

*Algonquin Regional High  
School*

*Program of  
Studies  
2021-2022*



*A Tradition of Excellence*

*<https://www.nsboro.k12.ma.us/arhs>*

*Serving the Communities of Northborough and Southborough*

Algonquin Regional High School

*Program of Studies*

*2021-2022*

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## IMPORTANT INFORMATION

January 2021

Dear Students and Parents:

Though next school year seems quite far off, we have begun the process of developing our courses for next year, and your input will be critical. The information below will, I hope, assist you as you identify the courses and levels that will provide a healthy balance of courses that are challenging while at the same time provide opportunities for success.

We offer three levels of courses and to support you making this best choice we have included in the Program of Studies the full College Preparatory (CP) and Honors (H) criteria. It is imperative that both students and parents read through the Program of Studies and course levels carefully; by high school many students begin to show clear preferences for some content areas and less enthusiasm for others. Often, as a result, students take a mixture of college preparatory and honors courses, depending on their interest and ability.

Some students may choose to enroll in Advanced Placement courses, which are our most challenging courses and require the content knowledge and skill required at the college level. The curriculum for AP courses is reviewed and approved by the College Board. The AP course expectations are consistent with the criteria established at most selective colleges and universities. Our teachers maintain these high expectations in their AP classrooms; as a result, AP courses are very rigorous.

We are deeply committed to preparing all of our students for college and careers upon graduation. And, our Program of Studies reflects that commitment, offering a wide variety of course types at levels that match students' interests and skills. However, sorting through these choices can be daunting. If you have questions about which courses or level might be best, please consult with your child's **teachers and guidance counselor**. Addressing questions and concerns is much easier now than after our master schedule is developed. Unfortunately, making changes after the course selection process is complete may be difficult or even impossible. For this reason, our goal is to work with you to provide a challenging learning experience with responsible expectations for success both now and for the future.

Lastly, keep in mind the broad number of opportunities your student has to explore his or her interests and curiosity. In all of our departments, teachers have created exciting elective courses driven by their passion for teaching. As students venture out to take a myriad of elective courses, they support empowering themselves with knowledge on collegiate and workforce decisions. I encourage our students to enroll in an art course to foster creativity and grow their analytical skills. The same push is given in support of our Applied Arts Courses that develop our students networking and communication skills. In many cases, students at Algonquin begin to recognize their own interests and passion from this wide variety of classes which in turn helps them find their direction and their ultimate focus at the next level.

Sincerely,

Mr. Sean Bevan

## **II. ALGONQUIN REGIONAL HIGH SCHOOL MISSION STATEMENT**

The mission of Algonquin Regional High School is for all members of its school community to grow and achieve to their potential within a supportive and safe environment. In an atmosphere that fosters academic rigor, high standards and expectations are set for all disciplines including the fine and performing arts, technology, and wellness education. Cultural diversity, individual expression, and inclusion are embraced and respected. Life long learning and an understanding of civic responsibility are encouraged. Collaboration among students and teachers empowers individuals to explore and pursue a variety of educational and social experiences. The school community supports student participation in service projects, from which students derive an awareness of and sensitivity to the needs of others.

### **Academic Expectations**

#### ***Students at Algonquin Regional High School will:***

- Read critically, by analyzing, interpreting and evaluating text
- Synthesize information from diverse sources, to produce coherent summaries, arguments and positions
- Speak and write effectively, using standard English in a manner appropriate to purpose and audience
- Acquire and apply mathematical and technological skills, to interpret information and to solve problems
- Explore, develop and express individual creativity; set goals and objectives; and manage time effectively
- Demonstrate competencies in all curriculum areas identified by the Massachusetts Department of Education
- Be challenged in an intellectually stimulating and engaging environment

### **Social Expectations**

#### ***Students at Algonquin Regional High School will:***

- Develop the skills to work both independently and cooperatively
- Demonstrate respect for themselves and others, as well as for diversity in the school community
- Be active participants in the school community

### **Civic Expectations**

#### ***Students at Algonquin Regional High School will:***

- Become aware of their roles and responsibilities as members of local, national and global communities
- Contribute to these communities as active participants

### **III. College Preparatory and Honors Courses Criteria**

#### **COLLEGE PREPARATORY CRITERIA**

College Prep courses are designed to develop a thorough understanding of the fundamentals of a subject: the skills needed to understand relevant material and the application of the concepts through various assessment tools. Materials are presented at a deliberate pace in both abstract and concrete formats. The teacher, with the goal of building independent study and critical thinking skills, provides considerable instructional support. A student's written work must be clear and thoughtful, demonstrating a basic understanding of vocabulary and an accuracy of expression. Other criteria are structured by the teacher and/or the department. Students in these courses have homework on a regular basis with the emphasis on reinforcement of the material presented. Any students experiencing difficulties are expected to seek help from their instructors. Students are expected to plan and complete selected long-term assignments.

