Maynard High School

Program

Of

Studies



2019-2020

**Table of Contents**

[**Letter from the Principal**](#_2mv7latzpa85) **2**

[**Statement of Non-Discrimination**](#_2c7rxpws8ard) **4**

[**Telephone Directory**](#_h8hjxtk3zyfw) **5**

[**Dual Enrollment Option**](#_kn05zdhzzba5) **6**

[**Academic Requirements**](#_2qejj06hwuyo) **8**

[**Course Levels**](#_h30p00i8bdop) **9**

[**English**](#_ndnkwir4mc2w) **10**

[**Mathematics**](#_qxkfwvkp7k6j) **15**

[**Science**](#_po5asr7rvesv) **20**

[**History and Social Studies**](#_s2my761x1ik5) **26**

[**World Language**](#_2n11a7izsuso) **30**

[**Physical Education/Health**](#_o63d3g3brmyb) **36**

[**Performing Arts**](#_s2iifieii7bq) **37**

[**Visual Arts**](#_g59vobo7f3ge) **39**

[**Technology**](#_ljlmle56tx5d) **41**

[Computer Science](#_2rytt5kh1zft) 41

[Radio and TV](#_ake23s1rhla) 42

[**Guidance**](#_xizpbjdvcgpi) **44**

[**Senior Project Program**](#_c4oo3n9bwj4i) **45**

|  |  |  |
| --- | --- | --- |
|  |  |  |

#

# Letter from the Principal

Dear Students and Parents,

The 2019-2020 school year is fast approaching and course selection is a critical element

in each student’s future success.

At Maynard High School our students have an opportunity to interact with international

students from around the world, pursue a challenging academic course of study and

participate in a wide array of extracurricular activities in the areas of the arts, sports,

WAVM, and a variety of interest oriented clubs. We are constantly looking at ways to

expand and refine all of these offerings for the benefit of our students.

Opportunities to enroll in a State Approved Chapter 74 Vocational Program in Radio & Television Production now exist at Maynard High School and we urge all students to consider if this new pathway is right for them. This coming year you will also see that we continue to expand computer science courses in our program of studies to help ensure that our students are prepared for life after graduation from MHS be it in college or the workforce.

As students reach their junior and senior years they can also consider options for AP Courses and dual enrollment possibilities at partner colleges in our area. We will continue to offer Virtual High School Programs, the Future Teachers program, and a Work-Study program for eligible seniors. During the 2019-2020 school year every senior must take and pass Senior Project which is a rigorous course of study requiring a research paper, career and interest exploration,

internship and juried presentation of their work.

The robust electronic infrastructure at MHS not only permits students to use their

school issued 1:1 electronic devices across the building, but it also puts us in position to

enter the world of distance learning. Maynard High School is now at the forefront of 21st

century learning, and our students are acquiring a robust set of 21st century skills.

Please review the options available to our students carefully. As always, the Maynard

High School Guidance Staff is available for questions or concerns. We look forward to a

remarkable year ahead as Maynard High School continues our ongoing era of excellence

with the start of the 2018-2019 school year.

Best wishes for a successful 2019-2020 school year,

**Charles Caragianes, M.Ed.**

**Principal for Curriculum, Instruction and Assessment at Maynard High School**

#

# Statement of Non-Discrimination

*The Maynard Public Schools ensures equal employment and educational opportunities for its employees and students and does not discriminate on the basis of race, color,* *sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in compliance with Title VI, Title IX, section 504/ADA and G.L. c151b and 157c.*

Las Escuelas Públicas de Maynard aseguran el empleo y las oportunidades educativas iguales para sus empleados y estudiantes y no discrimina según raza, sexo, identidad génera, religión, origen nacional, orentación sexual, discapacidad, o situación de estar sin hogar, el cual conforme con Title VI, Title IX, section 504/ADA y G.L. c151b y 157c.

|  |  |  |
| --- | --- | --- |
|  |  |  |

|  |
| --- |
| Telephone Directory |
|  |  |  |
| Superintendent, Dr. Robert J. Gerardi, Jr.  |  | 978-897-2222 |
|  |  |  |
| Assistant Superintendent, Jennifer Gaudet |  | 978-897-8251 |
|  |  |  |
| Director of Student Services, Carol Gahan |  | 978-897-2138 |
|  |  |  |
| ***High School Main Office*** |  | 978-897-8891 |
|  |  |  |
| Principal, Charles Caragianes |  | Ext 3206 |
|  |  |  |
| Principal, Kevin Caruso |  | Ext 3208 |
|  |  |  |
| Athletic Director, Kevin Caruso |  | 978-897-6168 or Ext 3112 |
|  |  |  |
| Guidance Office |  |  |
|  |  |  |
|  Director of Guidance, Lisa MacLean |  | Ext 3105 |
|  |  |  |
|  Guidance Counselor, Dana MacPhee |  | Ext 3209 |
|  |  |  |
| Library Media Specialist, Paul Orzech |  | Ext 3252 |
|  |  |  |
| School Nurse, Mary Ferranti |  | 978-897-9374 or Ext 3215 |
|  |  |  |
| WAVM, Mark Minasian |  | 978-897-5213 or Ext 3234 |
|  |  |  |
|  |  |  |
|  |  |  |

# Dual Enrollment Option

The Executive Office of Education for the Commonwealth of Massachusetts allows eligible high school students to enroll in college courses at Massachusetts colleges and universities concurrently enrolled in their respective high schools. High school students in their senior year enrolled in public schools in Massachusetts are eligible for the Dual Enrollment Program. Students must have a GPA of 3.0 or better and be recommended by their teacher, guidance counselor, and their principal for participation. Parents/guardians must provide the school with a signed Document of Understanding for their student to participate in the program. Up through the 2008 school year there had been state funding to cover the cost of the tuition for one course at a Massachusetts community college, state college, or state university through a competitive scholarship program. This funding stream has not been renewed since that time. Despite this elimination of state funding, however, the option for dual enrollment will be available to students during the next school year. The Dual Enrollment Program is not an alternative high school, and therefore, does not supplant advanced placement or other academic courses that may be offered at the high school. Dual Enrollment does not apply to developmental/remedial courses, physical education, fitness or recreational courses.

Students who choose this option must be enrolled in a minimum of 4 courses at Maynard High School in addition to the course they are enrolled in at the community college, state college, or state university. Students are required to bring documentation from the instructor of their dual enrollment course that indicates they are progressing at the “C” level or better in their dual enrollment course. In order for the dual enrollment course to be included in the student’s MHS transcript they must bring in an official transcript showing the final grade for the dual enrollment course. Forms for the Dual Enrollment option are available through guidance. Students eligible and interested in Dual Enrollment should speak with their guidance counselor for further details.

**Dual Semester Option**

In very selective cases a senior is prepared to take a full course load at the college level in the spring of his/her senior year. Students seeking to exercise this option must have a GPA of a minimum of 3.5, an attendance rate of 95% of better, and receive a recommendation from a teacher and their guidance counselor, and approval from their principal. The student’s guidance counselor must approve of the courses selected to be taken at the college level. Students are required to bring documentation from the instructor of their dual enrollment course that indicates they are progressing at the “C” level or better in their dual enrollment course. In order for the dual enrollment course to be included in the student’s MHS transcript they must bring in an official transcript showing the final grade for the dual enrollment course. Forms for the Dual Enrollment option are available through Guidance.

**Four Year Plan Sheet**

|  |  |  |
| --- | --- | --- |
| **Grade 9** |  | **Grade 10** |
|  |  |  |
| Writing and Literature I |  | Writing and Literature II |
| Math |  | Math |
| Science - Introductory Physics |  | Science |
| Social Studies |  | Social Studies |
| World Language |  | World Language |
| Civics |  | Physical Education/Health |
| Capstone |  | Elective 1/2 year |
| Physical Education |  | Elective |
| Elective |  |  |
|  |  |  |
| **Grade 11** |  | **Grade 12** |
|  |  |  |
| Survey of American Literature |  | European Literature 1/2 year |
| Math |  | English Elective 1/2 year |
| Science |  | Math |
| Social Studies |  | Science |
| World Language |  | Social Studies |
| Elective |  | World Language |
| Elective |  | Elective |
|  |  | Elective |

 All students are required to take seven courses per year. One may be an assigned directed study.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | **Massachusetts State College** |  |  |
|  |  |  | **and University Requirements** |  |  |
| **MHS Graduation Requirements** |  |  | **16 Units (1 Unit = One Year Course** |  |  |
|  |  |  |  |  |  |
| English | 4 Years |  | English | 4 Years | 4 Units |
| Mathematics | 3 Years |  | Mathematics | 3 Years | 3 Units |
| Science | 3 Years |  | Science (2 lab sciences) | 3 Years | 3 Units |
| Social Studies | 3 Years |  | Social Studies | 2 Years | 2 Units |
| Physical Education/Health | 2 Years |  | World Languages | 2 Years | 2 Units |
| Technology  | 1/2 Year |  | Electives |  | 2 Units |
|  |  |  |  |  |  |

# Academic Requirements

**Specific course requirements are as follows:**

English Pass four years including one year each of Freshman English,

Sophomore English, Junior English, and Senior English

Mathematics Pass three years

Science Pass three years

Social Studies Pass three years of history, including one year of U.S. History and one year of World History

Physical Education/Health Pass two courses

Technology Pass one semester

**Promotion Requirements:** **Graduation Requirements:**

27.5 credits to become a sophomore 100 credits from academics

55 credits to become a junior 2 credits from physical education

82.5 credits to become a senior 8 credits from other areas

110 credits to graduate (non academic or academics)

All students are required to take seven courses per year. Twenty credits must be earned in the senior year.

An academic subject is one taught primarily in the classroom for which students receive 2.5 credits per semester or five credits per academic year.

