Workshops for Studio Art are listed below:

- Ceramics – Learn hand building and throwing techniques
- Film Photography – Learn how to use a DLR camera and basic darkroom techniques
- Oil Painting – Practice observational painting using oils as a medium
- Book and Paper Arts – Learn how to use paper and board to create intricate designs and handmade books
- Crafts – Learn about several skills that involve making things by hand

THE ENGLISH DEPARTMENT

The English department emphasizes the acquisition and development of reading, writing, listening, speaking and critical thinking skills. In addition to strengthening the fundamentals of clear writing, sound grammar, proper punctuation and deep textual analysis, the English department's mission is to represent our diverse national experience through a close examination of both the classics and contemporary texts. We offer a curriculum that introduces students to a broad range of genres, time periods and cultures, striving to expose our students to diverse authors, characters and topics that are inclusive to all people.

116 HONORS ENGLISH I

Grade 9

1.0 credit

Prerequisite: Strong performance in eighth grade Language Arts and approval of Instructor.

Honors English I is for the motivated student who has a solid foundation in reading, writing and critical thinking. In addition to further developing the skills and concepts addressed in English I, honors students take part in activities and projects involving literary analysis and essay development. Out-of-class assignments in Honors English I are extensive and include additional readings and more rigorous essays. Summer reading and writing prepares students for the course.

A1, A2, A3, A4 – S2, S3, S4, S5

171 COLLEGE PREP ENGLISH I

Grade 9

1.0 credit

College Prep English I focuses on improving reading, writing, and communication skills that are integral to success beyond school. Students learn to support their opinions using examples from their lives and from textual resources. Students increase their working vocabulary and practice critical thinking skills. Students also learn to recognize and use common literary devices and techniques. Various writing formats are used, including note taking, journals, formal essays, reviews, and creative writing. Homework includes reading, writing, and vocabulary development.

A1, A2, A3, A4 – S2, S4, S5

117 HONORS ENGLISH II

Grade 10

1.0 credit

Prerequisite: Strong performance in CP English I or Honors English I/Approval of Instructor

Honors English II offers a solid foundation to students who are preparing to take AP English in their junior year. Students make connections between the literature in the course and its historical relevance, culminating in a greater understanding of the ways in which history impacts literature. Out-of-class assignments in Honors English II are more extensive than those in CP English II, and a greater emphasis is placed on vocabulary. There is a strong emphasis on the structured essay. A focus on MCAS preparation will take place throughout the year. There is summer reading and writing in preparation for the class. Throughout the school year, homework includes reading, writing, and vocabulary development.

A1, A2 – S1, S2, S3, S4

172 COLLEGE PREP ENGLISH II

Grade 10

1.0 credit

In College Prep English II students read to enjoy, understand, and analyze diverse literary forms. Formal compositions and informal writings are often literature-based. Creative writing is also emphasized. Literary vocabulary and word roots, as well as general vocabulary, are studied. Projects and speeches by individuals and groups are important developmental experiences. Individual development in reading, writing, speaking, and listening are stressed. Several formal essays will be assigned. There will be a focus on MCAS preparation and review throughout the year. Homework includes reading, writing, and vocabulary development.

A1, A2 – S1, S2, S3, S4

163 HONORS ENGLISH III

Grade 11

1.0 credit

Prerequisite: Strong performance in CP English II or Honors English II/Approval of Instructor

Honors English III focuses primarily on American literature as well as some world literature used for comparison. Students read novels, memoirs, short stories, essays and poems by well-known and not well-known authors. In addition to literature, they also tackle practical vocabulary and grammar lessons for the purpose of making students better writers and readers. The objective is to keep students writing and reading at an advanced level of comprehension, allowing more time for in-depth class discussions. Homework includes formal and informal writing, reading and vocabulary development.

A1, A2, A3, A4 – S2, S3

173 COLLEGE PREP ENGLISH III

Grade 11

1.0 credit

College Prep English III prepares students for college level work and the workforce. The course focuses on strengthening reading and writing skills as well as vocabulary development. Readings include short stories, dramas, novels, poems and nonfiction written by diverse authors. There will be nightly homework assignments.

A1, A2, A3, A4 – S2, S3

162 HONORS ENGLISH IV

Grade 12 only

1.0 credit

Prerequisite: Strong performance in CP English III or Honors English III/Approval of Instructor

Honors English IV is offered for those serious students who plan to further their education. There is a strong emphasis on college preparatory work, especially writing development. Students further develop their critical and analytical skills to discuss and use the various devices of writing and literature. Two major assignments include an in-depth research paper and a senior persuasive speech and essay, both of which require passing grades to fulfill graduation requirements. Students will study classic and contemporary world literature and will also be exposed to poetry and nonfiction pieces. Note taking, a Greek and Latin vocabulary course, SAT preparation and test taking principles will be taught. Homework and summer reading are required, as well as an end of the year evening presentation.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

174 COLLEGE PREP ENGLISH IV

Grade 12

1.0 credit

College Prep English IV prepares students for work or college and emphasizes mastery of the written and spoken language, reading units, cooperative projects, and individualized writing skills. A variety of classic and contemporary authors are studied. Major writing assignments include an in-depth research paper as well as a senior persuasive speech and essay. Both assignments require passing grades to fulfill graduation requirements. Written and oral work include critical essays, persuasive arguments, business letters, resumes, and creative writing works. Reading, speaking, vocabulary, and evaluative processes will be taught. Homework is required, as well as an end of the year evening presentation.

A1, A2, A3, A4 – S1, S2, S3, S4

118 ADVANCED PLACEMENT ENGLISH LITERATURE and COMPOSITION

Grades 11 and 12 (Offered in alternate years; next offered 2023-2024)

1.0 credit

Prerequisite: Approval of Instructor after meeting criteria of an average of 90 or higher, no missed assignments, and few missed classes at prior Honors level.

Advanced Placement English Literature and Composition is offered as an alternative to Honors English III/IV and prepares students to take the required AP examination. Students will further develop their critical and analytical skills to discuss and use the various devices of writing and literature with emphasis on style and author's point of view. Major writings will include an in-depth MLA style research paper and a position paper, which both require passing grades to fulfill graduation requirements. SAT preparation, rigorous vocabulary, and test-taking strategies will be taught. Summer reading is required, and students must comply with the personal responsibility inherent in the college level course.

In May, students will, without exception, take the Advanced Placement examination. Depending on performance, students may be eligible for advanced placement or college credit.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

120 ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION

Grades 11 and 12 (Offered in alternate years – next offered 2022-2023)

1.0 credit

Prerequisite: Approval of Instructor after meeting criteria of an average of 90 or higher, no missed assignments, and few missed classes at prior Honors level.

AP English Language and Composition is a rigorous, college-level course that introduces high school juniors and seniors to increasingly complex texts and rhetorical analysis. Informational texts include biographies, speeches, articles, essays, and journals. Students are introduced to a challenging range of activities and discursive strategies, including teamed and round table discussions, shared reading, formal and informal writing, resource evaluation and advanced multi-draft revising strategies. Home activities include extensive reading and writing, prompted and self-directed research, online discussions and mandatory summer work.

In May, students will, without exception, take the Advanced Placement examination. Depending on the level of performance, students may be eligible for advanced placement or college credit.

A1, A2, A3, A4 – S1, S2, S3, S4

1109 TEEN LEADERSHIP

Grades 9-12
0.5 credits

Teen Leadership is a program developed by the Texas-based Flippen Group that teaches students to take responsibility, express themselves confidently, and handle problems and decisions when they arise. Through the Teen Leadership curriculum, students will learn the skills to develop healthy relationships, recognize and resist peer pressure, and appreciate the need for vision in setting personal and career goals. In addition, students will sharpen their speechwriting and communication skills, which will help them make the transition to life after high school, whether they attend college or immediately enter the work world. This elective course is available to students in grades 9-12 and provides a 0.5 credit in either English OR Wellness.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

1116 GRAPHIC NOVELS AND VISUAL NARRATIVES

Grades 10-12
0.5 credit

Graphic novels and visual narratives have come a long way since the mid-1800s. No longer limited to one-panel gags, four-panel strips on the funny pages or three-color heroes in gaudy comic books, new technologies and new artists have pushed the genre. Although entertaining, graphic novels are now powerful at both capturing and challenging our world.

Dinosaurs coordinating ground and air assaults. A doglike toaster defending an upright-walking cat against a cyclops. Rats banding together against their pig overseers in a concentration camp. An ethereal rabbit's quest against sheriffs and bandits through an old western town to bury itself and rise like a phoenix. It all sounds a bit silly and fantastic, until read as portrayals of tribalism, companionship, injustice and the quest for identity and meaning.

Expect to explore and enjoy a wide variety of visual narratives, examining many artist novelists and their styles. You'll interpret and create on your own and collaboratively. You'll try your hand at writing, story boarding and drawing, learning how to build worlds and combine images with text. Don't worry – you don't have to be an expert artist. You only need to be curious about how even stick figures can change our perceptions of the world.

A1, A2 – S2, S3, S5

1117 FICTION WRITING

Grades 11 and 12
0.5 credit

If a story is in you, it has to come out.

– William Faulkner, Nobel Prize Laureate

What story do you wish someone had written? What story needs you to tell it?

In this course, you'll let that story out, develop it, see where it can go. You will learn to build engaging worlds, develop interesting characters, spark provoking conflict and craft realistic dialogue. Our readings are short and few, focusing on what published writers have to say about their craft. Our workshops focus on your questions and peer feedback. Your writing explores a variety of styles until you are ready to design and begin your individual project in the second quarter. Is it a short story collection? A novella? A full novel's working draft? As you develop your voice throughout this semester-long course, you'll hear what story you need to write.

A1, A2, A3, A4 – S1, S2, S3

1118 MASS MEDIA AND COMMUNICATION

Grades 11 and 12
0.5 credit

This course focuses on the role that mass media has played and continues to play in American society and culture today. It focuses on the daily effects that mass media has on our lives, and how we rely on mass media to obtain information. In class, students create podcasts, newspapers, magazines and more.

A1, A2, A3 – S5

1119 DIVERSE VOICES IN LITERATURE

Grades 10, 11 and 12
0.5 credit

Students examine and engage in a range of multi-genre texts (photography, fiction, poetry, and music) from different multiethnic artists, writers, and thinkers from the twentieth century to the present day. Students establish an understanding of the main ideas in multiethnic studies within an American context, focusing on Identity, Unbelonging, History & Heritage, and Visual Art & Music.

A1, A2, A3, A4 – S1, S2, S3

1120 MURDER MOST FOUL: CRIME AND MYSTERY

Grades 10, 11 and 12
0.5 Credit

If I find that I cannot terrify, I will try to horrify, and if I find that I cannot horrify, I'll go for the gross-out. I'm not proud. ~ Stephen King

Do you prefer mysteries that challenge you to identify the culprit before the detective, or do you enjoy the sudden big reveal? Do you like crime shows or movies, and, if so, why? Do you prefer to be puzzled, terrified, horrified ... or grossed out?

Once thought unrespectable, Crime and Mystery is now the second-best-selling literary genre. At the same time, interest in forensic science has fueled an explosion of documentaries, television series and movies. People enjoy being puzzled, scared, and sometimes sickened.

This course offers you a wide range of writers and styles, from the classic whodunnit to the modern jump-scare. Our activities include reading short stories and case studies, viewing movies and television episodes, listening to podcasts and researching forensic techniques. Limited presentations focus on forensic concepts such as criminal psychology, determining cause of death, toxicology and whatever else fascinates you. The course concludes with writing your own original crime or mystery fiction.

A1, A2, A3, A4 – S1, S2, S3

1121 THIS IS MY GENRE

Grades 10, 11 and 12
0.5 Credit

A student posed a very good question: Could there be an elective where students choose their own genre to read and write? Yes!

What do you enjoy? Sports, travel, self-help, nature, health and wellness, memoir, biography, poli-sci, history, popular science, religion and spirituality, agriculture, philosophy? With more than twenty genres, nonfiction truly offers something for everyone ... including you.

Each student in this course chooses their own nonfiction genre to explore. What topical magazine would you like to read? What websites and podcasts would you like to binge? What longer works would you like for the class library? You set your path.

The course offers plenty of reading time leading to reviews, quick "This is my genre" presentations and student-led discussions. As you read more and become familiar with your genre's styles and methods, you'll try writing within your genre. The semester concludes with the shared *Best of* print and online class publication.

A1, A2, A3, A4 – S1, S2, S3

1122 HOLOCAUST/GENOCIDE LITERATURE

Grades 11 and 12
0.5 Credit

This course is a survey of the literature written during and about the Holocaust and other genocides that occurred during the 20th Century. Throughout the course, we will focus on the impact and influence of language leading up to and throughout a genocide and study the people, the ideology, and the ramifications of large-scale persecution, and crimes against humanity. Students will be asked to read a variety of texts, participate in class discussions, write analytically, and produce a culminating research project educating classmates and community members to help further the understanding of the need to preserve humanity.