**All seniors graduating in the year 2023 and beyond will be required to take Senior Project I and Senior Project II. Exceptions from this requirement must go through an appeal process and will be determined by the high school administration.**

**NOTE:** The new Admissions Standards Policy of the Massachusetts State Colleges and Universities require a minimum of college preparatory academic units as stated below. These are recommended for many private four-year institutions as well. Students who plan to attend college should earn these sixteen units. The guidance office cannot sign a required verification form without them.

English 4 years

Mathematics, including Algebra I, II and Geometry 3 years

Science, two labs required 3 years

Social Science, U.S. History required 2 years

World Language, three years recommended 2 years

Electives 2 years

All Massachusetts high school students are required to be in structured learning time

for 990 hours within 180 school days. This requirements means that all students must

be in direct instruction or directed studies each period of every day.

# Course Levels

Courses are designated by levels as follows:

5 – Advanced Placement courses or equivalent

4 – Honors or Advanced College Prep courses

3 – College Prep courses (all academic courses are this level or above)

2 – Standard (includes activity or performance based level)

1 – Basic (non-academic such as physical education)

# English

**Requirements**

Maynard High School students must pass four years of English to meet the English Language Arts requirements for graduation. The required English courses are full-year courses during the freshman, sophomore, and junior years at the following levels:

College Prep - level 3

Honors - level 4

Advanced Placement (AP) - level 5

* All seniors are required to take a full year of English Language Arts courses.
* Except for *AP Literature and Composition* and *AP Language and Composition*, senior ELA courses are one semester long.

**Students who fail any required English course freshman, sophomore, or junior year must make up the course through summer school.**

All students are required to complete summer reading assignments as assigned. Assignments vary by year, level, and predetermined course requirements.

**Levels**

**College Prep (Level 3)**

Any student may elect to take a college prep level course. The student will successfully complete a prescribed summer reading assignment prior to the start of the academic year. College prep level courses are comprehensive.

**Honors Courses (Level 4)**

Acceptance into an honors level course is determined through past classroom performance, previous statewide ELA assessment scores, and the recommendation of the previous year’s English teacher. Honors level courses are designed for the highly self-motivated, college-bound student with a demonstrated strong command of reading, grammar, composition, and analytical research skills. Course content emphasizes a rigorous literature reading schedule and a variety of writing assignments ranging from short essays to lengthy analytical and/or synthesis essays.

**Advanced Placement (AP Courses) (Level 5)**

Admittance to AP level courses requires passing the previous year’s English class with an 88 or better, the recommendation of current English teacher, and successful completion of a comprehensive summer reading assignment prior to the start of the academic year. AP courses are demanding and intensive, the equivalent of an actual full-year freshman level college course. The courses follow the Advanced Placement Program sponsored by the College Board. A course requirement is that students take the national AP exam given in May. Students must pay for the AP exam (currently $95) by November.

**Course Content and Design**

English Language Arts courses are designed in alignment with the Massachusetts ELA Curriculum Frameworks and the Common Core State Standards and are delivered in an environment that promotes 21st Century skills. In addition, course curricula are designed to develop and enhance curiosity, personal accountability, and student centered learning for the success of the individual as well as for that of the class as a whole.

Course content is based in the literature of various cultures, time periods, and genres. While studying literature, students build on the traditional ELA reading, writing, listening, and speaking skills through a variety of established best practices that move all students from basic understanding, recitation, and analysis towards increasingly complex analytical and synthesis skills at every level and in every course.

 In addition, student progress and achievement is monitored through the use of a variety of assessments that range from teacher observation to formal tests to individual and collaborative projects. ELA course content, delivery, and assessment models are designed to develop students’ skills, and enhance their abilities, interests, and accomplishments as they prepare for college and careers.

**Course Descriptions and Requirements**

**Freshmen**

|  |  |  |
| --- | --- | --- |
| ***Writing and Literature* *I*** | **Full Year** | **Levels 3, 4** |

**Prerequisite:** Pass grade 8 English; for Honors, recommendation of grade 8 ELA teacher and approval by freshman English teacher

**Course Numbers**: **2125 CP, 2130 Honors**

**Course Description:**  The ninth-grade required course focuses on strengthening foundational skills in language and literature across the major forms and genres (short story, novel, drama, mythology, and literary nonfiction). Students continue to build listening, speaking, reading and writing skills for various audiences and purposes; analyze literature from various angles; to view literature in historical context, and to observe connections between literature and the arts. In addition, continue to hone public speaking skills through recitations and presentations. Along with the course anthology, examples of major texts include: *To Kill a Mockingbird, The Odyssey, Of Mice and Men, Night, and Romeo and Juliet.* (In addition to these traditional texts, students will choose and read several texts over the year. The list of texts is available in the class syllabus.)

**Sophomores**

|  |  |  |
| --- | --- | --- |
| ***Writing and Literature II*** | **Full Year** | **Levels 3, 4** |

**Prerequisite:** Pass *Explorations in Writing and Literature 1; for Honors, recommendation of grade 9 ELA teacher and approval of Sophomore English teacher)*

**Course Numbers:** **CP**: **2265 CP, 2270 Honors**

**Course Description:** This required course is a continuation of the study of language and writing through an exploration of the major themes, genres, and authors of Native American, Latin, Asian, Middle-Eastern, and other Western and non-Western literature. Students study poetry, essays, and short stories to practice analysis and inference. Students come to understand universality in literature, but also to understand practical expressions in informational texts. In addition to the course anthology, examples of major texts and authors include *Anthem, Persepolis, Fahrenheit 451, Whirligig, and Stuck in Neutral.* (In addition to these texts, students may choose and read other texts over the year. The list of texts is available in the class syllabus and school website.)

**Juniors**

|  |  |  |
| --- | --- | --- |
| ***Survey of American Literature* (Required)** | **Full Year** | **Levels 3, 4** |

**Prerequisite:** Pass *Survey of World Literature*

**Course Numbers:** **CP:** 2320, **Honors:** 2360

**Course Description:** *Survey of American Literature*. This required course is a continuation of the study of literature, language, and writing. Emphasis is placed on completing a survey of American literature through an exploration of the major themes, genres, and authors of American literature. Students come to see the fluid relationship between fiction and nonfiction, and have opportunities to make connections with history, art, and other subjects. Students build on their writing skills integrating multiple sources and perspectives into their work, reading literary criticism, and writing longer and more complex essays. In addition to the course anthology, examples of major texts and authors include *The Scarlet Letter, The Great Gatsby,* *The Catcher in the Rye, Native Son, A Streetcar Named Desire,* Twain, Thoreau, Whitman, Dickinson, Wharton, Faulkner, Tan, and Krakauer.

|  |  |  |
| --- | --- | --- |
| **Advanced Placement English courses are open to juniors and seniors and are offered on alternate academic years beginning with AP Literature and Composition in 2019-2020 school year****Elective: (Junior / Senior)*****AP Language and Composition* Full Year Level 5****Course Number:** 2480  |  |  |

**Prerequisite:** **Juniors**: Pass *Survey of Writing and Literature 2* with a 90 or better average, the recommendation of the sophomore English teacher, and completion of the AP Summer Reading Assignment. **Seniors**: Pass *Survey of American Literature* *Honors* with a 90 or better average, the recommendation of the Junior English teacher, and completion of the AP Summer Reading Assignment.

**Course Description:** *AP Language and Composition* is an intensive, in-depth study of prose written in a variety of periods, disciplines, and rhetorical contexts with an emphasis on American and Western literature. Students refine awareness of the interactions of a writer’s purpose, audience expectations, the subject, and the way generic conventions and the resources of the language contribute to effectiveness in writing. Written assignments, both short- and long-term, are a significant feature of the course. Students strengthen their composition skills through frequent analysis, argument, and synthesis/research papers. Major texts include *The Bedford Reader,* and *Timeless Voices, Timeless Themes: the American* *Experience* (Prentice-Hall), *The Lively Art of Writing* (Payne), and *AP English Language and Composition* (Workbook: D&S Marketing). Supplementary readings include the works of Steinbeck, Emerson, Whitman, Dillard, Capote, O’Brien, Hawthorne, Fitzgerald and Salinger.

***Note:*** *AP students are required to take the AP exam in May. They must pay the exam fee by November or be dropped from the course*

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **AP Literature and Composition** |  **Full Year**  |  **Level 5** |

**Prerequisite:** Pass *Survey of American Literature* *Honors* or *AP Language and Composition* with an 90 or better, recommendation of Junior English teacher, and completion of the required AP Literature and Composition Summer Reading Assignment.

**Course Number:** 2475

**Course Description:** *AP Literature and Composition* is a rigorous course of study in literature and writing that covers a variety of genres written in the classical ages up to the contemporary era, including American literature, British literature, and multicultural selections.  This course helps students develop the ability to analyze, write about, and discuss the collective account of humanity as presented through literature’s social, cultural, and historical value.  Through a process of interpreting and analyzing literature, students adapt a more sophisticated writing style to convey understanding and in-depth evaluation.  As this course progresses, students become more proficient in their power to read and write analytically, enhance their vocabulary, and effectively edit their own work.  Texts include: *How to Read Literature like a Professor* (Foster), *Literature and Composition: Reading, Writing, Thinking* (Bedford/St. Martin’s), *The Seagull Reader: Poems* (Norton), and *AP English Literature and Composition* (Workbook: D&S Marketing).  Other texts include: *Macbeth, Othello, Oedipus Rex, A Doll’s House, The Awakening, The Bluest Eye, Daisy Miller, Pride and Prejudice, The Stranger, King Lear, A Tale of Two Cities,* and *Hamlet.*

***Note:*** *AP students are required to take the AP exam in May. They must pay the exam fee by November or be dropped from the course.*

|  |  |  |
| --- | --- | --- |
| **Seniors** |  |  |

All seniors are required to take a full year of English in order to graduate. One course *must* be *Survey of European Literature*. All senior level courses, with the exception of *AP Literature and Composition*, are one semester courses and are designed to be taken in any sequence. (Students taking *AP Literature and Composition* are NOT required to take *Survey of European Literature.*\*)

***Survey of European Literature* (Required\*) One Semester Levels 3, 4**

**Prerequisite:** Pass *Survey of American Literature*

**Course Numbers:** **CP:** 2420, **Honors:** 2460

**Course Description**: *Survey of European Literature*: To round out their secondary ELA curriculum, students focus on European literature from the Middle Ages to the present. Units are arranged chronologically, so that students may see how earlier works influence later works and how forms and ideas have evolved over time. Students consider prominent themes for each time period such as the tension between reason and emotion, and the relationship between art and nature. Through increasingly complex analysis in essays and discussions, students may relate a work to its historical circumstances, trace a symbol through a work or works, or consider a moral or philosophical question. In addition to the course anthology, examples of major texts and authors include *Beowulf, The Inferno, Frankenstein,* *All Quiet on the Western Front*, Chaucer, Shakespeare, Ibsen, Donne, Dickens, Dumas, Austen, Hardy, and Woolf.