A1, A2, A3, A4 – S1, S2, S3

1123 SPORTS, LITERATURE, AND SOCIETY

Grades 10, 11 and 12
0.5 Credit

This course will focus on the connection between sports, literature, and society. Students will examine how sports functions as its own language and read a variety of non-fiction including columns, essays, and articles to analyze how language is used to establish a story. Students will also read texts to explore how society and individuals are shaped by sports, scandals, controversy, and individual athletic heroes. Additional writing will be journals, blogs, and expository writing. In addition, students will be asked to complete a research project related to how one discussed topic has evolved over time.

A1, A2, A3, A4 – S1, S2, S3

1124 WOMEN'S PERSPECTIVES

Grades 10, 11 and 12
0.5 Credit

This course examines the position of women and the role of gender in literature. Students will examine the unique needs, expectations, struggles, choices, and roles of women in America and in the rest of the world, today and throughout history, through a variety of contexts. Novels, film, essays, music, art, magazines, and newspapers will all be used to raise questions about the female perspective.

A1, A2, A3, A4 – S1, S2, S3

1125 PUBLIC SPEAKING

Grades 10, 11 and 12
0.5 Credit

Do you have the presence of a leader? Whether you are leading a small group discussion or are making a formal speech to a large group of people, a professional presence is crucial in both business and life. This course will help you to create a professional presence as well as build confidence in yourself as a speaker and a leader.

Within the course, you will:

- understand your own strengths and weaknesses as a speaker,
- be able to connect with your audience and share information in a way to create the desired result,
- achieve a greater sense of self-confidence,
- learn techniques to ease anxiety and overcome stage fright,
- learn through methods such as self-analysis through videotaping, peer review, and teacher review,
- write and deliver three speeches with effective organization and passion (informative, demonstrative, persuasion and/or entertaining).

Whether you are a beginner or an experienced speaker, you can always improve your presence when speaking to a group, and this course is designed to help you do just that.

A1, A2, A3, A4 – S1, S2, S3

1126 POETRY AND POETS

Grades 10, 11 and 12

0.5 Credit

This course focuses on a span of poets and poetry from multiple time periods and from around the world. Students will study everything from techniques in the craft of writing poetry to translating the message of the poem. Beyond analysis, students will also participate in modeling and creating poetry of their own for a final poetry journal.

A1, A2, A3, A4 – S1, S2, S3

THE HEALTH AND WELLNESS DEPARTMENT

9103 WELLNESS I

Grade 9
0.5 credit

This one-semester course combines health and physical education, with an every other week rotation. A wide variety of individual and team activities provide opportunities for the development of skills, knowledge of sports' rules, and the development of sportsmanship and fair play. Health instruction includes topics of nutrition, reproductive health, substance prevention and abuse, and physical fitness. The FITNESSGRAM will be used as a psychomotor testing and measurement tool throughout the semester, and all students will be expected to participate to the best of their ability.

A1, A2 – S1, S2, S3, S4, S5

9103 WELLNESS II

Grade 10
0.5 credit
Prerequisite: Wellness I

This one-semester course builds upon concepts learned in Wellness I. It combines physical education and health classes, dividing instruction between the two disciplines by using an every other week rotation. Health topics include mental and emotional health, family and social health, disease, and community and environmental health. The FITNESSGRAM will be used as a psychomotor testing and measurement tool throughout the semester, and all students will be expected to participate to the best of their ability.

A1, A2 – S1, S2, S3, S4, S5

1901 LIFETIME FITNESS

Grades 11 and 12
0.5 credit
Prerequisite: Wellness II

In this one-semester course, students will be given the opportunity to learn and participate in the many different ways that their body and physical health can benefit from fitness activity throughout their *entire* lives. Concepts taught include: low intensity vs. high intensity movements and activities, anaerobic vs. aerobic activities, the F.I.T.T. principle pertaining to goal setting, target heart rate zone, and much more. Some activities that will be offered include yoga, aerobics, line dancing, snowshoeing, badminton, basketball and many more. The FITNESSGRAM will be used as a psychomotor testing and measurement tool throughout the semester, and all students will be expected to participate to the best of their ability.

A1, A2, A3 – S1, S2, S3, S4, S5

8002 ADVANCED FITNESS

Grades 11 and 12

0.5 credit

Prerequisite: Wellness II

In this one-semester course, students will be given the opportunity to learn how to create reachable short-term and long-term goals, participate in various fitness routines and workouts, keep daily nutrition logs, as well as gain a greater understanding of all five components of physical fitness. They will conduct a physical fitness program, self-designed by each student according to their individual fitness needs. We offer PLT4M, BOD, or self-directed plans.

A1, A2 – S1, S2, S3, S4, S5

9105 ADVANCED SPORTS SKILLS AND STRATEGIES

Grades 11 and 12

0.5 credit

Prerequisite: Wellness II

In this one-semester course, students will be given the opportunity to learn more advanced sport skills and strategies than what is covered in the Wellness I and II courses. In this class students will be able to expand their skill set and knowledge of team and individual sports, including volleyball, badminton, soccer, tennis, basketball, and many more. The knowledge gained in this course will allow students to participate in a variety of sports at a higher level and will also give them tools to be able to coach peers and younger athletes.

A1, A2 – S1, S2, S3, S4, S5

1109 TEEN LEADERSHIP

Grades 9-12

0.5 credit

Teen Leadership is a program developed by the Texas-based Flippen Group that teaches students to take responsibility, express themselves confidently, and handle problems and decisions when they arise. Through the Teen Leadership curriculum, students will learn the skills to develop healthy relationships, recognize and resist peer pressure, and appreciate the need for vision in setting personal and career goals. In addition, students will sharpen their speechwriting and communication skills, which will help them make the transition to life after high school, whether they attend college or immediately enter the work world. This elective course is available to students in grades 9-12 and provides a 0.5 credit in either English OR Wellness.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

9004 SPORT PERFORMANCE AND COACHING

Grades 9-12

0.5 credit

This class will split time between theory and practice, learning in the classroom while applying strategies through sport and play. This class will cover the basics of the mental aspects of sport through sport psychology and coaching philosophy. Students will investigate the mental side of sport and sport performance through topics like visualization, self-talk, goal setting and concentration. Students will learn about coaching ideologies while creating their own philosophy that they can use in the future as a coach or as a leader.

A1, A2, A3, A4 – S1, S2, S3

THE MATHEMATICS DEPARTMENT

Recommended sequence of math courses:

Honors Pathway: Honors Geometry, Honors Algebra II, Honors Pre-Calculus, Honors Calculus or AP Calculus AB (online only)

College Preparation Pathway: Algebra I, Geometry, Algebra II, Pre-Calculus

Integrated Pathway: Integrated Math I, Integrated Math II, Integrated Math III, Pre-Algebra II or Algebra II

Electives: Introduction to Probability, Introduction to Statistics

AP Calculus AB and AP Statistics are offered through our partnership with Virtual High School (VHS).

270 HONORS GEOMETRY

Grade 9

1.0 credit

Prerequisite: Honors Algebra 8

This course will formalize and extend student's geometric experiences from the middle grades. In this course, students explore more complex geometric situations and deepen their explanations of geometric relationships. Geometry topics include triangle congruence, indirect and coordinate proofs, similarity, similar triangles, and trigonometry. Additional advanced Algebra topics include solving equations in inequalities, linear relations and functions, systems of equations, and polynomials. Grading is based on homework, effort, quiz and test scores, project completion, attendance, class work, and positive participation. A scientific calculator is highly recommended and will be provided by the district if needed.

A2, A3 – S2, S4

271 ALGEBRA I

Grade 9

1.0 credit

Prerequisite: Pre-Algebra I

The students will become acquainted with mathematical symbols, expressions, and the language of Algebra. There will be a study of the real number system, mathematical sentences, and the solving of equations. Statistics, probability, and geometry will be integrated throughout the year. An emphasis will be placed on real world applications of algebra through problem-solving, group activities, and projects. There will be considerable work with graphs, calculators, spreadsheets, and automatic graphing programs. Homework will be assigned on a daily basis, and tests and quizzes will be administered frequently. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation. A scientific calculator is highly recommended and will be provided by the district if needed.

A1, A2, A3, A4 – S2, S4

258 INTEGRATED MATH I

Grade 9

1.0 credit

Prerequisite: Pre-Algebra 8

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Topics covered include whole numbers, common fractions, decimals, percentages, signed numbers, powers and roots, substitution, setting up and solving equations, geometry, graphs, tables, estimation, probability, statistics, order of operations, ration and proportions, measurement, word problems and patterns. This course blends introductory Topics of Algebra I, Geometry, and Statistics together. Teachers may assign homework on a daily basis and administer tests and quizzes frequently. Grading is based on homework effort, quiz and tests scores, project completion, class notes, classwork, attendance, and positive participation. A scientific calculator is highly recommended and will be provided by the district if needed.

A2, A3 – S2, S4

215 HONORS ALGEBRA II

Grade 10

1.0 credit

Prerequisite: Honors Geometry

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. New topics such as exponential functions, complex numbers, quadratics, matrices, variation, and trigonometric functions are included. A mastery of Algebra I skills and good work habits are a must. Class activities will include group work and projects requiring extensive use of computers and calculators. Homework will be assigned on a daily basis, and tests and quizzes will be administered frequently. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation. Owning a scientific calculator is required; a graphing calculator is recommended and will be provided by the district if needed.

A2, A3, A4 – S2, S4

218 GEOMETRY

Grade 10

1.0 credit

Prerequisite: Algebra I

This course covers topics that include points, lines, angles, reflections, rotations, proofs, polygons, symmetry, areas, perimeters, volumes, and triangle congruence and similarities. MCAS preparation, mastery of math vocabulary, and algebra are also integrated throughout the class. Hands-on exercises give students the opportunity to practice drawing, constructions with compass and straightedge, experiments in 3-D concepts, prospective drawing, and other geometry-related skills. Homework will be assigned on a daily basis, and tests and quizzes will be administered frequently. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation. A scientific calculator, a notebook, and math supplies (colored pencils, ruler, protractor, and a compass) are highly recommended and will be provided by the district if needed.

A2, A3 – S2, S4

268 INTEGRATED MATH II

Grade 10

1.0 credit

Prerequisite: Integrated Math I

This course is the second part of a two-part Algebra and Geometry course. The focus of this course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Math I. This course emphasizes both Algebra I and Geometry skills. Specific topics include linear and quadratic equations, midpoint, slope, distance formula, square and cube roots of expressions, operations with polynomials, operations with radicals, congruence, and similarity. Homework is given on a regular basis. Grading for the course is based on homework effort, quiz and tests scores, project completion, attendance, and positive participation. A scientific calculator is highly recommended and will be provided by the district if needed.

A2, A3, A4 – S2, S4

275 HONORS PRE-CALCULUS

Grade 11

1.0 credit

Prerequisite: Honors Algebra II

This course prepares students for the continued study of mathematics, including calculus. The course begins with a brief review of Algebra II, including linear and quadratic equations and inequalities, and continues with functions followed by an in-depth treatment of exponential and logarithmic functions. Students will study trigonometry, starting with the definition of angles in both degree and radian measure, the length of arcs and the areas of sectors, and linear and angular velocity and continuing with both the unit circle and right triangle definitions of the six sines and the law of cosines. Homework will be assigned on a daily basis, and tests and quizzes will be administered frequently. Grading is based on homework effort, quiz and test scores, classwork, attendance, and positive participation. Owning a scientific calculator is required; a graphing calculator is recommended and will be provided by the district if needed.

A2, A3, A4 – S2, S4

202 ALGEBRA II

Grades 11 and 12

1.0 credit

Prerequisite: Geometry or Pre-Algebra II

This course continues with a more in-depth study of topics covered in Algebra I, while emphasizing math applications. Geometry is integrated throughout. New topics such as exponential functions, complex numbers, quadratics, matrices, variation, and trigonometric functions are included. A mastery of Algebra I skills and good work habits are a must. Class activities will include group work and projects requiring extensive use of computers and calculators. Homework will be assigned on a daily basis, and tests and quizzes will be administered frequently. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation. A scientific calculator is highly recommended and will be provided by the district if needed.

A2, A3 – S2, S4

243 PRE-ALGEBRA II

Grades 11 and 12

1.0 credit

Prerequisite: Integrated Math III

This course is designed for students who would be most successful in a slower-paced learning environment. Pre-Algebra II continues the study of topics covered in Algebra I in greater depth and increased time devoted to practice in math applications. Geometry is integrated throughout. New topics such as exponential functions, complex numbers, quadratics, matrices, variation, and trigonometric functions are included. A mastery of Algebra I skills and good work habits are a must. Class activities will include group work and projects requiring extensive use of computers and calculators. Homework will be assigned on a daily basis, and tests and quizzes will be administered frequently. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation. A scientific calculator is highly recommended and will be provided by the district if needed.

A2, A3, A4 – S2, S4

286 INTEGRATED MATH III

Grade 11

1.0 credit

Prerequisite: Integrated Math II

This course integrates and applies the mathematics students have learned from their earlier courses. Geometry is integrated throughout. New topics such as exponential functions, complex numbers, quadratics, matrices, variation, and trigonometric functions are included. A mastery of Algebra I skills and good work habits are a must. Class activities will include group work and projects requiring extensive use of computers and calculators. Teachers will assign homework on a daily basis and frequently administer tests and quizzes. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation. A scientific calculator is highly recommended and will be provided by the district if needed.