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

**Electives: Are open to juniors and seniors. Note: Juniors who choose take an English elective must also take *Survey of American Literature***

***The Short Story*** **One Semester Level 3**

**Prerequisite**: Pass *Survey of American Literature*

**Course Number:** CP 2550 Honors 2555

**Course Description**: *The Short Story* is a course that focuses on reading short stories and understanding the craft behind short story writing. Students become acquainted with the short story literary form by reading a selection of classic and contemporary American, British, and other translated short stories. However, particular emphasis is placed on American authors. Students will read critical essays about these short stories, write their own analyses, and take part in writer workshops to create and publish original short stories.

**Literature, Composition, and Screenplays** **One Semester Level 4**

**Prerequisite**: Pass *Survey of American Literature*

**Course Number:** Honors

**Course Description**: Literature, Composition, and Screenplays is a literature-based course where students will read novels, short stories, plays, scripts, and screenplays. Students will analyze classic and modern literature and investigate how literary works are interpreted, adapted, and represented by screenwriters/scriptwriters. In addition, students will examine the elements of plot, setting, theme, style, and point of view as expressed within a wide-range of genres. Students will also reflect on the heroes, stories, and values that shape our culture. Most importantly, students will become creative and competent screenwriters as well as knowledgeable critics.

Literature for this class may include works by Daphne Du Maurier, William Shakespeare, Philip K. Dick, Joseph Stefano, Robert Bloch, Oscar Wilde, Alice Walker, Steven Millhauser, Shirley Jackson, Joyce Carol Oates, Ambrose Bierce, J.K. Rowling, Washington Irving, F. Scott Fitzgerald, and Elmore Leonard.

**Note: does NOT replace Survey of American Literature for juniors**

**Mathematics**

The mathematics curriculum is aligned with the National Council of Teachers of Mathematics Standards and the Massachusetts Mathematics Curriculum Framework which has incorporated the Common Core Standards for Mathematics. The courses offer practice with test skills and develop the skills through practical applications. Students will learn to use the graphing calculators as a mathematical tool. They will use computers, videos, and use other technology where applicable. Projects will be assigned to all grade levels to develop and reinforce skills and applications of mathematics.

The Standards for Mathematical Practice complement the content standards so that

students increasingly engage with the subject matter as they grow in mathematical

maturity and expertise throughout the high school years.

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for an express regularity in repeated reasoning.

The indicated prerequisites are intended to ensure students’ success in each course and

are based on required prior knowledge. Students are required to pass three years of mathematics to meet the graduation requirement. Students who do not attain a score of “Proficient” on the Grade 10 MCAS Examination are required to complete an additional year of mathematics.

**Levels**

**College Prep (Level 3)**

Any student may elect to take a college prep level course. College prep level courses are comprehensive and include the development of mathematical skills and applications.

**Honors Courses (Level 4)**

Acceptance into an honors level course is determined through completion of a placement

test, past classroom performance, previous statewide math assessment scores, and the

recommendation of the previous year’s math teacher. Honors level courses are designed

for the highly self-motivated, college-bound student with a demonstrated strong command of number sense, a strong algebra foundation, data analysis, geometry, and analytical and problem-solving skills. The honors program emphasizes the development of skills through the use of practical and application problems at an accelerated pace.

**Advanced Placement (AP Courses) (Level 5)**

Admittance to AP level courses requires the successful completion of a comprehensive

summer assignment prior to the start of the academic year. AP courses are

demanding and intensive, the equivalent of an actual full-year, freshman level college

course. The courses follow the Advanced Placement Program sponsored by the College

Board. A course requirement is that students take the national AP exam given in May.

Students must pay for the AP exam by November.

**Freshmen**

***Honors Geometry***

**Full Year Levels 4**

**Prerequisite:** *Algebra I*, Teacher Recommendation

**Course Number**: **0195**

**Course Description:** This course covers the required concepts of Euclidean geometry including definitions, postulates, and theorems. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real life situations. Areas of study include tools and language of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, polygons and quadrilaterals, similarity, right triangles and trigonometry, transformations, area, surface area and volume, circles, and probability.

***Algebra I***

**Full Year Level 3**

**Prerequisite:**  *Grade 8 Common Core Math*, Teacher Recommendation

**Course Number**: **CP: 0100**

**Course Description:** Algebra 1 is designed to give students a foundation for all future mathematics courses. The fundamentals of algebraic problem-solving are explained. Students will explore: foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations.

**Sophomores**

***Geometry***

**Full Year Levels 3**

**Prerequisite:** *Algebra I*, Teacher Recommendation

**Course Number**: **0180**

**Course Description:** This course covers the required concepts of Euclidean geometry including definitions, postulates, and theorems. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real life situations. Areas of study include tools and language of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, polygons and quadrilaterals, similarity, right triangles and trigonometry, transformations, area, surface area and volume, circles, and probability.

***Honors Algebra II* Full Year Level 4**

**Prerequisite:** *Algebra I, Geometry***,** Teacher Recommendation

**Course Number**: **0325**

Course Description: Algebra 2 is designed to build on algebraic and geometric concepts. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations. It develops advanced Algebra skills such as Algebra 2 foundations, function families, quadratic functions and complex numbers, polynomials expressions and equations, exponential and logarithmic functions, rational functions, statistics, periodic functions and trigonometry, and applying trigonometric functions. The TI-84 graphing calculator is used throughout the course.

**Juniors**

***Algebra III***

**Full Year Level 4**

**Prerequisite:** *Algebra II*, Teacher Recommendation

**Course Number**: **0450**

**Course Description:** Students will advance their studies in algebra and pre-calculus in this course. The topics covered in this course include functions, modeling, statistics, sequences, and logical reasoning. Students will model and analyze problem situations through systems of equations, inequalities, and regression. They will explore and apply linear, quadratic, radical, rational, exponential, logarithmic, and trigonometric functions. Students will develop an understanding using algebraic, numerical, and graphical methods. The TI-84 graphing calculator is used extensively.

***Algebra II***

**Full Year Level 3**

**Prerequisite:** *Algebra I, Geometry*, Teacher Recommendation

**Course Number**: **0375**

**Course Description:** Algebra 2 is designed to build on algebraic and geometric concepts. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations. It develops advanced Algebra skills such as Algebra 2 foundations, function families, quadratic functions and complex numbers, polynomials expressions and equations, exponential and logarithmic functions, rational functions, statistics, periodic functions and trigonometry, and applying trigonometric functions. The TI-84 graphing calculator is used.

***Honors Pre-Calculus***

**Full Year Level 4**

**Prerequisite:** *Algebra II, Geometry*, Teacher Recommendation

**Course Number**: **0400**

**Course Description:** Pre-Calculus weaves together the previous studies of algebra, geometry, and mathematical functions into a preparatory course for calculus. The course focuses on mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real life situations. Topics include fundamental concepts of Algebra, functions and graphs, polynomials and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, topics in trigonometry, systems of equations and inequalities, matrices and determinants, conic sections and analytic geometry, sequences, induction, probability and an introduction to Calculus. The TI-84 graphing calculator is used extensively throughout the course.

**Seniors**

***AP Calculus AB***

**Full Year Level 5**

**Prerequisite:** *Pre-Calculus*, Teacher Recommendation

**Course Number**: **0650**

**Course Description:** This is a full year, college level course in the functions of one

independent variable. Authorization has been granted to the instructor by the College

Board for this course. The authorization granted to this instructor permits the school to

use the “AP” designation on student transcripts. Many colleges and universities will

award credit and allow students to enroll in upper level courses after demonstrating

qualification on the AP examination. Throughout the year students will learn calculus in

depth, develop analytical reasoning skills, and form disciplined study habits that will

contribute to continued success at the college level. This course includes differential and

integral calculus topics that are typically included in an introductory Calculus I college

course. Students will be expected to use graphing calculators (TI-84) to help solve

problems. At the completion of this course students will take the AP Calculus AB test in

May. Examinations will consist of prior AP test questions; tests and quizzes will be timed

in preparation for the AP test.

***AP Statistics* Full Year Level 5**

**Prerequisite: Algebra II, Teacher Recommendation**

**Course Numbers**: **0825**

Course Description: The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns, Sampling and Experimentation: Planning and conducting a study, Anticipating Patterns: Exploring random phenomena using probability and simulation, and Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. The TI-84 graphing calculator is used extensively throughout the course.

***Calculus***

**Full Year Level 4**

**Prerequisite:** *Pre-Calculus*, Teacher Recommendation

**Course Number**: **0600**

**Course Description:** This course deals with the mathematics of change – velocities and

accelerations. It is also the mathematics of tangent lines, slopes, area, volumes,

curvatures, and a variety of other concepts that model real life solutions. This class

introduces students to the concepts and practical applications of calculus. Students will

develop an understanding of derivatives and integrals, as well as, the process to find them numerically, algebraically, and graphically. The TI-84 graphing calculator is used

extensively.

***Statistics***

**Full year Level 3**

**Prerequisite:** *Algebra II*, Teacher Recommendation

**Course Number**: **0850**

**Course Description:** The objective of this full year course is to prepare students with the statistical understanding needed to become responsible members of a democratic and ever-changing global society. This course includes a review of algebra and geometry in preparation for SAT’s. The Statistics topics studied include frequency distributions, probability, measures of central tendency and variability, applications of the binomial and a normal probability distribution, correlation, sampling and estimation theory, and linear regression. Project work and applications in which students effectively communicate their learning will be required. Students are required to have a Texas Instruments TI-83 or TI84 graphing calculator for this course.

***Financial Literacy***

**Full Year Level 3**

**Prerequisite:** *Algebra II*, Teacher Recommendation

**Course Number**: **0950**

**Course Description:** This course is intended for all senior students where they make

decisions about earning an income, saving and spending, using credit and budgeting. This course is designed to empower students and teach them about the world of finance. The curriculum will provide a strong foundation for delivering the knowledge necessary for students to succeed in life.

**Sophomores, Juniors, and Seniors**

***Accounting I***

**Full Year Level 3**

**Prerequisite:** Teacher Recommendation

**Course Number**: **5300**

**Course Description:** This course involves two elements of a business cycle in which the

student should demonstrate proficiency; keeping income and expense records and

determining from these records the profit or loss for a fiscal period. Skills such as critical

thinking, problem solving, and recognizing good business ethics are stressed in this

course. In addition, students should demonstrate the ability to complete projects in a

specified time frame by meeting pre-determined goals. Through the use of technology,

students will further increase their knowledge base by inputting accounting transactions

into the computer and producing professional accounting statements, reports and graphs.

***Accounting II* Full Year Level 4**

**Prerequisite: Accounting I, Teacher Recommendation**

**Course Numbers**: **5350**

Course Description: Accounting II continues to explore accounting in more detail.

Expanding upon the topics learned in Accounting I, students learn new information such

as accounting for corporations, forming and dissolving business organizations, and

management. The study of a second year of accounting continues to emphasize problem

solving and critical thinking skills, and a common core of accounting knowledge.

Accounting II is appropriate for students who are preparing for business majors or those

who plan to go directly into business. The use of technology is an integral part of this

accounting course.

# Science

Students are required to pass three years of science for graduation. Students typically take Introductory Physics freshman year, Biology or Honors Biology sophomore year, and Chemistry or Honors Chemistry junior year. Additionally, elective courses are offered in Physics, Environmental Science, Advanced Chemistry, Human Anatomy and Physiology, Advanced Human Anatomy and Physiology, Forensic Science, Astronomy

and Advanced Placement Biology. MCAS Science is also offered for students who would

benefit from additional preparation for MCAS Science tests. Entrance into science courses is subject to criteria recommended by the Science Department.

**Introductory Physics 1150**

**Grade 9 Full Year Level 3**

**Course Description:** This is an Introductory Physics course intended for all freshmen students. Concepts and mathematical problems solved are both important aspects of this course. Labs are used to both introduce and reinforce the concepts. The key concepts covered include: Motion and Forces, Conservation of Energy and Momentum, Heat and Heat Transfer, Simple Harmonic Motion and Waves, Electromagnetism and Electromagnetic Radiation.

**Survey of Biology 1250**

**Grade 10 Full Year Level 3**

**Prerequisite:** Complete Grade 9 Science

**Course Description:** Survey of Biology provides coverage of the same topics as Biology at a slower pace and in less demanding detail. This course involves laboratory investigations including dissections.

**Honors Biology 1300**

**Grade 10 Full Year Level 4**

**Prerequisite:** Complete Grade Nine Science and Teacher Recommendation

**Course Description:** Biology is intended for those students with a strong aptitude and interest in Science. A broad spectrum of biological topics is presented in greater detail and at a faster pace than Survey of Biology. Emphasis is placed on the molecular nature of biology, genetics, evolutionary principles, and ecology, and a survey of human organ systems. Scientific processes and methods are presented in the course and applied in laboratory experiences, including dissections.

**Survey of Chemistry 1400**

**Grade 11 Full Year Level 3**

**Prerequisite:** Recommended minimum of 60 in Algebra I

**Course Description:** Survey of Chemistry is intended for those students who plan to

pursue a college degree or some other post secondary education in a field other than

science. This course provides coverage of the same topics as Chemistry at a slower pace

and in less demanding detail. This course includes laboratory investigations.

**Honors Chemistry 1450**

**Grade 11 Full Year Level 4**

**Prerequisite:** Recommended minimum of 70 in Honors Algebra II or 80 in Algebra II **Course Description:** This course is designed and recommended for the college preparatory student who needs a thorough understanding of the fundamental concepts of modern chemistry as a background for advanced study. Detailed coverage is given to the study of physical and chemical properties of matter, atomic structure with emphasis on electron configuration and orbital notation, formula writing and nomenclature, chemical equations, chemical reactions, nuclear reactions, periodicity of structure and properties, chemical problems to exhibit the Laws of Definite Composition and Conservation of Matter, the study of acids, bases and salts, analytical procedures, and many other chemical principles. Course work includes laboratory activities.

**Environmental Science 1850**

**Grade 11/12 Elective Full Year Level 3**

**Prerequisite:** Pass two semesters of Science

**Course Description:** This course emphasizes awareness of one’s environment, specifically issues affecting New England. Topics to be covered include biomes, changes in the biosphere, matter and energy in the ecosystem, interactions and balance in the eco-system, resources in the biosphere, pollution issues, and the human impact on the environment.

**Human Anatomy & Physiology 1500**

**Grade 11/12 Elective Full Year Level 3**

**Prerequisite:** Recommended minimum of 70 in Survey of Biology or pass Honors Biology

**Course Description:** Physiology will include a broad spectrum of topics covering the structure and function of human systems. Clinical aspects of diseases and disorders will be covered. This course involves laboratory investigations including vertebrate dissection.

**Advanced Human Anatomy & Physiology 1550**

**Grade 11/12 Elective Full Year Level 4**

**Prerequisite:** Recommended minimum of 80 in Biology and pass Chemistry. Chemistry

may be taken concurrently.

**Course Description:** This advanced course is for the student who intends further study in medical or health related fields including premedical programs, nursing, biotechnology, medical technology, emergency medical technology, physical therapy, sports training and other related programs. This comprehensive course will cover the anatomy and physiology of the human at the molecular (genetic), cellular, tissue, organ, and organ system levels. Laboratory work will include histological studies, physiological investigations, and dissections of a representative vertebrate.

**Advanced Placement Biology 1700**

**Grade 11/12 Elective Full Year Level 5**

**Prerequisite:** Recommended minimum of 85 in Biology, completion of chemistry (chemistry may be taken concurrently with the AP Biology teacher’s approval), and completion of a summer assignment. Students are required to take the AP Biology exam.

**Course Description:** The AP Biology course is designed to be the equivalent of an introductory college biology course taken to fulfill that requirement for a major in biology. Authorization has been granted to the instructor by the College Board for this course. The authorization granted to this instructor permits the school to use the “AP” designation on student transcripts. Many colleges and universities will award credit and allow students to enroll in upper level courses after demonstrating qualification on the AP examination.

**Advanced Placement Chemistry 1750**

**Grade 12 Elective Full Year Level 5**

**Prerequisite:** Recommended minimum of 85 in Chemistry/ Survey of Chemistry and completion of a summer assignment. Students are required to take the AP Chemistry exam.

**Course Description:** The AP Chemistry course is designed to be the equivalent of an

introductory college chemistry course. Authorization has been granted to the instructor by the College Board for this course. The authorization granted to this instructor permits the school to use the “AP”designation on student transcripts. This course deals with a large focus on experimentation in relation to qualitative and quantitative aspects of chemical equilibrium, enthalpy and entropy changes, redox reactions, and organic reactions.

**Advanced Placement Physics 1 1930**

**Grade 12 Elective Full Year Level 5**

**Prerequisite:**Recommended minimum of 85 in Physics and completion of a summer assignment.  Students are required to take the AP Physics exam. Students must have taken or be presently taking Pre-Calculus.

**Course Description:**AP Physics 1 focuses on big ideas typically included in the first semester of an algebra-based, introductory college-level physics sequence, and provides students with enduring understandings to support future work in the sciences. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Topics covered include: kinematics, Newtonian dynamics, circular motion, gravitation, simple harmonic motion, conservation of linear and rotational momentum, conservation of energy, rotational motion, electrostatics, DC circuits, mechanical waves and sound. Offered every other year, alternates with AP Physics 2.

**Advanced Placement Physics 2 1935**

**Grade 12 Elective Full Year Level 5**

**Prerequisite:**Recommended minimum of 85 in Physics and completion of a summer assignment.  Students are required to take the AP Physics exam. Students must have taken or be presently taking Pre-Calculus.

**Course Description:**AP Physics 2 focuses on big ideas typically included in the second semester of an algebra-based introductory college physics sequence, and provides students with enduring understandings to support future work in the sciences. Through inquiry-based learning, students will develop critical thinking and reasoning skills. Topics covered include: Thermodynamics (ideal gases, kinetic theory), fluid statics and dynamics, electrostatics, DC and RC circuits, electromagnetism, optics, and modern physics (quantum, atomic, nuclear). Offered every other year, alternates with AP Physics 1.

**Forensic Science 1 1950**

**Grade 11,12 Elective Full Year Level 3**

**Prerequisite:** Pass two years of Science

**Course Description:** Forensic Science is an introductory course that focuses on practices and analysis of physical evidence found at crime scenes. Discussion includes fingerprinting, hair analysis.

**Technology: A Re-Introduction 5180**

**Grades 9-12 Elective Full Year Level 3**

**Prerequisite:** None

**Course Description:** Using three of Maynard's iconic businesses, the world renowned Assabet and American Woolen Mills, Digital Equipment Corporation and Maynard High School's WAVM media station, we will participate in a behind-the-scenes exploration and re-creation of the many technologies that made these businesses excel.