A2, A3, A4 – S2, S4

244 HONORS CALCULUS

Grade 12

1.0 credit

Prerequisite: Honors Pre-calculus

This course will prepare students for the continued study of mathematics in college. The course begins with a review of trigonometry, including functions and their graphs, inverses, exponential and logarithmic functions, and parametric equations. This is followed by the study of differential calculus, including limits, continuity, tangent lines, calculating the derivative, and finding the extreme values of functions. Students will also focus on Integral Calculus, including both definite and indefinite integrals, methods of integration, using definite integrals to compute areas, volumes, and the length of curves, as well as other real world applications. This course will be very demanding and require a high degree of motivation and effort. A scientific calculator is required; a graphing calculator is highly recommended and will be provided by the district if needed.

A1, A2, A3, A4 – S2, S4

277 PRE-CALCULUS

Grade 12

1.0 credit

Prerequisite: Algebra II

The course includes the study of rational expressions, including, but not limited to, simplifying, adding, subtracting, graphing, and solving. The next topic will be an introduction to Trigonometry starting with the definition of angles in both degree and radian measure, the length of arcs, and both linear and angular velocity. This unit will continue with the unit circle, right triangle definitions of the six trigonometric functions, and the Law of Sines and Cosines. Exploration of the six functions graphs along with their transformations will be studied next. An intense unit of verifying trigonometric identities will follow. The next unit will be solving trigonometric equations using multiple techniques from already learned material to new methods. The following unit will cover polar coordinates, including graphing and converting to and from polar coordinates. A scientific calculator is required; a graphing calculator is highly recommended and will be provided by the district if needed.

A2, A3, A4 – S2, S4

147 AP CALCULUS AB (online only)

Grade 12

1.0 credit

Prerequisite: Honors Pre-calculus and teacher recommendation required

This course runs in conjunction with the Honors Calculus class with online assignments and lessons. This course will prepare students for the continued study of mathematics in college. It will cover first-year college calculus, and students must take the AP calculus exam. The course begins with a brief review of trigonometry, including functions and their graphs, inverses, exponential and logarithmic functions, trigonometry, and parametric equations. This is followed by an in-depth study of differential calculus, including limits, continuity, tangent lines, calculating the derivative, finding extreme values of functions, and basic differential equations. During the second half of the year, students will focus on Integral Calculus, including both definite and indefinite integrals, methods of integration, using definite integrals to compute areas, volumes, and the length of curves as well as other real-world applications, and advanced integration techniques, including integration by parts, partial fractions, L'Hopital's Rule, and improper integrals. This course will be very demanding and require a high degree of motivation and effort. A graphing calculator is required and will be provided by the district if needed.

A2, A3, A4 – S2, S4

266 INTRO TO PROBABILITY

Grades 11 and 12

0.5 credit

Prerequisite: Integrated Math III or Algebra II

This semester course provides an elementary introduction to probability and its application. This course is a practical hands-on approach to the study of probability. Students will learn how to use probability to make informed decisions. Topics include: basic probability models, combinatorics, random variables, and discrete and continuous probability distributions. Students build on the conceptual knowledge and skills they mastered in previous mathematics courses. A scientific calculator is required; a graphing calculator is highly recommended and will be provided by the district if needed.

A1, A2, A3, A4 – S2, S3, S4

267 INTRO TO STATISTICS

Grades 11 and 12

0.5 credit

Prerequisite: Integrated Math III or Algebra II

This semester course is designed to prepare students for success in a world where knowledge of data analysis and statistics is necessary to make informed decisions in areas such as health, economics, and politics. It provides students with an introduction to important topics in statistics by focusing on the statistical thinking behind data collection and analysis. It helps students be more discerning consumers of statistics, teaching them to interpret the numbers in surveys, elections polls, and medical studies. Topics include sampling, surveys, experimental design, organizing and analyzing data. A scientific calculator is required; a graphing calculator is highly recommended and will be provided by the district if needed.

A1, A2, A3, A4 – S2, S3, S4

THE MUSIC DEPARTMENT

764 HIGH SCHOOL BAND – SEMESTER

788 HIGH SCHOOL BAND – FULL-YEAR

Grades 9-12

0.5 credit per semester

1.0 credit full-year

The High School Band is open to students who have had previous instrumental experience. Any student who was not enrolled in band the year before must first audition. Band members will perform with the Concert and Marching Bands. Selected band members may participate in various smaller ensembles, such as the jazz groups, but they must be enrolled in band to participate.

The High School Band will explore a wide variety of musical styles, periods, and music theory chosen to challenge and increase personal technique and general musical knowledge. This course requires occasional after school rehearsals and performances, which will be announced well in advance. Most uniforms pieces for concerts and marching performances are provided. Students will need to purchase a tuxedo shirt, bow tie, and black shoes, available through the Band.

A1, A2 – S1, S5

766 HIGH SCHOOL CHORUS – SEMESTER

785 HIGH SCHOOL CHORUS – FULL YEAR

Grades 9-12/Approval of Instructor required

0.5 credit per semester

1.0 credit full-year

The High School Chorus is a full year course open to all students in grades 9-12 who have had previous vocal experience and selected new students. Students in the Chorus will work on vocal techniques, music theory, and musicianship and will study music of various styles and periods of history. Students who enroll in this course are required to attend all performances throughout the year as a part of the grade requirement.

A1, A2 – S1, S5

746 HISTORY OF POP MUSIC

Grades 9-12
0.5 credit

Students will examine the progression and influence of popular music from the 1900s until the present. Every student will be assigned an instrument commonly found in a rock and roll band and will participate in the band, learning songs and performing in a final concert at the end of the semester. A variety of genres, instruments, styles, and performing methods will be discussed and performed by the class. Additionally, students will write songs together. This elective course is available to students in grades 9-12.

A2, A4 – S2, S4, S5

747 VOICE CLASS

Grades 9-12
0.5 credit

Students will learn 3-4 songs within the musical theater, classical, pop, and jazz styles that fits the student's vocal range and timber. The songs will be learned in class and performed as a final performance at the end of the semester. Students will discuss, rehearse, and perform a variety of solo vocal styles, including belting, classical technique, and pop techniques. Methods and tips for auditioning will also be discussed.

A1, A3 – S3

744 MUSIC THEATER WORKSHOP

Grades 9-12
0.5 credit

This class will look at the world of musical theater both historically, by studying some of the great musicals written, as well as hands on. Students will spend a majority of the semester actually working on a real, full length show. They will have an opportunity to work on many aspects of musical theater: acting, singing, directing, choreographing, technical design, stage managing, and auditioning, just to name a few. The final for the class will consist of a one **NIGHT** performance at the end of the semester in front of an audience. This class is open to any 9-12 students but know that singing and acting will be required. This class will take place in the fall.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

733 GUITAR

Grades 9-12
0.5 credit

This course is open to any student in grades 9-12. Students will study the fundamentals of guitar using a hands-on approach. This course will teach how to play the guitar, how to read music notation, tablature, play melodies, as well as chords, and compose their own songs. Students will work both individually and in small groups.

A1, A4 - S2, S5

745 HIGH SCHOOL JAZZ BAND

Grades 9-12
0.5 credit
Permission of Instructor

The High School Jazz Band is a full year course open by audition only to students in grades 9-12 who have previous instrumental experience. Students enrolled in the Jazz Band must also be enrolled in the High School Band. Students in the Jazz Band will work on jazz and rock techniques, music theory, musicianship, and study music mostly contained to the 20th and 21st Centuries of jazz and rock music history. Students who enroll in this course are required to attend all performances throughout the year as part of the grade requirement. This ensemble meets before the school day, at 7:15 a.m. on Mondays and Wednesdays. Night performances are required.

A1, A2 – S1, S5

749 HIGH SCHOOL MADRIGALS

Grades 9-12
0.5 credit
Permission of Instructor

The High School Madrigals is a full year course open by audition only to students in grades 9-12 who have previous vocal experience. Students enrolled in the Madrigal ensemble must also be enrolled in the High School Chorus. Students in the Madrigal Ensemble will work on vocal techniques, music theory, musicianship, and study music mostly contained to the Renaissance Era of music history. Student who enroll in this course are required to attend all performances throughout the year as part of the grade requirement. This ensemble meets before the school day, at 7:15 a.m. on Tuesdays and Thursdays.

A1, A2 – S1

THE SCIENCE DEPARTMENT

Recommended sequence of Science courses:

Honors Biology, Honors Chemistry, and Honors Physics

College Prep Biology, College Prep Chemistry, Electives

AP Biology, AP Chemistry, AP Physics 1: Algebra-Based, and AP Environmental Science are offered through our partnership with Virtual High School (VHS).

300 HONORS BIOLOGY

Grade 9 required course

1.0 credit

Prerequisite: Strong performance in eighth grade science and approval of instructor

This course will cover the same topics as CP Biology but at a faster pace and in more detail. Students electing to take Honors Biology will have demonstrated a strong understanding of science concepts and proven themselves to be motivated students.

A1, A2, A3 – S2, S5

346 COLLEGE PREP BIOLOGY

Grade 9 required course

1.0 credit

Biology is the study of life. This course is designed to address some of the underlying life science topics in order to form a strong foundation for continued studies in the science and technology fields. The curriculum covers ecological concepts including community structure, relationships, and matter and energy in the ecosystem. Students will learn about energy consumption and use in humans and plants. They will explore the concept of the cell, its parts, and their functions in living organisms. From this base, cell division and specialization will be covered as an introduction to heredity and genetics. This course concludes with a look at evolution and the role of genetics in the development of adaption in a variety of organisms.

Writing and technology usage is imperative and will be considered in grading. Of equal importance are laboratory experiments, quizzes, tests, assignments, and projects. A variety of class and field exercises will stress the concept of the inquiry method in science and the student's independent thinking skills.

A1, A2, A3 – S2, S5

321 HONORS CHEMISTRY

Grade 10 required course

1.0 credit

Prerequisite: Algebra/Recommendation of Instructor

Honors Chemistry will move at a more rapid pace than college prep chemistry and will cover topics in greater depth. A higher degree of abstract thinking, more reading and research, and an increased level of motivation are expected of the students electing this section of chemistry. This course is recommended for students that are interested in a STEM Career. Students interested in continuing with honors level electives should sign up for this section of Chemistry.

A2, A4 – S3, S4, S5

353 COLLEGE PREP CHEMISTRY

Grade 10 required course

1.0 credit

Chemistry is the study of materials. In this course, students will study basic characteristics and properties of matter. They will use common physical properties and chemical behaviors to classify materials and learn more about the Periodic Table as a graphic organizer for chemistry. Students will investigate chemical reactions, learn how to predict and write chemical equations, use atomic models to describe electron arrangements, and draw chemical bonding diagrams. They will study reaction rates and basic kinetics. Students will practice their problem-solving skills while learning how to design and conduct scientific experiments to test hypotheses and scientific laws. Basic algebra skills are necessary for this course.

A2, A4 – S2, S4, S5

314 ENVIRONMENTAL SCIENCE

Grades 11 and 12

1.0 credit

This course examines current issues in environmental science with the first half of the year focusing on analysis and understanding of population and sustainability and the second half of the year on conservation and new technologies in environmental science and renewable energy.

Students will begin with a study of James Lovelock's Gaia hypothesis in order to frame the course's content. The rationale behind the establishment of the EPA and the Superfund along with case studies will be examined. Investigations of population and sustainability in regard to garbage issues, fossil fuels, and the planetary water supply will be undertaken. Studies will continue with research on current "green" initiatives and conservation efforts in the United States and around the globe. The year will conclude with analysis of local environmental issues.

A1, A2, A3, A4 – S2, S3

308 PHYSICS

Grades 11 and 12

1.0 credit (offered in 2022/2023 school year)

This algebra-based course is intended to prepare students for future studies in science and mathematics. The emphasis is on mathematical problem-solving techniques and theoretical understanding. There are three major areas of study: mechanics, waves, and electricity and magnetism.

The study of mechanics will include: displacement, velocity, acceleration, falling bodies, projectile motion, vector operations, Newton's laws, friction, kinetic and potential energy, power, and elastic and inelastic collisions.

The study of waves will include: simple harmonic motion, properties of waves and wave interactions, sound waves, intensity, resonance and harmonics, light and reflection, curved mirrors, polarization, refraction, thin lenses, interference, diffraction, lasers, blackbody radiation, quantization, the photoelectric effect, and matter waves.

The study of electricity and magnetism will include: electric charge, force and fields, electrical potential energy, potential difference, capacitance, electric current, resistance and power, circuit diagrams, complex resistor combinations, magnets, magnetic fields, electromagnetism, induction, direct and alternating current, generators, and motors.

A2 – S2, S4

1302 HONORS PHYSICS

Grades 11 and 12

1.0 credit (next offered in the 2023/2024 school year)

Prerequisites: Biology, honors chemistry, and advanced math pathways

Honors Physics will cover more topics than CP Physics, and the class will go at a faster pace. In addition, some topics will be covered in greater depth, and the mathematics may be more difficult. This class is recommended for motivated students who like a challenge and are planning to continue their education in scientific and mathematical fields after high school. Additional topics to be covered may include: rotational equilibrium and dynamics, fluid mechanics, heat, thermodynamics, quantum mechanics, and relativity.