 What technologies? - the making and delivery of music, computer and Internet systems, textiles and manufacturing, energy systems and more -- all within historical, as well as up-to-date settings. A study of the 'history of timekeeping' from antiquity to atomic clocks will stratify the entire year. Every one of us uses technology every day. Yet, not everyone creates it. Let's not merely wonder how the world of technology works – how it is connected to science. Let's walk away knowing, by having built it using our own minds and hands. This course is the first course to take in the ENGINEERING Pathway.

# History and Social Studies

The Massachusetts Frameworks for History and Social Science establish the rationale for History Departments across the Commonwealth:

*“Our call for schools to purposely impart to their students the learning necessary for an informed, reasoned allegiance to the ideals of a free society rests on three convictions:*

*First, that democracy is the worthiest form of human governance ever conceived.*

*Second, that we cannot take democracy’s survival or its spread or its perfection in practice for granted. Indeed, we believe that the great central drama of modern history has been and continues to be the struggle to establish, preserve, and extend democracy at home and abroad. We know that very much still needs doing to achieve justice and civility in our own society. Abroad, we note that only one-third of the world’s people live under conditions that can be described as free.*

*Third, we are convinced that democracy’s survival depends upon our transmitting to each new generation the political vision of liberty and equality that unites us as Americans. It also depends on a deep loyalty to the political institutions our founders put together to fulfill that vision.*

It is with this deep sense of responsibility to teach each generation about the rights and responsibilities of our society that we offer our program of studies. All students must take history during their first three years at Maynard High School. All students must pass each course in the proper sequence to meet the graduation requirement. An honors program is offered in each year of required history courses. Seniors are encouraged to participate in the History/Social Studies Department’s elective program. In addition, students have the opportunity to take Advanced Placement American History and Advanced Placement World History.

**Early American History: The Beginnings 1763-1900 3320, 3325**

**Grade 9 Full Year Level 3, 4**

**Prerequisite: None**

**Course Description:** Students examine the historical and intellectual origins of the United States from the American Revolution to the development of the US Constitution. The study of America’s rise to power examines Westward Expansion, Sectionalism, and Civil War. The remaking of America post Civil War chronicles Reconstruction and the Industrial Revolution. The story picks up with America entering a Gilded Age and the necessity of reform ushers in the Progressive Era. The course follows key themes including: the role of race in America, the spirit of reform, the control of resources, the evolution of civil liberties, and the American character. Students read and write history, conduct research, debate positions, evaluate sources and seek to understand each other’s point of view.

**Civics 3225**

**Grade 9 One Quarter Level 3**

**Prerequisite: None**

**Course Description:** The ancient Greek philosopher Aristotle once said, “It’s not always the same thing to be a good man and a good citizen.”  This course examines the workings of United States government, and establishes how one can become a “good citizen” of this government.  It enables students to understand what government is supposed to provide for them, and what they, in turn, are asked to provide.  Students will be asked to apply this understanding to relevant current events topics, including election and voting issues, rights of Americans, and more.  This course is one of the offerings in the Topics portion of 9thgraders’ schedules.

**Modern World History: 1800-Present 3100, 3150**

**Grade 10 Full Year Level 3, 4**

**Prerequisite: Early American History**

**Course Description:** This course examines the economic, social, and political roots of the modern world from the rise of Napoleon through the present. Topics explored include the Democratic and Industrial Revolutions, Imperialism, Communism, Totalitarianism, the World Wars, and contemporary issues. Students will pursue a factual and thematic knowledge of the emerging world culture while developing analytical, interpretive, and critical thinking skills to enhance their understanding. The course includes lectures, discussions, group projects, and oral presentations. Essay writing and research techniques will also be developed and refined throughout the year.

**20th Century U.S. History 1900-Present 3420, 3425**

**Grade 11 Full Year Level 3, 4**

**Prerequisite: Modern World History**

**Course Description:** This full year course examines what many have called the American Century. The United States rose to status of superpower and then ruled as the only superpower in the 20th century. How did WWI, WWII and the Cold War shape America? How did America shape the world? This course chronicles the political, economic and cultural changes that shaped the US into the dominant force in the world. Foreign and domestic policies transformed America and America transformed the world. Each successive decade led to massive changes for Americans and the evolving threats from fascism, communism, and terrorism shook the fabric of US life. This course will require students to write, debate, defend and cite evidence for theses. Students will be assessed based on homework, group work, projects, class discussions, tests, quizzes and essays.

**Law and Government 3950**

**Grades 10, 11, 12 Elective Semester Level 3**

**Prerequisite: None**

**Course Description:** Do you know what the 5th Amendment protects you from? Should the government be able to wiretap your phone? What is the source of law and rights in this country? What distinguishes the US legal system from other countries? This course helps students answer all of the above and ask even more questions about the society they live in. The course examines the structure of the US government, the principles and practices of the US legal system, and it introduces students to both their rights and responsibilities in our society. The course has particular focus on Constitutional Law and Civil Liberties, Criminal Law and Juvenile Justice, Torts, Consumer and Housing Law, Family Law and exercises in mock trials.

**Psychology 3925**

**Grades 10, 11, 12 Elective Semester Level 3**

**Prerequisite: None**

**Course Description:** What motivates you? What is the meaning of your dreams? Are

you an introvert or extrovert? What is the learning style you use? What is your

id? Psychology studies these questions as well as the newest research on the brain, mental processes and behaviors. This course looks at the historical development of the field, its current trends, and its most famous theories. Students will investigate Brain Research, Perception, Memory and Learning, Motivation, Personality, Human Development, Abnormal Psychology, and conduct their own original research in a field of their choice.

**Advanced Placement United States History 3450**

**Grade 11, 12 Elective Full Year Level 5**

**Prerequisite:** Satisfactory completion of summer assignments, teacher recommendation

**Course Description:** This challenging course exposes students to college-level historical

analysis and reasoning. Students have the opportunity to earn college credit with

successful completion of the national AP exam. This is a superb opportunity for the

serious student of history to analyze and debate major principles and events of American

history. The course is based on a college text as well as numerous primary and secondary

sources. The content covers American history from colonial times through the present. A

strong emphasis is placed on analytical writing and reading. AP students are required to

take the AP exam in May. *(This course can serve as the requirement of the Junior year history.)*

**Advanced Placement World History 3200**

**Grade 10-12 Elective Full Year Level 5**

**Prerequisite:** Satisfactory completion of summer assignments, teacher recommendation

**Course Description:** AP World History is a rigorous, college-level course designed to explore human history from 8000 B.C.E. to the present. We will emphasize the development of analytical and writing skills necessary for success on a collegiate level. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography (The principles, theories, or methodology of scholarly historical research and presentation) and inquiry into global connections that have shaped our present world. A special emphasis will be given to preparation for the National AP Exam, including historical writing through essay and document-based questions (DBQ) as well as objective evaluations.

**Advanced Placement Government and Politics**

**Grade 10-12 Elective Full Year Level 5**

**Prerequisite:** Satisfactory completion of summer assignments, teacher recommendation

**Course Description:**

The AP U.S. Government and Politics course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policymaking. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens. Topics covered include:

Constitutional Underpinnings of United States Government, Political Beliefs and Behaviors, Political Parties, Interest Groups, Mass Media, and the Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts.

**Economics 3550**

**Grade 10, 11, 12 Elective Full Year Level 4**

**Prerequisite: None**

**Course Description:** Debt Ceilings, Budget Deficits, Elasticity, Cost Curves, Unemployment, Supply and Demand--These economic ideas and many others are covered in this honors level course. Economics is the study of the choices people make with their resources and the impact these choices have on all other political, social, and environmental policies. This course will be a valuable asset for those students who plan to major in a business or finance field in college, but it will also serve the student who plans to pursue a liberal arts field. Students explore micro and macroeconomics and examine the nature of monetary and fiscal policy, the role of government in the economy, the impact of trade agreements, as well as how markets work under the forces of supply and demand. Students produce a research project, complete a personal budget simulation, maintain a personal financial portfolio, and gain invaluable economic literacy.

# World Language

Maynard High School offers two foreign languages: French and Spanish. Massachusetts state colleges require the successful completion of two years of one foreign language in order to be admitted. Some colleges recommend that students take three years if possible. The World Language Department recommends a third year (honors level) for highly motivated students who wish to continue the success of the prior two beginning levels. Students can fulfill the requirements through the following sequences:

Spanish I, French I

Spanish II, French II

Spanish III Honors, French III Honors

Spanish IV Honors (Pre-AP), French IV Honors

Advanced Placement (AP) Spanish, French V Honors

**French I 4050**

**Grades 9-11 Elective Full Year Level 3**

**Prerequisite:** None

**Course Description:** This course provides an introduction to the fundamentals of the French language. Equal emphasis is placed on the four basic skills of language acquisition: listening, speaking, reading and writing. The study of grammar is an essential part of this course. Aspects of contemporary French culture are also discussed.

**Expectations:**

• Become familiar with and accustomed to speaking and listening to French in the

 classroom.

• Use vocabulary orally in questions and dialogues.

• Use vocabulary to write simple sentences.

• Learn the present tense of regular verbs, irregular verbs and stem changers.

• Become familiar with the past tenses and how they are used.

• Study the cultures of the French-speaking world.

• Use technology to complete research and make oral presentations.

• Learn how to enhance and perfect the four language skills of reading, writing, speaking and listening.

• Develop writing skills through writing short paragraphs and compositions.

**French II 4250**

**Grades 10-12 Elective Full Year Level 3**

**Prerequisite:** Successful completion of *French I*

**Course Descriptions:** This course is designed to continue the development of the listening, speaking, reading and writing skills of the French language. Vocabulary will be expanded and grammatical skills further developed. Particular attention will be given to the listening and speaking skills. The teacher will use the target language as a practical means of communication. The study and appreciation of French culture throughout the world will be an integral part of this course.

**French III 4350**

**Grades 10-12 Elective Full Year Level 3**

**Prerequisite:** Successful completion of *French II* and teacher recommendation

**Course Description:** This is an intermediate level course and it is designed for the motivated student who wishes to continue toward advanced levels of proficiency in the four foreign language skills: listening, speaking, reading, and writing. Students will continue an in-depth study of French grammar and put it into practice with daily, in-depth and sustained conversations in the target language.

**Goals:**

 - Speak about your favorite sports

- Talk about your daily activities and personal care

- Describe people physically

- Explain how to stay fit

- How to let a doctor know what is wrong if you're sick

- How to tell where you live and describe it

- Describe past events

- Describe your clothes in detail

- Make comparisons, request a choice of other people

- Describe vacation plans

- Say what you will do in the future

- Say what you would do under a variety of circumstances

**French III Honors 4360**

**Grades 10-12 Elective Full Year Level 4**

**Prerequisite:** Successful completion of *French II* and teacher recommendation

**Course Description:** This is an intermediate level course and it is designed for the motivated student who wishes to continue toward advanced levels of proficiency in the four foreign language skills: listening, speaking, reading, and writing. Students will continue an in-depth study of French grammar and put it into practice with daily, in-depth and sustained conversations in the target language. French III Honors covers the same

Material and has the same assignments as French III, but has lengthier assignments, a higher expectation of class participation and speaking in French, longer tests and essays, and is taught at a faster pace.

**Goals:**

 - Speak about your favorite sports

- Talk about your daily activities and personal care

- Describe people physically

- Explain how to stay fit

- How to let a doctor know what is wrong if you're sick

- How to tell where you live and describe it

- Describe past events

- Describe your clothes in detail

- Make comparisons, request a choice of other people

- Describe vacation plans

- Say what you will do in the future

- Say what you would do under a variety of circumstances

**French IV Honors 4500**

**Grades 11,12 Elective Full Year Levels 3, 4**

**Prerequisite:** Successful completion of *French III* and teacher recommendation

**Course Description:** This course is a continuation of the development of listening, speaking, reading and writing skills in French. A thorough review of grammatical structures will take place, in addition to daily, sustained conversations in French.

**Goals:**

• Physically describe one’s self and others in detail.

• Talk about one’s daily routine, habits and how one feels.

• Communicate about domestic chores and how to “help out”.

• Use all elements of past tenses to narrate and describe past vacations and events.

• Describe events and tell stories using correct tenses.

• Know how to shop and request services in French.

• Communicate effectively about travel and trips (and other events) in the future.

• Talk about hotels and lodgings, using various pronouns and comparative structures.

**French V Honors 4600**

**Grades 11,12 Elective Full Year Level 5**

**Prerequisite:** Successful completion of *French 4 Honors* and teacher recommendation

**Course Description:** This class is the culmination of the study of high school French. Students will converse on a daily basis in French about a wide variety of topics. Students will perfect the four foreign language skills of speaking, listening, reading and writing by way of a thorough grammar review, in-depth writing assignments, advanced readings and sustained near-native conversations in French.

**Goals:**

• Express doubts and fears

• Affirm your beliefs

• Let people know about present and past events

• Make wishes and suggestions

• Formulate polite requests

• Narrate past actions in sequence

• Indicate what you would do in certain circumstances

• Talk about how people interact with each other

• Describe people and things in a complete manner

• Describe simultaneous actions

• Indicate why you do certain things

• Explain under which conditions or constraints you do certain things

• Express how your actions may depend on what others do

• Describe how your actions have an effect on other people

**Spanish I 4000**

**Grades 9-11 Full Year Elective Level 3**

**Prerequisite:** None

**Course Description:** This is a Beginner Level Course. This course provides an introduction to the fundamentals of the Spanish language. Equal emphasis is placed on the four skills of language: listening, speaking, reading and writing. The present and preterite tenses and practical daily-usage vocabulary will be introduced. The study of Hispanic cultures throughout the world will be an integral part of the course.

**Spanish II 4200**

**Grades 9-12 Full Year Level 3**

**Prerequisite:** Successful completion of *Spanish 1*, as determined by mastery of grammatical concepts taught in *Spanish 1* and earning passing grades for the entire year.

**Course description:** This is an Advanced Beginner Level Course. This course is designed to continue the development of the four skills of language which began in Spanish 1: listening, speaking, reading, and writing. The study of Hispanic cultures throughout the world will be a continued focus of the course. Vocabulary will be expanded and grammatical skills will be further developed with the introduction of many new tenses and structures. Grammatical structures learned in this course include:

· Present tense

· Preterit tense

· Imperfect tense

· Progressive tenses

· Commands

Students will be able to talk and write about about food, news sources, celebrations, and the past, among other cultural topics.

**Spanish III 4300**

**Grades 10-12 Full Year Level 3**

**Prerequisite:** Successful completionof *Spanish 2*, as determined by maintaining a minimum average of 80 for the year and no less than a 70 on the final exam.

**Course description:** This is an Intermediate Level Course. This course is designed to give students the opportunity to continue toward advanced levels of proficiency in the four skills of language: listening, speaking, reading, and writing. This course is conducted primarily in Spanish and students taking it should plan to spend time listening to and practicing Spanish outside of class time to further their command of speaking and grammar skills. Essay writing and reading of literature will also be worked on during this course, along with the continued study of Hispanic cultures around the world. This course focuses heavily on grammar, and will cover every verb tense used in the Spanish language. Grammatical structures previously covered will be reviewed to deepen understanding and the following additional verb tenses will be taught:

· Future tense

· Conditional tense

· Reflexive verbs

· Reciprocity

· All commands

· Present perfect

· Pluperfect

· Present subjunctive

· Present perfect subjunctive

· Pluperfect subjunctive

· Past progressive

· Conditional perfect

· Future perfect

Students will use the Spanish language to communicate about descriptions, fashion, pastimes, chores, community work, nature, holidays, government, cultural differences, and professions.

**Honors Spanish III 4400**

**Grades 10-12 Full Year Level 4**

**Prerequisite:** Students who earn at least a 90 and/or exhibit exceptional performance in *Spanish 2* are good candidates for this class.

**Course description:** This is an Intermediate Level Course. This course is designed for the motivated student who wishes to continue toward advanced levels of proficiency in the four skills of language: listening, speaking, reading, and writing. This course is conducted primarily in Spanish and students taking it should plan to spend time listening to and practicing Spanish outside of class time to further their command of speaking and grammar skills. Essay writing and reading of literature will also be worked on during this course, along with the continued study of Hispanic cultures around the world. This course focuses heavily on grammar, and will cover every verb tense used in the Spanish language. Grammatical structures previously covered will be reviewed to deepen understanding and the following additional verb tenses will be taught:

· Future tense

· Conditional tense

· Reflexive verbs

· Reciprocity

· All commands

· Present perfect

· Pluperfect

· Present subjunctive

· Present perfect subjunctive

· Pluperfect subjunctive

· Past progressive

· Conditional perfect

· Future perfect

Students will use the Spanish language to communicate about descriptions, fashion, pastimes, chores, community work, nature, holidays, government, cultural differences, and professions.

Honors Spanish 3 covers the same material and has many of the same assignments as Spanish 3, but has lengthier assignments, higher expectation of class participation and speaking in Spanish, longer tests and essays, and is taught at a faster pace.

**Spanish IV (Honors) 4450**

**Grades 10-12** **Full Year Level 4**

**Prerequisite:** Motivated students who earn at least a 90 and/or exhibit exceptional performance in *Spanish 3* or *Honors Spanish 3* are good candidates for this class.

**Course description:** Students who decide to take *Honors Spanish 4* must have a very good understanding of the Spanish grammar taught in previous years. The grammar is in the appendix of the Spanish 4 textbook and is gone over as a review, but it is understood that students are already familiar with the formation and uses of all verb tenses and other grammatical concepts previously taught. During this year, the history, culture, politics, famous citizens, and literature of Spanish-Speaking countries will be taught in Spanish. All discussion and notes are done in Spanish. An even higher expectation for speaking in Spanish is placed on students in this class. Cultural concepts taught include historic events, cultural contributions, and important influencers of:

· Mexican-Americans

· Puerto Ricans

· Cuban-Americans

· Spain (Prehistory to current day)

· Mexico

· Guatemala

· Cuba

· Dominican Republic

· Puerto Rico

All activities will be conducted in Spanish. Students in this course will write essays, have group discussions, do small group projects, and complete a major individual project covering a cultural concept of their choice (during 2nd semester). Students are encouraged to spend time listening to and practicing Spanish outside of class.

**Advanced Placement Spanish Language and Culture (AP) 4700**

**Grade 11-12 Elective Full Year Level 5**

**Prerequisite:** Approval of instructor and thorough/outstanding completion of summer work to be done by the mid-August due date before the class begins. This prerequisite also applies to native speakers of Spanish.

**Course Description:** This is a Third Year College Course in Spanish language. The World Language Department will offer an Advanced Placement Spanish Language course during the years when adequate numbers of students qualify for this rigorous college-level course in Spanish language and culture. The College Board describes this course is the equivalent to a third year college level course in Spanish grammar, composition and conversation. It is geared toward the most motivated students of Spanish who wish to take the Advanced Placement test in early May and achieve a score of 3, 4, or 5 on the exam to receive college credit. The course focuses on perfecting the skills learned in the previous four years of study. Students wishing to take this course should have the strongest command of all aspects of grammar and must be willing to work both in and out of class on all four skills in order to achieve full fluency by the test date. The course load is intensive as it attempts to prepare students for excellence on the exam, as well as for future, regular use of the language in daily life. In addition to class discussions, increased outside-of-class practice, and traditional assignments, students will make biweekly presentations on various topics. In order to be successful, students must come to every class prepared to use only Spanish and spend time outside of class listening to and practicing Spanish. Throughout the year, we will practice all the parts of the AP exam so students are familiar with the format and expectations. Concepts covered in this course include:

· Economy

· Environmental issues

· Philosophy & religions

· Technology (access to and effects of)

· Health and medicine

· Education

· Lifestyles

· Social traditions and values

· National heroes and historic figures

· National and ethnic identity

· Global citizenship

· Creativity

#

#  Physical Education/Health

**Physical Education 9 Wellness 6050**

**Grade 9 One Quarter Pass/Fail Level 1**

**Course Description:** This course is designed to prepare students to maintain a healthy lifestyle. Some topics covered are healthy decision-making, healthy relationships, substance abuse, tobacco and alcohol awareness, sexually transmitted diseases, violence prevention and safety. Students will develop the decision-making, problem solving, communication, and interpersonal skills necessary to meet their needs in a positive manner. Students will have the ability to access available community health resources and services, if needed.