A2 – S2, S4

352 STEM EDUCATION

Grades 11 and 12
1.0 credit

This course is designed to educate students in four specific disciplines: Science, Technology, Engineering, and Mathematics. Rather than teach four disciplines as separate subjects, STEM integrates them into a cohesive learning paradigm based on real-world situations and requirements. A lesson or unit in a STEM class is typically based around finding a solution to a real-world problem and emphasizes project-based learning. The focus will be on real-world issues and problems and will be guided by the engineer design process. This class will immerse students in hands-on inquiry and open-ended exploration. Students will be involved in productive teamwork and apply math and science content to complete engineering design challenges. This class will also allow for multiple right answers and failures as a necessary part of learning. This course is intended to prepare students for a career in STEM.

A1, A2, A3, A4 – S2, S3

323 ANATOMY & PHYSIOLOGY

Grades 11 and 12
1.0 credit

This course will explore the relationships between the structure and function of organs and all of the major human systems. Integration of the systems and homeostatic controls will be a focus of the course, with special attention paid to diseases and injuries of the systems. A variety of techniques will be used to learn anatomy and physiology. Student will be assessed on their active participation and completion of assignments, projects, lab activities, presentations, and tests. Memorization is required. This course is recommended for students interested in continuing in health or life science related careers.

Dissection of preserved material will also be a part of this course. Students wishing not to take part in dissection will be offered alternative methods.

A1, A2, A3 – S2, S5

369 ASTRONOMY

Grades 11 and 12
0.5 credit

Students will learn the history of astronomy, including the Copernican Revolution, Kepler's laws of planetary motion, and Newton's laws. Students will study the nature of electromagnetic radiation and spectroscopy. The origin and nature of the solar system and the planets will be investigated. The nature of stars, neutron stars, and black holes will be studied. The early universe and eventual fate of the universe will be looked at. Students will be expected to use algebra to solve word problems.

A1, A2, A3, A4 – S2, S4

340 ANIMAL SCIENCE

Grades 11-12

1 credit

Maximum number of students is 12

During the first semester students will be introduced to the fundamental principles of animal science, including the economic impact of animal agriculture upon the United States and the world, animal husbandry, behavior, anatomy and physiology, and nutrition. During the second semester, students will continue with topics on disease and reproduction, while delving into the principles of aquaculture and aquaponics. Students will learn the biological, chemical ecological, and economic aspects of aquaculture, through hands-on projects and the maintenance of the school's Aquaculture Center.

Depending on student's interest, additional topics may include wildlife management, veterinary medicine, and sustainable agriculture. A supervised agricultural experience project is a major requirement of the course, as well as numerous hands-on learning activities. Students are encouraged to join the Mount Everett FFA Chapter, where competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

A1, A2 – S1, S2, S3, S4

3004 EXPLORATORY AGRICULTURAL SCIENCE I & II

Grade 9 and 10 only

0.5 credit

This course is for practical hands-on instruction, while also exploring potential career opportunities in agriculture.

This course is an introduction to Agricultural Science, where you will develop basic skills in the various aspects of agriculture like animal science, sustainable agriculture, food production, plant science, natural resources, aquaculture, and career exploration. Learn from community guest speakers, participate in an independent Supervised Agricultural Experience (SAE) and learn all about Future Farmers of America (FFA). In fact, all students will be encouraged to join FFA and participate in extra field trips, leadership competitions and conferences. Students will be able to take a semester of introduction to Agriculture or a full-year.

338 AGRICULTURAL INTERSHIP

Grades 11 and 12

0.5 credit

Agricultural interns will work under the supervision of the Agriculture teacher and FFA Advisor. This is an opportunity for students to gain hands-on work experience with livestock animals, poultry, small companion animals, gardening, campus recycling and composting, and self-directed projects. Students will learn expected workplace behavior, develop specific skills within the Agriculture industry, and will be given opportunities to manage projects. This experience will nurture individual talents, develop a cooperative attitude towards others, build character, develop self-confidence and good work ethic, develop employability and thinking skills, and expand on competencies learned in the classroom. Students will be responsible for setting personal goals and documenting their experience.

A1, A2 – S1, S2, S3, S4

3002 ANIMAL CARETAKER SUMMER INTERNSHIP

Grade 11 and 12

1.0 credit

Prerequisite: Approval of Agriculture teacher

This internship opportunity will be split between time at the Mount Everett Barn and Greenagers. You will work under the supervision of the Agriculture teacher and FFA Advisor. This is an opportunity for a self-motivated, independent student interested in animal husbandry, sustainability, and regenerative agriculture.

Your day will start at Mount Everett Barn where your primary responsibilities are the animal husbandry of our beloved Shropshire sheep along with our Blue Tilapia fish. Here you will work 3 to 4 hours per week. Husbandry responsibilities are varied but include unloading hay, mucking stalls, tidying the barn, and weed whacking. Also, the intern will learn how to operate our fish house facilities and will be responsible for caring for our fish populations. Small projects will be assigned on a weekly basis. However, the majority of your intern experience will be spent working with Greenagers at April Hill. Here you will work a minimum of three hours per day and assist in a variety of projects such as working with their expanding flock of sheep, chicken, and ducks. In addition, you will be engaged in environmental conservation, sustainable organic farming, and natural resource management. Interns must have reliable transportation to and from Mount Everett and April Hill and maintain a predictable schedule. For addition information, please contact Ms. Michaud.

A1, A2 – S1, S2, S3, S4

THE SOCIAL STUDIES DEPARTMENT

The Social Studies department strives to prepare students for effective participation in a democratic society. Students will be able to understand and meet the responsibilities of citizenship, value the dignity of each individual in our society, and participate in our society's democratic processes. A social studies education gives students opportunities to develop a comprehensive understanding of the world and its many cultures and ways of life different from their own. Students will acquire the habit of seeing matters through the eyes of others, and, in doing so, come to realize that they can better understand themselves. Rooted in history, civics, and geography, and integrating concepts from anthropology, economics, psychology, sociology, and the humanities, a social studies education empowers students to become active and responsible participants in a diverse society.

Minimum Sequence of Social Studies Courses:

Honors Academy – Honors US History I, Honors World History I, AP US History, Honors US

Government & Politics (All must be taken to earn Honors Academy endorsement on transcript.)

College Prep – US History I, World History I, The 20th Century, Electives

487 COLLEGE PREP UNITED STATES HISTORY I

Grade 9
1.0 credit

The ninth-grade history curriculum is United States History I, which focuses on the nation's history from 1754 through 1877. The course begins with the American Revolution and its aftermath and the drafting of the United States Constitution and Bill of Rights. The next phase of the curriculum focuses on the key political developments in the presidencies of Washington through Jefferson, as well as the policies of later presidents, such as Monroe, Jackson, Polk, and Buchanan. The course ends with an in-depth study of the causes leading up to the Civil War, the War itself, and the Reconstruction period. The curriculum includes multimedia presentations, two term papers, engaging classroom discussions, and debates.

A1, A2, A3 – S1, S2, S3, S4, S5

425 HONORS UNITED STATES HISTORY I

Grade 9
1.0 credit

Prerequisite: Minimum cumulative average of 90 or above in 8th grade social studies and approval of instructor.

Honors United States History I is a challenging, in-depth course that explores the political, economic, and social histories that are critical in understanding United States History. The primary course text is United States History; however, additional primary and secondary sources will also be employed to enhance student knowledge and understanding. This is a student-focused, discussion-based class. Students enrolled in this course will write bi-weekly, in-class essays, emphasizing the development of analytical writing skills.

A1, A2, A3 – S1, S2, S3, S4, S5

486 COLLEGE PREP WORLD HISTORY I

Grade 10
1.0 credit

College preparatory World History explores the dominant social, economic, political, military and intellectual trends affecting civilization from the fall of the Roman Empire through the 19th Century. Designated units of study include: The Middle Ages, the Renaissance and Reformation, the Age of Enlightenment, the French Revolution and its consequences, the origins and spread of the Industrial Revolution, and the growth of Europe's empires in Asia and Africa. This class makes frequent diversions into current world affairs, endeavoring to identify connections to the past. Using primary and secondary source readings and video and web resources, students pursue knowledge individually, in small groups, and collectively.

A1, A2, A4 – S1, S3, S4, S5

496 HONORS WORLD HISTORY I

Grade 10
1.0 credit

Prerequisite: Minimum cumulative average of 90 or above in US History I and approval of instructor.

Honors World History I explores the dominant social, economic, political, military and intellectual trends affecting civilization from the 16th century to present. Designated units of study include: the Age of Enlightenment, the French Revolution and its consequences, the origins and spread of the Industrial Revolution, Europe's empires in Asia and Africa, the World Wars, and the Cold War and beyond. This class makes frequent diversions into current world affairs, endeavoring to identify connections to the past. Using primary and secondary source readings and video and web resources, students pursue knowledge individually, in small groups, and collectively.

A1, A2 – S1, S2, S3, S4, S5

493 COLLEGE PREP THE 20TH CENTURY

Grade 11
1.0 credit

This course reviews the critical political, military, social and cultural developments in the world since 1900, including the rise of America as a great power, the World Wars and the Holocaust, the Cold War, human rights, the rise of Islamic fundamentalism and its consequences, and the Digital Revolution. The course includes foundational concepts in the humanities and dedicates considerable time to current events.

A1, A2, A4 – S1, S3, S4, S5

405 ADVANCED PLACEMENT UNITED STATES HISTORY

Grade 11

1.0 credit

Prerequisite: Minimum cumulative average of 90 or above in World History I and approval of 9th and 10th grade History instructors.

Advanced Placement United States History is the third subject in the Honors Academy Suite. It is a rigorous, comprehensive, college-level course of study that closely follows the curriculum recommendation outlined by the College Board, the organization that oversees all Advanced Placement programming. The course begins with the late 1400s and concludes with the dawn of the 21st century. Political, economic, and social history receive equal time, as all three historical subdivisions are assessed in the demanding Advanced Placement examination. The primary course text is The Enduring Vision, by Boye, et al.; however, additional primary and secondary sources will also be employed to enhance student knowledge and understanding.

Students are required to take the College Board AP Examination in May. Depending on the level of performance, students may be eligible for college credit.

A1, A2, A3 – S1, S2, S3, S4, S5

462 HONORS U.S. GOVERNMENT AND POLITICS

Grade 12

1.0 credit

Prerequisite: Minimum cumulative average of 90 or above in AP U.S. History and approval of History department instructors.

Honors U.S. Government and Politics is the last subject in the Honors Academy Suite. This course is designed to give students an analytical and philosophical perspective on politics and government in the United States. Students develop an understanding of the fundamental concepts of democratic theory and philosophy, examine the structure and institution of the national government, and analyze the Constitution and amendments. Students will investigate political beliefs and behaviors, party politics, and interest groups. Civil rights and civil liberties and the interplay of freedom, order, and equality are also primary areas of content and class discussion. The objective of an enlightened citizenry is pursued through consistent emphasis on the knowledge and attitudes necessary for the American democratic experiment to continue and remain vibrant in the 21st century and beyond. Resources used include textbook, videos, editorials, and outside speakers.

A1, A2, A3 – S1, S2, S3, S4, S5

447 INTRODUCTION TO PSYCHOLOGY

Grades 11 and 12
0.5 credit

Psychology is the study of human behavior and mental processes. This course will explore the development of psychology from Sigmund Freud to current controversial issues, such as "How much is our behavior the result of our biology?" In addition to learning about the fundamentals of psychology, personality theory, abnormal psychology, and various approaches to psychotherapy, we will bring psychology into our lives through the performance of self-discovery exercises. Students are expected to read the text, prepare a research paper and presentation, write psychological analyses, and participate in lively discussions. The assigned text is Psychology: An Introduction, by Charles Morris.

A1, A2, A3 – S1, S2, S3, S4

4265 PSYCHOLOGY II

Grades 11 and 12
0.5 credit
Prerequisite: Passing grade and strong performance in Introductory to Psychology course

Psychology II will pick up where Introduction to Psychology left off. The course will start with a brief review of concepts taught in Introduction to Psychology. The course will then take a deeper dive into specialized units of psychology, such as learning and educational psychology, lifespan development from prenatal through infancy, adolescence and early adulthood, sensation, and perception. There will be an introduction to the world of neuroscience, exploring how the structure and chemistry of the brain impacts our behaviors, and social psychology, ending with a return to abnormal psychology through a forensic psychology lens. Students are expected to read provided texts, prepare research presentations, write psychological analyses, and participate in lively discussions. The assigned text is Psychology: An Introduction by Charles Morris.