**Physical Education 10 6100**

**Grade 10 Semester Pass/Fail Level 1**

**Course Description:** This course is designed to enable students to maintain a positive attitude and healthy body. Physical Education is a learning process that focuses on affecting attitudes and behaviors relative to physical activities, including exercise, sports, games and outdoor activities. Physical Education is an integral part of the total educational program that contributes, primarily through physical activity to the total growth and development of all students. The aim is for each individual to achieve a personalized level of fitness.

**Physical Education 11** **6150**

**Grade 11 Semester Elective Pass/Fail Level 1**

**Course Description:** Self-paced workouts designed by the student to include fitness room equipment, yoga, in-season & out-of-season conditioning, injury prevention or rehab exercises, and project adventure fitness routines. The student designed routines will also include nutrition and activities to live a healthy lifestyle.

**Physical Education 12** **6200**

**Grade 12 Semester Elective Pass/Fail Level 1**

**Course Description:** Self-paced workouts designed by the student to include fitness room equipment, yoga, in-season & out-of-season conditioning, injury prevention or rehab exercises, and project adventure fitness routines. The student designed routines will also include nutrition and activities to live a healthy lifestyle.

# Performing Arts

**Concert Band 7000**

**Grades 9-12 Full Year Level 3**

**Prerequisite:** Students must demonstrate an acceptable degree of technique and proficiency on a musical instrument as determined by the band director. Students new to playing an instrument should complete a series of private lessons until their music reading skill will enable them to easily perform music equal to Grade 5 (of 1-6 in traditional literature grading system).

**Course Description:** Band at the senior high level has a dual function. The Pep/Marching Band is a community service organization, performing at various town celebrations and school athletic events. The Concert Band offers participants the opportunity to play musical literature specifically written for this type of symphonic wind and percussion group. Developing musicianship and striving for personal growth and self-fulfillment through the performance of music are the band’s essential goals. All music students are expected to set and achieve personal and group goals and to critique their own performances.

**Concert Chorus 7100**

**Grades 9-12 Full Year Level 2**

**Course Description:** Everyone who is willing to work hard and who likes to sing is welcome in Concert Chorus, a non-audition chorus. The chorus’s essential purpose is to inspire in its members to become life-long music lovers and singers. The focus is to teach proper singing technique and to expose students to a wealth of literature in different genres. Students will be performing a variety of challenging music including classical works, a cappella pieces, works from musicals and opera, folk songs, and spirituals. This course meets after school from 2:05-3:00 p.m., Tuesday and Friday.

**Performing Arts After School (Non-Credit)**

**Wind Ensemble**

**Grades 9-12 Full Year Non Credit Elective**

**Prerequisite:** Audition only. Students must be capable of playing and sight reading grade 4 & 5 literature.

**Course Description:** The MHS Wind Ensemble is the honors section of band. It is a challenging instructional ensemble comprised of the most talented and motivated musicians at MHS. This group meets Monday afternoons from 2:00-3:00 p.m. and plays difficult high school and college level literature.

**Jazz Band**

**Grades 9-12 Full Year Non Credit Elective**

**Prerequisite:** Audition only

**Course Description:** This course provides the opportunity for selected musicians to play difficult and unusual rhythms, carry an independent part, become aware of the importance of proper phrasing and blending, and learn to create and improvise solos as demanded in stage band/jazz ensemble. Repertoire is chosen from jazz and rock literature with occasional funk/fusion pieces. Performance standards are consistent with those of the concert band. Rehearsals are held Thursday evenings from 7:00-8:00 p.m. with sectionals scheduled as needed.

**Honors Chorus**

**Grades 9-12 Full Year Non Credit Elective**

**Prerequisites:** Audition only

**Course Description:** The Madrigal Singers are a select group of a cappella singers. This is the honors group of the concert choir. Their literature includes the Gregorian chant, the Medieval and Renaissance periods, and other appropriate unaccompanied music. Emphasis is placed on tone development, strength of independent parts, intonation, and balanced and blended voicing of the group. This group performs a Renaissance Banquet every other year. This group performs for some special occasions such as the State House functions and competitions. Madrigals meet on Wednesday evenings from 5:00-6:00 p.m.

**A Cappella Choir**

**Grades 9-12 Full Year Non Credit Elective**

**Prerequisite:** Audition only

**Course Description:** The A Cappella Choir is a group of singers who sing expressly unaccompanied music. The students may sing in as many as eight part harmonies, using vocal percussion and voices as various instruments (string bass, for example). The group models itself after various university a cappella groups. Literature is usually pop-rock with occasional jazz and unusual pieces.

# Visual Arts

The visual arts curriculum stresses the importance of art as an intellectual expression as well as a creative endeavor. Students will engage in art production and art criticism and aesthetics. Students will study art history in order to develop skills that bring a better understanding of art’s historical and cultural contexts and strengthen their ability to analyze and interpret the visual world.

**Studio Art I: Methods & Materials 7815**

**Grades 9-12 Elective Full Year Level 3**

**Prerequisite:** None

**Course Description:** Studio Art: Methods & Materials will introduce students to the fundamentals of artistic expression. Through the use of various media, students will familiarize themselves with the basic elements of visual communication. Assignments will focus on the development of critical and aesthetic thinking.

**Studio Art II: Concepts and Process 7801**

**Grades 10,11,12 Elective Full Year Level 4**

**Prerequisite:** *Studio Art I: Methods & Materials*

**Course Description:** This course is designed for those students who wish to expand their knowledge of the visual arts and continue to develop their artistic skills. The class will build upon the concepts and techniques mastered in Art I through the study of the principles of composition. In addition to studio experiences the class will explore fundamental issues, to include: artistic perception, the role of artists in society and the cultural impact of their work.

**Studio Art III: Theory and Analysis 7803**

**Grades 11,12 Elective Full Year Level 4**

**Prerequisite:** Art I, Art II,

**Course Description:** Art III offers the advanced student the opportunity to develop his or her own areas of study. Students will work on a more independent basis, creating artwork using a wide variety of media. With the assistance of the instructor they will design accompanying instructional units to be presented to the class.

**Portfolio 7950**

**Grade 12 Elective Full Year Level 4**

**Prerequisite:** *Studio Art I: Methods & Materials* and 10 other credits in Art

**Course Description:** Students considering this course should be self-motivated interested in the visual art field. The Portfolio course will focus specifically on the development, organization, and presentation of a complete portfolio for the aspiring post-secondary art student.

**Aesthetics 7980**

**Grade 11 Elective Full Year Level 4**

**Prerequisite:** *Art 1 and Art 2*

**Course Description:** The Aesthetics course has been designed for potential Advanced Placement Drawing students. Taken their junior year, students will explore the philosophy of art and the creative process through select readings, discussion and studio assignments. The course will prepare the student for the rigors of Advanced Placement course work.

.

**Advanced Placement Drawing 7975**

**Grade 12 Elective Full Year Level 5**

**Prerequisite:** *Art 1, Art II, Aesthetics*

**Course Description:** The Advanced Placement Studio Art course is intended for highly motivated students seriously committed to studying the visual arts. The course will allow students to produce college level work while still attending high school. Students are required to submit a final portfolio of high quality artwork that will be reviewed by a College Board panel.

**Graphic Design & Internet Publishing 5045**

**Grades 9-12 Elective Full Year Level 3**

**Prerequisite:** None
**Course Description:** What makes good design? Why do designers use certain colors, fonts, or images? In this class, you will learn about color theory, typography, creating areas of focus, and other areas of graphic design that will change the way you see everything around you. Projects will include working with local bands to create concert posters for them, entering a Vans Shoe Design contest, studying the history of street artist and artists from the 1980’s to the present, creating t-shirts, and much more. Space is limited.

#  Technology

## Computer Science

**Java Programming I Semester Level 3**

**Grades: 9, 10, 11, 12 Course Number: 0960**

**Prerequisites:** Algebra 1 or teacher recommendation

**Course Description:**  This course introduces students to the basics of the Java programming language. Students will learn programming constructs involving input/output, constants, variables, void and return methods, and parameters. They will also learn how to control output through the use of conditionals, iteration and recursion while implementing numeric, string, and Boolean expressions. This course is project based where students complete all work in an online portfolio. A laptop computer is required for participation.

**Java Programming II Semester Level 3**

**Grades: 9, 10, 11, 12 Course Number: 0970**

**Prerequisites:** Java 1 or teacher recommendation

**Course Description:** This course continues the study of the Java programming language from Java Programming 1. Students will learn additional program structures involving arrays, strings, objects, and classes, as they analyze, test, and debug programs. They will also examine code to assert pre and post conditions, execution counts, runtime, as well as appropriate numerical representations. Students will also learn about Data Structures as well as operations for applying searching and sorting algorithms. This course is project based where students complete all work in an online portfolio. A laptop computer is required for participation.

**Game Development Semester Level 3**

**Grades: 9, 10, 11, 12 Course Number: 0945**

**Course Description:**  In this course student will create programmatic images, animations, interactive art, and games. Starting off with simple, primitive shapes and building up to more sophisticated sprite-based games, students become familiar with the programming concepts and the design process computer scientists use daily. They then learn how these simpler constructs can be combined to create more complex programs. Along the way, they practice design, testing, and iteration, as they come to see that failure and debugging are an expected and valuable part of the programming process. This course is project based where students complete all work in an online portfolio. A laptop computer is required for participation.

**APP Development Semester Level 3**

**Grades 9, 10, 11, 12 Course Number: 0910**

**Course Description:** This course introduces the foundational concepts of computer programming, which unlocks the ability to make rich, interactive apps. This course uses JavaScript as the programming language, and App Lab as the programming environment to build apps, but the concepts learned in these lessons span all programming languages and tools. Students will become familiar with the programming concepts and the design process computer scientists use daily. They then learn how these simpler constructs can be combined to create more complex programs. Along the way, they practice design, testing, and iteration, as they come to see that failure and debugging are an expected and valuable part of the programming process. This course is project based where students complete all work in an online portfolio. A laptop computer is required for participation.

##  Radio and TV

**Radio and Television Programming and Production 7600**

**Grades 10-12 Elective Semester Level 3**

**Prerequisite: None**

**Course Description:** This semester course is comprised of approximately twenty weeks with two ten-week terms. Term one focuses on television work. Term two focuses on radio. However, there is significant overlap of project work between both. Students are given the opportunity to enhance acquired skills in both areas during class time and in after the school WAVM program, which runs daily from 2:00-9:00 p.m. The course is divided into several units. Each unit involves introductory lectures and equipment demonstration. This is followed with extensive hands-on team and individual mastering of the equipment. Each unit culminates with an assigned project to demonstrate each student’s understanding of the material. Written and oral exams are given periodically. Projects may range from scripting and producing a five-minute news segment to preparing a set of interviews and video on a timely topic. The course is limited to twelve students each semester. Successful completion of this course gives students the opportunity to take a second semester in the Advanced Radio and TV course.

**Advanced Radio and Television Programming and Production 7650**

**Grades 10-12 Elective Semester Level 3**

**Prerequisite: *Radio and Television Programming and Production***

**Course Description:** This course build upon the skills learned in the first semester course *Radio and Television Programming and Production,* but with more independent and intensive projects. Students are given the opportunity to enhance acquired skills in during class time and in after the school WAVM program, which runs daily from 2:00-9:00 p.m.

**Broadcast Journalism 1 7625**

**Grades 10-12 Elective Full-Year Level 3**

**Course Description:** Working within WAVM, the broadcast journalism course applies the various formats and techniques that center around creating a weekly newscast (MHN). This course teaches the application of television production, primarily focusing on video-recording functions and the three phases of production. A journalistic approach will be required in order to find, write, and properly broadcast community stories. This course relies on meeting deadlines, planning weekly segments, and centers around the school’s student produced newscast MHN (Maynard High News). Group collaboration will be at the core of all that is done within this class. Students will write, produce, record, and broadcast themselves, in order to inform, educate, entertain, and lead the community.

**Broadcast Journalism 2 7630**

**Grades 10-12 Elective Full-Year Level 3**

**Prerequisites:**(Completion of Broadcast Journalism 1 or approval from WAVM are required in order to enroll in Broadcast Journalism 2)

**Course Description:** Working within WAVM, the advanced broadcast journalism course applies the knowledge learned from broadcast journalism 1, into a recurring newscast program. This course teaches the application of television production, primarily focusing on video-recording functions and the three phases of production. The script writing process, performing interviews, and a journalistic approach will be integral to find, write, and properly broadcast intellectual stories. This course relies on meeting deadlines, planning segments, and centers around exploring real-world issues/news. Group collaboration will be at the core of all that is done within this class. Students will write, produce, record, and broadcast themselves, in order to inform and lead the community. This course is for students who want to make a difference in the world using the television/online medium as an effective tool.

**Communications 1 7675**

**Grades 9,10, 11, 12 Elective Full-Year Level 3**

This course operates out of WAVM. Students will receive introductory lessons of the various mediums found within communications. Television, radio, photography, and Internet mediums are all areas to explore in this class. Students will apply what they learn to produce projects that are creative, educational, community-oriented, entertaining, and more. Project deadlines, production phases, and group collaboration will be at the core of all that is done within this class. Students will have to write script, film, act, and edit their work, for different projects centered around communications. Works will be broadcasted for all to view and enjoy.

**Communications 2 7680**

**Grades 10-12 Elective Full-Year Level 3**

**Prerequisite:** (Completion of Communications 1 or approval from WAVM are required in order to enroll in Communications 2)

This course operates out of WAVM. In this course students will apply and expand their knowledge of communications. Television, radio, photography, film, and design are all aspects that will be explored. Students will be held accountable for demonstrating their works with high quality productions designed to educate, entertain, and inform the public and community. Students will have to demonstrate their understanding of production, filming, acting, editing, and more. Group collaboration, deadlines, and ingenuity are all imperative in order to complete this course. High quality projects that inform and entertain are at the core of all that is done within this course. All works created will be proudly displayed to the community.

# Guidance

**Future Teachers 8850**

**Grades 11-12 Elective Full year Pass/Fail Level 1**

**Prerequisite:** None

**Course Description:** This course is designed for students who are interested in the teaching profession. Each student will be paired with a classroom teacher at Fowler or

Green Meadow and learn to assist that particular teacher for the school year.

**Virtual High School 8840, 8845**

**Grades 11,12 Elective Semester/Full Year Level Varies**

**Course Description:** Over one hundred innovative and enriching Internet based courses

(including ten AP courses and several pre-AP courses) are offered through the Virtual High School and the Maynard High School. VHS is a nonprofit collaborative of partner schools throughout the U.S. and around the world that expands learning opportunities for teachers and students through online education. Participation in these high quality electives is limited to members of the junior and senior classes who are in good standing. Students cannot enroll and receive academic credit in courses that are currently being offered at MHS. In addition to mastering the course content, special circumstances will be considered and must be approved by the principal. Online learning in VHS helps students develop collaborative skills, creative problem solving skills, independent learning skills, and technological fluency. Courses are offered per semester and offer 2.5 academic credits. VHS electives are leveled courses and vary from course to course. Registration deadlines may vary from MHS registration deadlines. Space is limited to ten students per semester.

**Work Study 8800**

**Grades 11,12 Elective Full Year Pass/Fail Level 1**

**Course Description:** Students will work at a job location of their choice throughout the

school year. They must actively work at least 10 hours a week in order to earn credit.

Students will meet periodically with the instructor and be required to complete a project each term that links work based learning with their academic learning.

# Senior Project Program

**Senior Project I 3800**

**Grade 12 Fall Semester Level 3, 4**

**Course Description:**

In Senior Project, you have the opportunity to devote the entire year to the exploration and study of the topic of your choosing. Possible avenues to explore include, but are not limited to: possible college majors or career choices, personal interests/hobbies/passions, or perhaps there’s a course that MHS never offered that you wish you had the opportunity to take. During the fall semester, you’ll spend your time researching a selected topic and then writing a 10-15 page college-level research paper that answers an original question of your crafting. You will also identify and apply for an internship or job shadow within your field of study. To help with this process, over the course of the first semester, you will also learn how to create a professional resume and participate in a mock interview. For your midterm, you will give a 10-15 presentation on your research findings and plans for second semester to a panel of teachers and students. While the level of work required for this course is demanding, your ability to select your course of study has the potential to make the tasks both manageable and enjoyable. Vital 21st century skills you’ll hone over the semester include: public speaking, time management, independence, & more

**Senior Project II 3825**

**Grade 12 Spring Semester Level 3/4**

**Prerequisite:** *Senior Project I*

**Course Description:**

Upon completing the requirements of the first semester, the second semester will consist of the following components:

1) Complete a 25 hour internship or job shadow within your field of study. You are required to document your experience by maintaining a learning log which must be signed by your mentor to confirm your completion.

 2) Create a major project that demonstrates an understanding of your topic. You have tremendous freedom when choosing a project. Sample projects include, but are not limited to: coordinating an assembly, filming a documentary, organizing a fundraiser, coordinating a field trip, creating an animated film, programming a video game, writing a novel or short story, taking an online class, conducting your own experiment or study, building a prototype, and more.

3) Write a 5 page follow-up research paper in APA format

4) Attend the Senior Project Showcase, held one night in May from 6:00-7:30 pm in the MHS gymnasium. Attendance is mandatory, and you are required to create a tri-fold display that highlights your entire year’s work. Parents, teachers, and community members are invited to the event and given the opportunity to informally ask questions about what you learned over the course of your year.

5) Give a 15 minute presentation to a panel of teachers and community members that summarizes your entire year in senior project: research, project, internship/job shadow and a self evaluation. Upon completing the presentation, you will face questions from your panel about your year, in a manner similar to defending a dissertation.

In addition to the requirements outlined above, students also have the option to apply for a grant from the Maynard Education Foundation (MEF) to cover costs for funding a project and/or travel to internship/job shadow locations. In the past, the MEF has awarded senior project students grants ranging from $50 - $1,600.

**Digital Portfolio 5195**

**Grade 12 Full Year Level 3**

**Prerequisite:**

**Course Description:** This course is one of the three choices a senior has to fulfill their graduation requirement. This class involves creating a digital portfolio containing work done while at Maynard High School along with an investigation on a topic of the students’ choice. Each senior will be responsible for showing proficiency in one or more of the core values and standards set up by Maynard High School.

**Introduction to the Capstone Project 8960**

**Grade 9 One Quarter Level 2**

**Course Description:** This course is an overview of the three Capstone Project pathways. As a graduation requirement, students are required to choose and successfully complete one of the three Capstone Project options; Senior Project, Mentorship, or Digital Portfolio. In this course, students will explore the three options. While exploring the Senior Project, students will reflect on a field in which they are interested in pursuing a career. They will brainstorm research project ideas as well as possible internships. While learning about the Mentorship option, students research the importance of having an older student offer academic, social, and emotional support to a new student. Students will explore the advantages and rewards of mentoring another student. Finally, while exploring the Digital Portfolio option, students will begin the practice of saving their work digitally. Also, they will study the Maynard High School core values and standards. Students will spend time brainstorming skills and knowledge that they wish to acquire while at Maynard High School. All three Capstone Project options require a research paper and a culminating project. This course will allow students to practice and enhance their writing and presentation skills as well.