A1, A2, A3 - S1, S2, S3, S4

482 HIKING, LEADERSHIP AND THE ENVIRONMENT (offered in the spring only)

Grades 11 and 12
0.5 credit

This elective is geared towards students who are interested in learning about the environment, enhancing their leadership skills, and challenging themselves both physically and mentally. In the classroom, students will learn basic outdoor survival skills needed in order to successfully participate in extended backpacking trips. An emphasis will be placed upon developing leadership skills needed to work as a team member in achieving class goals. The skills developed in this class will be put into action through participation in a one-day, a three-day, and a five-day hike on the Appalachian Trail. Mount Everett Regional School will provide the main materials for this class such as backpacks, sleeping bags, tents and cook stoves; students will be required to provide their own clothing, food, and other basic essentials needed for the various excursions. In preparation for the longer hikes, this class will require additional class meeting time; morning hikes will allow the group to hike areas near the school in order to build the physical endurance and stamina needed to make our three trips as successful as possible. Students will be graded on projects, reflective journals, book summaries and most of all their ability and willingness to actively participate in ALL class activities. Due to the hands-on nature of this course, space is limited. Participation in the three main hikes, as well as the preparatory training sessions, is mandatory; as a result, an emphasis will be placed upon attendance, punctuality, and cooperation. A top priority of this experience is to teach students an appreciation of and a respect for nature; therefore, the use of phones and electronic devices will be strictly prohibited. For off campus hikes, the instructors will have a cell

phone in case of emergencies. Successful completion of this class will allow students not only to gain a greater appreciation for the outdoors, but also to earn a half credit in the academic area of either science, social studies, or physical education.

A1, A2 – S1, S2, S3, S4, S5

421 CRIMINOLOGY: JUSTICE, SOCIETY, AND LAW

Grades 11 and 12

0.5 credit

This course is designed to provide students with an examination of the past, present, and future of the American system of criminal justice. Students will examine various methods of analyzing crime and the effectiveness of traditional community policing, law reforms, and the criminal court system. Class activities and instructional methods will combine lectures, discussions, debates, persuasive essays, student presentations, and field trips. Instructional materials will include video presentations, magazine articles, and relevant texts.

A1, A3, A4 – S4, S5

442 PHILOSOPHY I

Grades 9-12

0.5 credit

This course begins with the questions – Who are you and Where does the world come from? Students read and discuss the novel, *Sophie's World*, to explore the canon of philosophical projects through the mysterious experiences of fourteen-year-old Sophie Amundsen. Participation in class discussions is vital to one's success in this course.

A1, A2, A3 – S1, S2, S3, S4

488 PSYCHOLOGY IN FILM

Grades 11 and 12

0.5 credit

This course will develop a deep understanding of mental health issues by studying films that delve into a variety of topics in psychology. Among the issues addressed in these films are depression, obsessive compulsive disorder, substance abuse, anxiety disorders, and schizophrenia. Students will critically evaluate the accuracy of the portrayal of psychological topics in films. This will include the ability to identify what is inaccurate, as well as what conforms diagnostic criteria or ethical guidelines for psychologists and other mental health practitioners.

A1, A2, A4 – S1, S3, S4, S5

102 MYTHOLOGY

Grades 11 and 12
0.5 credit

This course will be exploring the belief systems and legends of many of the world's first civilizations. Studying mythology aids in our understanding of the values of many early cultures, such as concepts of good and evil, human origin, and the afterlife. Students will be analyzing the folklore of peoples, such as the ancient Greeks, Norse, Egyptians, and Chinese. These groups all created myths to help make sense of their existence and world. In addition, we will be evaluating how these mythological concepts of the past have continued to have an influence on our modern culture through language, literature, and art. The class will explore these topics through in-class discussion, debates, research assignments, lectures, and projects.

A1, A2, A3 – S1, S2, S3, S4

636 ECONOMICS

Grades 11 and 12
0.5 credit

This course delves into economic theory, particularly the role of governments and financial institutions, monetary policy, and international trade. Students learn about the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. Additionally, this course will utilize real-world topics and project-based learning activities to allow students to gain a personal understanding of finances. In studying these topics, students apply reading, writing, and speaking and listening skills and learn vocabulary and concepts related to economic history and social science.

A1, A2, A3 – S1, S2, S3, S4

4004 AMERICAN STUDIES

Grades 11 and 12
0.5 credit

American Studies is an interdisciplinary course that examines American literature, history, society, and culture. There is a wide array of subjects studied within the field, and American Studies examines literary themes, histories of American communities, ideologies, and subcultures. Examples of course topics might include the study of American aviation, American social movements (like the labor union or civil rights), American journalism, American architecture, American technology, or the American automobile industry. The American Studies course has three primary goals. The first is to train students to ask critical questions of both the subject and the broader culture of American society. The second is to provide an historical perspective with which to frame and address such questions. The third is to encourage students to be neither critics nor advocates for these concepts in general, but to be thoughtful and educated participants in our democratic society.

A1, A2, A3 – S1, S2, S3, S4

4005 GEOGRAPHY

Grades 10-12
0.5 credit

This course will examine the three main branches of Geography: Human, Physical, and Environmental. Studying and examining the three branches of Geography and their relationship with the seven continents will allow students to get a better understanding of the world they live in. This Geography elective will provide students the opportunity to develop a broader understanding of the discipline of Geography, including physical, social, cultural, economic, and political influences on people, places, and environments from local to global scales. The curriculum will include presentations, documentaries, movies, and engaging classroom discussions and debates.

A1, A2, A3 – S1, S2, S3, S4

0608 PERSONAL FINANCIAL LITERACY

Grades 11 and 12
.05 Credit

This course will utilize real-world topics and project-based learning activities to allow students to gain a personal understanding of finances. Topics will include financial goal planning, student loan debt, checking accounts, career planning, money management strategies, and various types of investments and insurances. In studying these topics, students apply reading, writing, and speaking and listening skills and learn vocabulary and key concepts.

A1, A2, A3 – S1, S2, S3, S4

THE TECHNOLOGY DEPARTMENT

Technology Pathway Courses: Students must complete 4 of the following courses as part of Mt. Everett's Technology Pathway: VEX Robotics, Sea & Air Robotics, 3D Printing & Design, or any of the following courses offered through the school's partnership with Cisco Academy: IT Essentials, Python Essentials, Cybersecurity Essentials, Cybersecurity Operations, Networking Essentials, Linux Essentials or Internet of Things (IoT) Fundamentals. Additional courses are offered in the Technology Pathway through Bard College or online providers such as Virtual High School. These additional offerings may be taken in addition to, or in lieu of, the ones listed above. Course offerings may include AP Computer Science, Video Game Design, and Web Design.

148 VIRTUAL HIGH SCHOOL

Grades 9-12
0.5 credit

Virtual High School allows a student to fit in an extra class when their schedule is full, to take a class which is not available through Mount Everett Regional School, or to simply enjoy the use of technology and want the challenge and flexibility of an on-line class structure. Students have the opportunity to select from a full catalog of semester-length and full-year courses, including core, elective, AP and Pre-AP classes. The VHS catalog is available for viewing on the Mount Everett home page and Virtual High School. Please see your guidance counselor for more information.

8105 VEX ROBOTICS

Grades 9-12
0.5 credit

In the first half of this course, students will build and program a remote-control robot to meet various challenges, including playing soccer, traversing a maze, opening a mailbox, and stacking cans. In the second half, students will build a 5-axis robotic arm and program it to work with conveyors and sensors. The VEX Workcell, as it is known, introduces students to manufacturing concepts like construction, palletizing, and coordinate planes to empower the manufacturing workforce of the future. The course concludes with students competing in the VEX Automation Competition, where students will submit video and code of their workcell in action.

A2, A3, A4

8116 SEA & AIR ROBOTICS

Grades 9-12

0.5 credit

In the first half of this course, students will design and build an underwater glider with basic sensors and a remotely operated vehicle (ROV), known as a marine drone. The marine drone will be equipped with lights, cameras, and gripper arms for underwater exploration. Students will take their robots to local waterways, producing videos of their exploration. In the second half of the course, students will learn to fly aerial drones by visual line of site (VLOS), first person view (FPV), payload delivery, and auto-pilot. Students will again produce videos of their work. Throughout the course, students will explore the basic concepts of propulsion and power in both water and air.

A1, A2, A4 – S3

8108 3D PRINTING & DESIGN

Grades 9-12

0.5 credit

Students in this course will work toward earning Makerbot's 3D Printing Certification. To do so, students will work through a series of online lessons in 3D modeling and printing activities through TinkerCad or Autodesk Academy for more advanced students. The class culminates in students designing, printing, assembling, and launching 3D printed model rockets.

A1, A2, A4 – S3

8006 CISCO ACADEMY NETWORKING ESSENTIALS

Grades 9-12

0.5 Credit

Networking is at the heart of the digital transformation. The network is essential to many business functions today, including business critical data and operations, cybersecurity, and so much more. A wide variety of career paths rely on the network – so – it's important to understand what the network can do, how it operates, and how to protect it. This course is an excellent launching point for students pursuing a wide range of career pathways – from cybersecurity to software development to business and more.

A1, A3, A4 – S4, S5

8007 CISCO ACADEMY LINUX ESSENTIALS

Grades 9-12

0.5 Credit

As one of the most successful open-source collaborations, Linux has evolved into the most reliable operating system on the planet. It's used for embedded systems to virtually all supercomputers for a good reason. Linux Essentials quickly builds your Linux knowledge and prepares you for the **Linux Professional Institute Linux Essentials Certificate**, your proof that you know Linux!

A1, A3, A4 – S4, S5

8008 CISCO ACADEMY IT ESSENTIALS

Grades 9-12

0.5 Credit

Imagine building a computer and then connecting it securely to a network. This exciting first step could lead to a rewarding IT career. IT Essentials covers this, as well as shares the career skills needed for entry-level IT jobs. You will enjoy working with Cisco Networking Academy advanced simulation tools and having multiple hands-on labs that hone your troubleshooting skills. In addition, class members will support students, staff and the local community by producing the Students-as-Technology Leaders (SaTL) podcast on Spotify and short YouTube tutorials. No prerequisites or computer knowledge required. Completion of this course earns a student a **Cisco digital badge**. **Students can use this coursework to Prepare for CompTIA A+ Certification.**

A1, A3, A4 – S4, S5

8009 CISCO ACADEMY PYTHON ESSENTIALS

Grades 9-12

0.5 Credit

Python is a multi-paradigm programming language used by startups tech giants like Google, Facebook, Netflix, and more. With intuitive, readable syntax, Python is a great first programming language to learn. No prior programming knowledge required. **Completing the course earns you a Statement of Achievement. It is split into two parts, preparing you for two certifications: PCEP – Certified Entry-Level Python Programmer - and PCAP – Certified Associate in Python Programming.**

A1, A3, A4 – S4, S5

8010 CISCO ACADEMY CYBERSECURITY ESSENTIALS

Grades 9-12

0.5 Credit

Students in this course will develop an understanding of various types of malware and the security principles and procedures to defend computers and networks against attacks. Students will participate in the National Youth Cyber Defense Competition known as CyberPatriot. In preparation for this competition, students will complete Cisco Academy's Intro to Cybersecurity, Cybersecurity Essentials, and Packet Tracer courses in addition to other online labs. **Each course earns students a digital badge within their Cisco profile.**

A1, A3, A4 – S4, S5

8011 CISCO ACADEMY CYBERSECURITY OPERATIONS

Grades 9-12

0.5 Credit

Prerequisite: Cybersecurity Essentials

In this course you will learn about security concepts, security monitoring, vulnerability analysis, network intrusion analysis, security policies, and hacking procedures. **This course prepares students to take the Cisco CyberOps Associate Certification exam** and aligns with the National Initiative for Cybersecurity Education Framework for workforce development. **Upon successful completion, students will earn a digital badge in their Cisco profile.**

A1, A3, A4 – S4, S5

8012 CISCO ACADEMY INTERNET OF THINGS (IoT) FUNDAMENTALS

Grades 9-12

0.5 Credit

Nearly every object can now be connected to the Internet. The ability to connect things and capture useful data is transforming organizations in every industry and opening doors for new career specializations. Discover the basis of this exciting and emerging field using fun, hands-on activities with Arduino microcontrollers to model securely connecting sensors to cloud services over IP networks and collecting data in an end-to-end IoT (Internet of Things) system.

A1, A3, A4 – S4, S5

THE VOCATIONAL DEPARTMENT

To Students, Parents/Guardians, Prospective Employers, Internship Partners and the General Public: Please be advised that all vocational programs are offered regardless of race, color, national origin, sex, disability, religion, gender identity or sexual orientation.

989 INTERNSHIP/WORK BASED LEARNING PROGRAM/VOCATIONAL EDUCATION

Grades 11 and 12
0.5 credit for one semester internship

9109 INTERNSHIP/WORK BASED LEARNING PROGRAM/VOCATIONAL EDUCATION

Grades 11 and 12
1.0 credit for a full year internship

9110 INTERNSHIP/WORK BASED LEARNING PROGRAM/VOCATIONAL EDUCATION

Grade 12
2.0 credits for two periods of internship

We believe that our students need to prepare for *both* college and career in a seamless and integrated way. We are dedicated to equipping them with the knowledge, skills and experiences that they need to take ownership over their plans after high school. We want to help our students see the connections between the academic learning that they experience in the classroom and the application of that learning in the larger world. Vocational programs are integral to this goal.

At Mount Everett, we are proud members of a statewide network of high schools that offer students opportunities for career preparation. The network is led by the state's Connecting Activities initiative, which is managed by the MA Department of Elementary and Secondary Education. It enables our school to connect with our regional workforce system, and, through it, to many local businesses that support our education enterprise. Our partnership with the Connecting Activities initiative is one of the primary avenues to offer career development opportunities.

Career Development Education (CDE), which generally refers to curriculum and instruction designed to help students prepare for the vast range of career opportunities after completion of their education, is intended to be integrated into students' learning experiences. The internship program is an activity offered through our vocational program to help achieve these objectives. It offers structured work experiences for students in grades 11 and 12 to learn more about a career or to develop specific skills related to a vocation. The work based learning arrangement is carefully structured with a written contract detailing the course outline and specific objectives. There will be mandatory writing assignments in this course. **A student portfolio and power point presentation to an audience comprised of school and community members is a requirement of this course.**

Students need to apply to participate in the internship program. Applications are available in the school counseling office and must be accompanied by two letters of recommendation. Applications are due during course registration in the spring. Acceptance to the program is dependent upon the student's academic, discipline and attendance records and the availability of a suitable internship site.

Transportation to and from these experiences will not be provided by the school district.

NOTE: Juniors may earn a maximum of 1.0 internship credit per year. Seniors may earn a maximum of 2.0 internship credits per year.

A1, A2, A3, A4 – S1, S2, S3, S4

9108 FOOD PREP

Grades 9-12
0.5 credit

This course is designed to give students an understanding of basic food preparation. Basic knowledge required for food preparation, such as tools, terms, techniques, kitchen math, meal planning, table setting and service, will be discussed. Students will learn kitchen safety, sanitation, and practice basic cooking skills in lab-situations.

A1, A2, A3 – S1, S2, S3, S4

794 CULINARY ARTS I

Grades 10-12
1.0 credit (Double Period, first semester)
Prerequisite: Grade of 70 or higher in Food Prep

Culinary Arts I and II are designed to prepare students to continue their education in the rapidly expanding and competitive field of culinary study.

In addition to honing and enhancing the technical and other skills that have been introduced during Food Prep, students in Culinary Arts I will become familiar with the layout of a professional kitchen and learn how to properly use and maintain professional food-service equipment. Students will gain a historical perspective of this centuries-old craft, as well as an appreciation for the diverse nature of the culinary arts industry. In addition, students will begin to develop a better understanding of the term "professional" and its applications in a successful food-service kitchen. **At the end of this course students will be prepared to get their National Food Safety Manager Certification.**

A1, A2, A3, A4 – S1, S2, S3, S4, S5

795 CULINARY ARTS II

Grades 10-12
1.0 credit (Double Period, second semester)
Prerequisite: Culinary Arts I

This intensive course of study continues the culinary process of professional food service industries, including designing restaurants, opening of a cafe', and school and community catering. Credits for this course may be used in an articulation program in Berkshire Community College culinary arts certification program. Students will be given credit for culinary college courses in Baking I and Food Prep I. Articulation agreements between Mount Everett Regional School and Berkshire Community College allow Mount Everett students to earn college credit while attending courses in our district.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

804 CULINARY ARTS III

Grades 11 and 12

1.0 credits (double period)

Prerequisite: Culinary Arts I and II

This intensive course of study continues the culinary process of professional food service industries, including designing restaurants, opening of a cafe', and school and community catering.

Credits for this course may be used in an articulation program at Berkshire Community College in their culinary arts certification program. Students will be given credit for culinary college courses in Baking I and Food Prep I.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

9107 ENTREPRENEURSHIP

Grades 9-12

0.5 credit

Entrepreneurship introduces students to the principles necessary to start and operate a business. Students will develop an awareness of the opportunities for small business ownership, the planning skills needed to open a small business, and explore the traits and characteristics of successful entrepreneurs. Students will gain knowledge about the research, planning and operating of a business, as well as regulations affecting small business. Strategies in business managing and marketing will be discussed, as well as the economic role of the entrepreneur in the market system.

A1, A2, A3, A4 – S3, S4, S5

777 DIGITAL DESIGN AND MARKETING

Grades 9-12
0.5 credit

This course will be an introduction to advertising and design in the digital age. Using digital tools such as Adobe Photoshop, Adobe Illustrator, video editing, and photography, students will practice marketing, advertising, and communications. Real-world, practical assignments will help students to understand how companies utilize marketing fundamentals to grow and thrive. The class will cover social media marketing strategies, print, video, web campaigns, design, and branding.

A1, A2, A3, A4 – S3, S4, S5

798 EARLY CHILDHOOD EDUCATION

Grades 9-12
0.5 credit

This course will be helpful to students who are interested in providing childcare in a home environment, a childcare center, private preschools, and early education careers. This course provides the student with an introduction to methods and materials to assist young children in the learning process. Emphasis will be placed on arrangement of indoor/outdoor space, music and movement, dramatic play and creative media. Locating, planning, implementing, and evaluating creative learning activities using a variety of methods and materials will be explored.

A1, A2, A3, A4 – S2, S3, S4, S5

786 FUNDAMENTALS OF DESIGN

Grades 9-12
0.5 credit

From the clothes we wear to the home we live in, fashion and design is all around us. Explore the world of design and begin to understand the background and knowledge needed to develop a career in this exciting field. Students will understand concepts required for implementing design solutions to meet the various requirements of the client. Try your hand at designing through a project-based process, learning how color, composition, and texture can all affect great aesthetics. You'll develop the essential communications skills necessary to build a successful business and begin to develop the kind of portfolio that will lead to future career opportunities in the design industry.

A1, A2, A3, A4 – S3, S4

822 BUILDING CONSTRUCTION/CARPENTRY

Grades 10-12

2.0 credits (Double Period)

This specialized course offers building trades students a block of time for intensive study of the many aspects of the building, woodworking, and landscaping industries. Students will develop skills and attitudes which will qualify them for employment and future vocation preparation at the college or technical school level.

A1, A2, A4 – S1, S2, S3, S4

886 INTRODUCTION TO WOODWORKING

Grades 9-12

0.5 credit

This basic level course is offered to students interested in learning the fundamentals of working with wood. The class has a strong emphasis on the proper and safe use of hand, portable, and stationary power tools. Project work is assigned, which will introduce students to all equipment used in a small shop.

A1, A2, A3, A4 – S2, S3, S4

THE WORLD LANGUAGE DEPARTMENT

Colleges look for students who show sustained commitment and engagement. One way to demonstrate these qualities is through mastering a foreign language. Mount Everett is part of a state-wide and nation-wide effort to recognize students with the Seal of Biliteracy when they attain proficiency in two or more languages. **The Spanish and French curriculum is laid out to prepare students for taking the Seal of Biliteracy exam at the end of 12th grade.** Students who show proficiency in Spanish or French at *Intermediate High* levels on the National Council of State Supervisors for Languages (NCSSFL) – American Council on Teaching Foreign Languages (ACTFL) Global Can-Do benchmarks will obtain the Seal of Biliteracy. Their achievement will be recognized by the presence of the Seal of Biliteracy on their high school diploma. In addition, the AP Spanish and Culture class will prepare the students for the College Board AP Spanish and Culture Exam.

509 FRENCH I

Grades 9-12
1.0 credit

This course is for students who are beginning their study of French. Students will learn the four basic language skills of listening, speaking, reading, and writing. Among the many activities done in class, students will read authentic short novels in the target languages, sing songs, memorize short poems, and make short presentations about themselves, their family, and friends. Students will also explore the Francophone world. There will be a strong emphasis on communicative activities and role-playing in order to give students confidence in their ability to speak in French.

The goal of this course is for the student to reach *Novice High* on the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3, A4 – S2, S3, S4

510 FRENCH II

Grades 9-12
1.0 credit
Prerequisite: French I/*Novice High*. Recommendation of Instructor

This course reinforces basic language skills in action. Class work includes extensive listening practice through storytelling, retelling and rewriting stories, reading and writing assignments, and vocabulary building. Students will learn to express themselves in present, past, and future tenses. Analysis of songs, movies, videos, and radio broadcasting will be a part of the listening practice. Francophone cultures will be explored through reading short novels and hands-on projects. Students will be asked to actively participate in class discussions in French. The students will gain confidence in their ability to speak and understand French. The course grade will be based on rubrics that include: homework, quiz and test scores, class conversations, reading and listening analysis, and class participation/class behavior.

The goal for this course is for the students to reinforce their skills in *Interpersonal Communication* and *Presentational Speaking* at *Novice High* on the NCSSFL-ACTFL Global Can-Do benchmarks and to reach *Intermediate Low* in *Presentational Writing*, *Interpretive Listening*, and *Interpretive Reading*.

A1, A2, A3, A4 – S1, S2, S3, S4

499 FRENCH III

Grades 10-12

1.0 credit

Prerequisite: French II/Novice *High-Intermediate Low* – Recommendation of Instructor

The two main objectives of this course are for students to gain a greater competency in oral communication and an in-depth understanding of grammar. French III is taught entirely in French and active participation is expected of all students. Analysis of songs, movies, video and video segments (daily news, current events, and shows) will be common listening practices used as springboards to expose students to the various accents, cultures, subjects and topics of the Francophone world. The course grade will be based on rubrics that include: homework, quiz and test scores, class conversation, reading and listening analysis, and class participation/class behavior.

The goal for this course is for the students to reinforce their skills in *Interpersonal Communication*, *Presentational Speaking* and *Presentational Writing* at *Intermediate Low* on the NCSSFL-ACTFL Global Can-Do benchmarks and to reach *Intermediate Mid* in *Interpretive Listening* and *Interpretive Reading*.

A1, A2, A3, A4 – S1, S2, S3, S4

504 FRENCH IV

Grades 11 and 12

1.0 credit

Prerequisite: French III/*Intermediate Low* and *High* - Recommendation of Instructor

An emphasis will be placed on broadening the student's understanding of French-speaking cultures by reading French language magazines and newspaper articles, short stories, and excerpts from movies, plays, and poetry. Videos focusing on current events/news from the Francophone media will be the basis for class discussions and writing assignments. Students should expect long-range reading and writing assignments or research projects as homework assignments. Through the use of dialogue journals, students will take part in a written conversation in French, reading and listening analysis, and class participation/class behavior.

The goal for this course is for the students to reach *Intermediate Mid* on the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3, A4 – S1, S2, S3, S4

505 FRENCH V

Grades 11 and 12

1.0 credit

Prerequisite: French IV/*Intermediate Mid* – Recommendation of Instructor

This course will allow advanced students to strengthen their proficiency in the French language. Students will read short stories, newspapers, magazine articles, poetry, and excerpts from novels in order to deepen their knowledge and understanding of French speaking cultures. Oral communication will continue to be a major focus of this course. Videos focusing on current events/news from the Francophone media will be the basis for class discussions and writing assignments. Although grammar will not be the main focus of the course, regular vocabulary building and grammar-strengthening exercises will be included to ensure that students maintain the skills they have mastered in previous French courses. Through the use of dialogue journals, students will take part in a written conversation in French with the teacher throughout the school year. French V will be

conducted entirely in French. The course grade will be based on rubrics that include: homework, quiz and test scores, class conversation, reading and listening analysis and class participation/class behavior.

The goal for this course is for the students to reach *Intermediate High* on the NCSSFL-ACTFL Global Can-Do benchmarks.

Students will be enrolled in the test of Seal of Biliteracy at the end of this course and will be awarded the Seal if they can show proficiency in French at *Intermediate High* level in the following categories: (1) *Interpersonal Listening and Speaking*, (2) *Interpretive Reading*, (3) *Interpretive Listening*, and (4) *Presentational Writing*.

A1, A2, A3, A4 – S1, S2, S3, S4

518 SPANISH I

Grades 9-12

1.0 credit

This course is designed to teach the basic skills needed to understand and speak basic Spanish, as well as to introduce the Hispanic cultures of the world. The language will be presented with Teaching Proficiency through Reading and Storytelling, an approach that maximizes the time spent hearing and responding in Spanish. Significant time will be spent on grammar and writing with conversational emphasis. The culture of the Hispanic world will be presented through authentic materials, such as videos, movies, and speakers. Homework will be given at least once a week. Grades are based on participation/decorum, quizzes, tests, homework, and overall effort.

The goal for this course is for the students to achieve *Novice High* on the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

519 SPANISH II

Grades 9-12

1.0 credit

Prerequisite: Spanish I/Recommendation of Instructor

Students will continue developing skills with more stress on structure and grammar. Class work includes: Teaching Proficiency through Reading and Storytelling, writing, dictations, compositions, discussions, and role-playing. The students prepare talks and dialogues in Spanish about short stories, his/her pastimes, and weekend and daily activities. Homework assignments include reading and writing exercises, as well as the preparation of oral communication. The course grade is determined by homework and effort, quiz and test grades, and class participation/decorum.

The goal for this course is for students to continue developing *Novice High* skills in speaking. Students will reach an *Intermediate Low* level of reading, writing and listening – using current authentic materials following the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3 – S1, S2, S3, S4, S5

515 SPANISH III

Grades 10-12

1.0 credit

Prerequisite: Spanish II/Recommendation of Instructor

This course stresses reading, listening, writing, and oral performance. There is an extensive grammar review stressing verbs in the present, reflexive verbs, preterite, imperfect, and present perfect, as well as exposure to Spanish speaking cultures of the world. Class work includes: Teaching Proficiency through Reading and Storytelling, writing, dictations, compositions, and discussions. Homework assignments include reading and writing exercises, as well as the preparation of oral communication. The class is conducted mostly in Spanish. The course grade is determined by homework effort, short essays, quizzes, tests, speaking in the target language, and class participation/decorum.

The goal of this course is for the student to continue advancing all acquired skills from *Novice High* to *Intermediate Low* in reading, writing, speaking, and listening according to the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3 – S1, S2, S3, S4, S5

514 SPANISH IV

Grades 11 and 12

1.0 credit

Prerequisite: Spanish III/Recommendation of Instructor

This course is designed for the student capable of doing advanced work in reading, writing, listening comprehension, and speaking. The students will read short and long stories, magazines, and newspaper articles that present Hispanic culture and society. Class work includes: Teaching Proficiency through Reading and Storytelling, story analysis and in-depth assignments, which may include writing, compositions and the preparation of speeches and skits. Students will analyze, compare, contrast, and reflect on all projects and assignments. Literature, video and listening comprehension are the basis for exercises, as well as the preparation of oral communication. The class is conducted entirely in Spanish. The course grade is determined by homework effort, quiz and test grades, conversation grades, and class participation/decorum.

The goal for this course is that the student continues advancing to *Intermediate Mid* in Speaking, Writing, Listening and Reading and moving towards *Intermediate High* level according to the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3 – S1, S2, S3, S4, S5

516 SPANISH V

Grades 11 and 12

1.0 credit

Prerequisite: Spanish IV/Recommendation of Instructor

Improving listening, speaking, reading, and writing skills will be the main focus of this course. In order to improve communication skills, the class is conducted entirely in Spanish. The students will be able to speak and write in all tenses. Grammar will be studied in context to reinforce what students have learned in their previous courses. The Spanish V class will study the preterite, imperfect, perfect, conditional, and subjunctive tenses as well. In class, Teaching Proficiency through Reading and Storytelling will be used in reading short stories, novels, poems, and plays, and more authentic materials will be used in class. Oral presentations, discussions, and compositions are required on a regular basis. The course content includes excerpts from a variety of original literature by Latin American, Chicano, and Spanish authors. The class will also read original Spanish language magazines and view films and television shows from Spanish-speaking countries. Written assignments are corrected with the students. The course grade is determined by homework completion, quizzes, speaking in the target language, test grades, and class participation/decorum.

The students will be taking the biliteracy test in the Fall in order to find out what skills they need to strengthen and work on, so that they can achieve the goal of *High* or *Advanced Low* proficiency according to the NCSSFL-ACTFL Global Can-Do benchmarks.

The goal for this course is for the student to continue perfecting their skills in order to reach *Intermediate High* or *Advanced Low* according to the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3 – S1, S2, S3, S4, S5

517 AP SPANISH LANGUAGE AND CULTURE

1.0 credit

Prerequisite: Spanish IV/Recommendation of Instructor

The AP Spanish Language and Culture is a college level course of studies following the curriculum recommendations outlined by the College Board, the organization that oversees all Advanced Placement programming. This course will continue developing the students' proficiencies in the interpersonal, interpretative, and presentational modes of communication. The students will continue learning language structures in context and use them to convey meaning. Language structures will be addressed in as much as they serve the communicative task and not as an end goal unto themselves. In order to best facilitate the study of language and culture, the course is taught in the target language. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops student awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, institutions) practices (patterns of social interaction within a culture), and perspectives (values, attitudes, and assumptions) that underlie both practices and products. All students are required to take the College Board AP Examination in May. Depending on the level of performance, students may be eligible for college credit.

The students will take the biliteracy test in the Fall in the areas they need to improve, and they will take the biliteracy test one more time in the Spring in the areas they need to improve so that they can achieve and be recognized by the Seal of Biliteracy in their high school diploma.

The goal of this course is for the student to reach *Advanced Low* or beyond in all four skills: reading, writing, listening, and speaking, according to the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3, A4 – S1, S2, S3, S5

FULL SCHOOL APPROACH TO COLLEGE PREPARATION

FULL SCHOOL PARTNERSHIP OVERVIEW

Mt. Everett High School (MERHS) and Bard College at Simon's Rock (BCSR) share a vision of increasing college access through early college innovation. By exposing students to college level learning at a younger age, students' motivation to persist in college-level work will increase. As a result, students who may previously have identified as not intending to go to college will experientially learn that they are able to do college-level work. This Early College Full School partnership would bring the opportunity of this best practice, cost-free, to all students at MERHS. The Full School partnership has been developed with the expectation that barriers to participating in college preparatory or college level classes will be removed. In this way, students will have multiple paths to participating in the program and developing the either the preparation required to enroll in college level classes or to earn college level credits. The model will be tuition and cost free to students.

COURSE TAKING AND RESOURCES OVERVIEW

The model will provide a platform for 100% of students to engage in preparatory work toward earning college credit, and then for up to 100% to also directly earn college credit through Early College Courses. In order to remove as many barriers to entry as possible, the model is designed to allow for the least amount of disruption to current schedules or after school activities. The Early College courses will, in nearly all cases, occur during Periods F and G, which are the last two periods of the day.

Each day, after lunch MEHRS will transform into the Early College academy portion of the day, with 80% of 11th and 12th grade students taking Early College courses, offered as double blocked courses running from 1:12 to 2:45. This will give students the experience of twice weekly 90-minute courses, a frequent model for courses on college campuses, including BCSR. Students will also have study periods scaffolded to teach the extensive out-of-class work required in college study. All students taking Early College courses will have courses in the College Experiential Learning sequence for the double block of F and G every Friday.

PHYSICAL SPACES AND TRANSPORTATION

There will be a dedicated classroom at MERHS for Early College courses taught by BCSR faculty, and also a dedicated study space exclusively for Early College students every afternoon. MEHRS teachers will also use their own classrooms when they teach Early College courses. These spaces will both guarantee ample room for this program and unique spaces to help foster a distinctive Early College student culture.

Students will also be able to travel, with busing, to Simon's Rock to take classes during the 1:05-2:30pm time block on MW or TR. Students would then return in time for after school activities beginning at 3:00pm, or buses home. Through this configuration a student (generally for 12th graders, though possible for 11th graders) could take a MW class on site at MEHRS and a TR class at BCSR, or the reverse. This expands the range of course offerings while also providing opportunities to experience courses on a college campus. There will also be late buses that bring students home at 4:00 pm each day for MERHS and SBRSD students. These late buses will make the classes at BCSR that run later than the school day more accessible to students; this further expands course offerings.

ACADEMIC PATHWAYS

At MERHS, there are academic pathways that students can choose as early as ninth grade. These include: Liberal Arts, Arts, Entrepreneurship, Global Education, and Technology. During 9th grade, students are encouraged to take high school courses that academically prepare them to on-ramp to college coursework. MERHS and BCSR will work together to provide flexible, high quality academic pathways that will facilitate career readiness and college completion.

To start, the program will offer Early College pathways in the Liberal Arts, STEM, Arts, and Food Studies. Students may join a pathway as early as 9th grade, when they will receive advising and take preparatory coursework at Mount Everett. Pathways will focus on transferable, general education requirements that will naturally facilitate a variety of college majors and careers.

During the 10th grade, students will take the Introduction to College course and undergo the Matriculation process. The program will provide students and their families with the scope and sequence of the high school and college coursework that allows them to meet the requirements of MassCore and MassTransfer, while having the opportunity to earn college credits, with the majority of students earning at least 14 credits, and a goal of 30 total credits (with opportunities to earn more than 30 credits).

Students will generally take up to 14 college credits per academic year in 11th grade, with the option to take 14 credits in their senior year. Students can also take a 3 credit summer course at BCSR. Seniors may take up to 3 credits per semester on the BCSR campus during the academic year. Given this schedule, students are afforded a model to earn 31 college credits by the end of their senior year.

COURSES OFFERED

This partnership program will offer, when fully enrolled, six to seven courses per semester on the Mount Everett campus. Generally, two per semester will be taught by BCSR faculty and four to five will be taught by MERHS faculty trained by the Early College Research Institute. The courses will rotate, as examples, among the following kinds of options from the BCSR course catalog: Introduction to Psychology, Introduction to Sociology, Introduction to Anthropology, Linguistics, Math and Its Applications, Philosophical Problems, Logic, Introduction to Statistics, Elementary Functions, and Introduction to Computer Science and yet to be assigned Arts and Food Studies classes. Many of these courses form the basis for the STEM, Liberal Arts, Arts, or Food Studies Pathways, providing flexibility for students as they progress through the Early College program. For example, Philosophical Problems, Logic, Psychology, and Linguistics are appropriate foundational courses in Liberal Arts or STEM, and provide relevant, transferable coursework towards most AA degree programs. Subsequent to taking courses on the Mount Everett campus, students will have the option to work with an advisor to choose coursework on the BCSR campus to complete their pathway. These courses may be chosen from the entirety of the BCSR course catalog, though time of day will pose a practical limitation to some degree.

Sample course sequences follow:

GRADE 11/12 PROGRAM, 30+ CREDITS

Credit Template (3 indicates 3-credit course, 1 indicates 1-credit course):

Grade 11 Fall: 7 credits	Grade 11 Spring: 7 credits	Summer: 3 credits	Grade 12 Fall: 7 credits	Grade 12 Spring: 7 credits
3, Elective	3, Elective	3, Elective	3, Elective	3, Elective
3, Elective	3, Elective	(or additional course during the year)	3, Elective	3, Elective
1, College Experience I	1, College Experience II		1, Research Workshop	1, College Capstone

Liberal Arts Pathway, sample:

Grade 11 Fall: 7 credits	Grade 11 Spring: 7 credits	Summer: 3 credits	Grade 12 Fall: 7 credits	Grade 12 Spring: 7 credits
3, Writing in the Humanities [ENG 3]	3, Literature Seminar [ELEC]	3, Elective	3, Philosophical Problems [ENG 4]	3, Introduction to Psychology [SS 4]
3, Local Sustainable Food [ELEC]	3, Math and its Applications [MATH 3]	(or additional course during the year)	3, Introduction to Studio Arts [ARTS]	3, Seminar II at BCSR
1, College Experience I	1, College Experience II		1, Research Workshop	1, College Capstone

Technology Pathway, sample:

Grade 11 Fall: 7 credits	Grade 11 Spring: 7 credits	Summer: 3 credits	Grade 12 Fall: 7 credits	Grade 12 Spring: 7 credits
3, Writing in the Humanities [ENG 3]	3, Introduction to Computer Sci [SCI 3]	3, Elective	3, Philosophical Problems [ENG 4]	3, Math and its Applications [MATH 4]
3, Introduction to Statistics [MATH 3]	3, Introduction to Psychology [SS 3]	(or additional course during the year)	3, Science class at BCSR	3, Introduction to Anthropology [SS 4]
1, College Experience I	1, College Experience II		1, Research Workshop	1, College Capstone

Arts Pathway, sample:

Grade 11 Fall: 7 credits	Grade 11 Spring: 7 credits	Summer: 3 credits	Grade 12 Fall: 7 credits	Grade 12 Spring: 7 credits
3, Writing in the Humanities [ENG 3]	3, Literature Seminar [ELEC]	3, Elective	3, Philosophical Problems [ENG 4]	3, Introduction to Anthropology [SS 4]
3, Introduction to Studio Arts [ARTS]	3, Introduction to Psychology [SS 3]	(or additional course during the year)	3, Arts class at BCSR	3, Math and its Applications [MATH 4]
1, College Experience I	1, College Experience II		1, Research Workshop	1, College Capstone

Global Education Pathway, sample:

Grade 11 Fall: 7 credits	Grade 11 Spring: 7 credits	Summer: 3 credits	Grade 12 Fall: 7 credits	Grade 12 Spring: 7 credits
3, Writing in the Humanities [ENG 3]	3, Introduction to Anthropology [CORE]	3, Elective	3, Philosophical Problems [ENG 4]	3, Literature Seminar [ENG 4]
3, Local Sustainable Food [CORE]	3, Introduction to Psychology [SS 3]	(or additional course during the year)	3, Instruction to Statistics [MATH 4]	3, Geography/Social Science class at BCSR
1, College Experience I	1, College Experience II		1, Research Workshop	1, College Capstone

Culinary Arts Pathway, sample:

Grade 11 Fall: 7 credits	Grade 11 Spring: 7 credits	Summer: 3 credits	Grade 12 Fall: 7 credits	Grade 12 Spring: 7 credits
3, Writing in the Humanities [ENG 3]	3, Introduction to Anthropology [CORE]	3, Food Studies "Courses in the Field" at BCSR	3, Philosophical Problems [ENG 4]	3, Math and its Applications [MATH 4]

3, Local Sustainable Food [CORE]	3, Introduction to Psychology [SS 3]	(or additional course during the year)	3, Instruction to Studio Arts [ARTS]	3, Food Studies class at BCSR
1, College Experience I	1, College Experience II		1, Research Workshop	1, College Capstone

GRADE 11/12 PROGRAM, 16-19 CREDITS

Grade 11 Fall: 4 credits	Grade 11 Spring: 4 credits	Summer: 3 credits (optional)	Grade 12 Fall: 4 credits	Grade 12 Spring: 4 credits
3, Elective	3, Elective	3, Elective	3, Elective	3, Elective
1, College Experience I	1, College Experience II		1, Research Workshop	1, College Capstone

Liberal Arts Pathway, sample:

Grade 11 Fall: 4 credits	Grade 11 Spring: 4 credits	Summer: 3 credits (optional)	Grade 12 Fall: 4 credits	Grade 12 Spring: 4 credits
3, Writing in the Humanities [ENG 3]	3, Introduction to Psychology [SS 3]	3, Elective	3, Philosophical Problems [ENG 4]	3, Math and its Applications [MATH 4]
1, College Experience I	1, College Experience II		1, Research Workshop	1, College Capstone

Technology Pathway, sample:

Grade 11 Fall: 4 credits	Grade 11 Spring: 4 credits	Summer: 3 credits (optional)	Grade 12 Fall: 4 credits	Grade 12 Spring: 4 credits
3, Introduction to Statistics [MATH 3]	3, Introduction to Computer Sci [SCI 3]	3, Elective	3, Writing in the Humanities (ENG 4)	3, Introduction to Psychology [SS 4]
1, College Experience I	1, College Experience II		1, Research Workshop	1, College Capstone

Arts Pathway, sample:

Grade 11 Fall: 4 credits	Grade 11 Spring: 4 credits	Summer: 3 credits (optional)	Grade 12 Fall: 4 credits	Grade 12 Spring: 4 credits
3, Introduction to Studio Arts [ARTS]	3, Introduction to Psychology [SS 3]	3, Elective	3, Writing in the Humanities (ENG 4)	3, Math and its Applications [MATH 4]
1, College Experience I	1, College Experience II		1, Research Workshop	1, College Capstone

Global Education Pathway, sample:

Grade 11 Fall: 4 credits	Grade 11 Spring: 4 credits	Summer: 3 credits (optional)	Grade 12 Fall: 4 credits	Grade 12 Spring: 4 credits
3, Writing in the Humanities [ENG 3]	3, Introduction to Anthropology [CORE]	3, Elective	3, Philosophical Problems [ENG 4]	3, Math and its Applications [MATH 4]
1, College Experience I	1, College Experience II		1, Research Workshop	1, College Capstone

Culinary Arts Pathway, sample:

Grade 11 Fall: 4 credits	Grade 11 Spring: 4 credits	Summer: 3 credits (optional)	Grade 12 Fall: 4 credits	Grade 12 Spring: 4 credits
3, Local Sustainable Food [CORE]	3, Introduction to Anthropology [CORE]	3, Food Studies "Courses in the Field" at BCSR	3, Philosophical Problems [ENG 4]	3, Math and its Applications [MATH 4]
1, College Experience I	1, College Experience II		1, Research Workshop	1, College Capstone

Students will also have the opportunity to participate in the BCSR Summer session, which affords even more course choices, but this will not be required for program completion.

This program is planning for a third Early College pathway which will leverage existing programs and strengths at both institutions: Food Studies. BCSR currently has a Concentration in Food Studies which is in the midst of expansion efforts with more courses and a certificate program. MERHS has a burgeoning Culinary Arts program. This early college partnership is defining Food Studies as an additional Early College pathway. A Food Studies pathway will tie directly to local career opportunities. The Berkshires have a growing economy around farm to table, local specialty food and beverage production and manufacturing, and hospitality/tourism. Program participants will be able to take the summer courses that are part of the new Food Studies Certificate program offered by BCSR.

Given BCSR strong programs in the Arts and strong, active participation in the Arts Pathway at MERHS, the program also defines Arts as an additional Early College Pathway in its Part B application. This is another area with local career opportunities due to the longstanding arts institutions in the Berkshires (e.g. The Clark Institute, Tanglewood, Mahaiwe Theatre, Berkshire Theater Festival, Jacob's Pillow Dance, and many more theater, museum, and performing arts institutions).

All BCSR courses offered as part of the Early College program design will be free of charge to students and will satisfy MERHS graduation requirements, while offering students flexibility and choice in exploring career pathways.

PROGRAM CONFIGURATION AND PARTICIPATION, 8TH GRADE THROUGH 12TH GRADE

This program is designed to reach every student at MEHRS, while also enabling students to participate in the manner most appropriate to their individual goals. The year-by-year activities, with participation goals for each, are included below. Participation levels are minimums; the program could structurally accommodate greater participation in the higher numbered categories if student interest meets those levels. Additionally, students can move between participation levels; a student who gains greater interest later is not excluded from higher participation levels. Structures support students wishing to make such changes.

In the 8th grade year:

Student participation levels:

Participation Category	Percent Participating	Notes
Categories 1-4	100%	In 8 th grade, all students participate in same activities

For all students, there will be 3 guest class sessions, taught by BCSR faculty/leaders. These sessions introduce, at scaffolded levels, an English/Language Arts lesson using Early College Pedagogy and two lessons in subject areas offered through the Early College program (such as philosophy, linguistics, etc.). In the third session, BCSR student ambassadors will also attend, assisting within the lesson and also speaking briefly about their experiences in college.

All students will participate in a half-day field trip to BCSR in the spring semester. This will include a campus tour (highlighting facilities such as arts and sciences spaces), participatory class visits to Bard Academy courses, as examples of Early College-aligned high school courses, lunch in the Dining Hall with Bard Academy students, and an onsite socio-emotional learning workshop.

In the 9th grade year:

Student participation levels:

Participation Category	Percent Participating	Notes
Categories 1-4	100%	In 9 th grade, all students participate in same activities

For all students, there will be 3 guest class sessions, taught by BCSR faculty/leaders. These sessions continue, at scaffolded levels, lessons building on the 8th grade experience: an English/Language Arts lesson and a Mathematics lesson using Early College Pedagogy, and a lesson in a third subject area (beyond those from the 8th grade experience) offered through the Early College program. In one session, BCSR student ambassadors will also attend, assisting within the lesson and also speaking briefly about their experiences in college.

All students will participate in two different multi-day (3-5 class sessions) Early College aligned lessons within their subject classes, developed collaboratively by MERHS and BCSR faculty, and taught by MERHS faculty, in the spring semester. These lessons would also culminate in discussions about the Early College program available to students at MERHS, and why college level learning is valuable for all students.

All students will attend a full-day field trip to BCSR in the spring semester. This will include a campus tour, participatory class visits to Bard Academy courses, as examples of Early College aligned high school courses, lunch in the Dining Hall with Bard Academy students, an onsite socio-emotional learning workshop, and recreational time in the athletic center. The campus tour will be more extensive than in the previous year, including residence halls, and, based on student choice, a detailed tour of the library, the arts facilities, or the science facilities.

In the 10th grade year:

Student participation levels:

Participation Category	Percent Participating	Notes
Category 1	14%	Introduction to College Course; step one of Matriculation process
Categories 2-4	86%	Introduction to College Course; steps one and two of Matriculation process

All 10th grade students will participate in two different multi-day (3-5 class sessions) Early College aligned lessons within their subject classes, developed collaboratively by MERHS and BCSR faculty, and taught by MERHS faculty, in the fall semester. These lessons would also continue the discussions about the Early College program available to students at MERHS, and why college-level learning is valuable for all students.

All 10th grade students will also take the Introduction to College course, a high school credit bearing course that teaches students about college, and its role in career and life pathways. This course will work in tandem with the college-aligned course lessons discussed above.

All students will attend a full-day field trip to BCSR in the spring semester. This will include a campus tour, participatory class visits to Bard College at Simon's Rock college-level courses, lunch in the Dining Hall with Bard College at Simon's Rock students, an onsite socio-emotional learning workshop, and recreational time in the athletic center, its arts spaces, or the Simon's Rock Farm.

The 10th grade Early College program experience will then culminate in the Matriculation process.

MATRICULATION

During the spring of the 10th grade year, all students will participate in the first two stages of a three-stage Matriculation process. This process takes its inspiration from the Bard Academy process of Matriculation into BCSR, but will be specifically tailored, through work during the design and planning period, for this partnership.

100% of students will participate in the first stage of the process. This process will be connected to the College Experience unit and will include informational conversations and reflective writing. Through this work, students will map out how college can play a role in their Intended life pathways, and they will begin to consider specifically which courses in the program they might take. This will culminate in the Matriculation Statement, a document of two pages or so that lays out why a student does or does not plan to matriculate into the Early College courses, and what shape those courses might take. At the end of this stage of the Matriculation process, if a student decides not to proceed further with the program, they will also have a one-on-one conversation with a guidance counselor to talk through their choice and make plans for other exciting opportunities for them offered at MERHS.

Students who choose to proceed to stage two of the Matriculation process will then prepare for a Matriculation conference, which will be a 10-minute individual meeting with a three-person team including a representative from BCSR early college team, a member of guidance or administration from MERHS, and a teacher from MERHS, ideally a teacher with whom the student has a strong relationship. In the Matriculation Conference, the student and the committee will discuss the student's Matriculation statement, and work with the student to decide if the student's initial Matriculation will be into the single-course or double-course track for the 11th grade year, or if the student will choose not to take college courses in the 11th grade year, and instead wait until 12th grade to begin college courses. The first and second choices for those courses will also be discussed. Throughout the conference, a lens of future pathways will be a guiding principle. The final stage of matriculation occurs during 11th grade.

In the 11th grade year:

Student participation levels:

Participation Category	Percent Participating	Notes
Category 1	14%	Not taking credits
Category 2	20%	Not taking credits
Category 3	33%	Single-course option, with 8+ credits completed by the end of 11 th grade
Category 3	33%	Double-course option, with 14+ credits completed by the end of 11 th grade

Much of the focus of the 11th grade year, for students in Category 3 and Category 4, will be on successful completion of the college-level coursework. Supports are provided inside and outside the classroom. Career development support is also provided.

Toward the end of the 11th grade year, during College Experience II, students will undertake the third stage of the Matriculation process. Through this process, they will assess their progress thus far in the program, explore how their current courses connect to future plans and pathways, and what they wish to accomplish in the second year of the program. Reflective writing will generate a personal statement that will also be of use when they do college applications in the coming fall. Students will again have a Matriculation conference, including at least one faculty member from the Early College program, a member of the guidance team, and one other

adult. At this meeting, students will again decide whether to do the single-course or double-course option for the 12th grade year.

Students who did not take college courses during the 11th grade year will complete the third stage of the Matriculation process through a format designed for them, and they will then decide if they wish to take a single-course or double-course option for 12th grade. A flexibility of this program is that even students who chose not to take college courses in the 11th grade year can still choose the fullest level of participation in their 12th grade year.

In the 12th grade year:

Student participation levels:

Participation Category	Percent Participating	Notes
Category 1	14%	Less than 8 credits; could be 0 credits
Category 2	20%	8+ credits completed by the end of 12 th grade
Category 3	33%	14+ credits completed by the end of 12 th grade
Category 3	33%	30+ credits completed by the end of 12 th grade

Much of the work in the 12th grade year will be focused on successful completion of the college level courses, amidst the busy challenges of 12th grade and the college application process. Supports will continue to be provided inside and outside of the classroom. Continued career development support is also provided.

Students in the 12th grade year will also have support as they consider their pathways to their next college. In the spring of 12th grade, during the College Capstone course, students will engage in a process in which they map what they have taken with courses they plan to take after graduation from MERHS.

COLLEGE PREPARATION, ON RAMP, OFF RAMP AND CATEGORY MOBILITY

Regarding enrollment and matriculation, no single measure will be used to determine if students are prepared for a college level course. Several measures will be used to determine if a student is prepared for a college level course. Over BCSR's more than 50 years of work in the field of early college, a clear understanding that most students are not ready for full college courses until the 11th grade. This program has been designed to begin the process of identity formation and college success skill building in the 9th grade, with full matriculation possible starting in the 11th grade.

11th and 12th grade students who meet a single measure of the following criteria will provide the student with the ability to enroll in a college level course. In this way, the program will help students feel that they have achieved entry into a program (part of identity building) while at the same time removing barriers to enrollment as much as possible.

- An Introduction to College Class (syllabus reading, etc.) will be offered each year and open to any student. It will be mandatory during 9th grade and will be open to any student of any class who has missed the course for any reason.
- An average GPA of 80 out of 100 in high school courses will indicate a student is ready for college level courses.
- A writing sample submitted by a student interested in a college level course who has not passed the above requirements may be acceptable; a Matriculation committee will review the writing samples
- A positive recommendation letter from a MERHS teacher.
- A grade of 70 out of 100 or above in two Culinary Arts (or combination with one Entrepreneurship class and one Culinary Arts course) at MERHS classes will be acceptable for enrollment in a college-level Food Studies class.
- A grade of 70 out of 100 or above in two Arts classes at MERHS will be acceptable to enroll in an Arts class.
- Math 101 (college course) will have no prerequisites for enrollment.
- 80% of students are currently taking college preparatory English or Honors English in their first two years at MERHS. A significant percent of students are taking either Honors Math (Geometry in 9th Grade and Algebra II in 10th Grade) or College Preparatory Math (Algebra I in 9th grade and Geometry in 10th grade). Successful completion of these courses would be accepted for enrollment in a college-level Math or English course.
- For Math and English, BCSR has developed a placement test which could be used for Math and English.
- A summer class will be offered in the summer for a college level class with no pre-requisite.

Students will be able to move to a higher category in any year if they receive a 70 out a hundred or above average in college classes completed.

Any student may opt out of enrolling in a college level course for their full 4 years at MERHS, but they will be considered as participating if they complete the Introduction to College Class during the 10th grade, or at any other point in time.