#### **HONORS CRITERIA**

The Honors courses at Algonquin are designed to engage the students who have a genuine interest in the subject matter. In an atmosphere that provides an accelerated pace with little repetition of previous work, students with demonstrated academic achievement and a high level of maturity will expand their mastery and appreciation of the course content. These courses require independent initiative and outside preparation with emphasis on analysis, synthesis, critical thinking, reflection and problem solving. Written work must exhibit complexity in structure, thought and vocabulary. Students must also be able to organize time and demonstrate a consistency of effort to comply with long-term assignments and independent studies. Students are expected to take advantage of opportunities to seek help from their instructors in order to ensure all possible steps are there to produce the best outcomes. Therefore, self-directed students should seek Honors class in subjects that interest them to a high degree and must accept the responsibilities to meet the demands of these courses.

# IV. Graduation Requirements and Support Services

## A. Important Note to Students and Parents about MCAS.

Students are required to pass the Massachusetts Comprehensive Assessment System test, MCAS, in English Language Arts, Mathematics and Science in order to receive a high school diploma. Additionally, students who receive a score within the Needs Improvement range, will be expected to fulfill the requirements of an Educational Proficiency Plan (EPP).

The purpose of an Educational Proficiency Plan (EPP) is to assist students in further developing their academic skills. An EPP will include, at a minimum: a review of the student’s strengths and weaknesses based on MCAS and other assessment results, course work, grades and teacher input; the courses the student will be **required** to take and successfully complete in grades 11 and 12; and a description of the assessments the school will regularly administer to determine if the student is moving toward proficiency.

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## B. Course Requirements for Graduation

The following credits must be earned in the designated areas in order to receive a diploma:

a. English*	20.0 credits
b. Social Studies*	15.0 credits
c. Mathematics	15.0 credits
d. Science*	15.0 credits
e. Applied Arts and Technology or Fine and Performing Arts.....	2.5 credits
f. Digital Literacy & Computer Applications.....	2.5 credits
g. Economics*.....	2.5 credits
h. Health and Fitness*.....	10.0 credits
i. Electives .....	<u>27.5 credits</u>
<b>TOTAL</b>	<b>110 credits</b>

\* These fields of study require students to take specific courses for graduation. Details of these courses are described in Parts II and III of this Program of Studies.

Courses that meet daily for one semester are valued at 2.5 credits. The total number of credits required for graduation continues to be 110. However, this number is only a minimum. All Massachusetts high school students are required to be in *structured learning time* for 990 hours per 180-day school year. This requirement means that *all students must be in direct instruction or directed studies each period of every day.*

The majority of students earn between 60-70 credits by the conclusion of sophomore year. In order to remain on four year graduation track, you must earn a minimum of forty (40) credits by the end of sophomore year.

## C. Course Waivers, Alternative Scheduling Options and Independent Study

### 1. Course Waivers

Course waivers are not available for graduation requirements established by law or by listing in the school's Program of Studies.

### 2. Alternative Plans

An Alternative Plan provides a process through which students are sometimes able to fulfill course requirements through means other than regular participation in a specific course. An Alternative Plan is a last resort, one that is applied only in exceptional instances. It is very important that students and parents understand these provisions. Before an Alternative Plan is considered, the student requesting that plan must answer three questions:

1. What alternative plan is being requested?
2. Why is this proposed plan important?
3. What procedures and measurement criteria will ensure that the student will meet the criteria of the course for which an alternative plan is being requested?

To answer question 3, the students must refer to the curriculum of the course for which he or she is requesting an Alternative Plan (Program of Studies). The proposal must include both *content* and *skills*. To ensure emphasis of appropriate sections of the course curriculum, the student must also confer with the appropriate department head for assistance.

Proposals should be submitted through the student's Guidance Counselor. Final approval rests with the principal within the framework of School Committee policy.

### 3. Independent Study

Independent Study is available as an option based on the following requirements:

- It is contained within the regularly scheduled student school year under the direction of the teacher.
- It is a program that has the same rigorous course of study and standards as a core subject.
- It is assigned a grade and credit.
- It is individually or team designed.

An independent study contract must be completed and approved prior to any implementation.

### 4. Teaching Assistant (TA)

A Teaching Assistant is a valuable resource to both the classroom teacher and students. Any student wishing to become a TA must be approved by the assigned teacher and department head. All TA assignments must adhere to the school wide guidelines. Students choosing to enroll in a TA assignment are only allowed to enroll in one senior study during the given semester.

### 5. Online Learning

Algonquin Regional High School provides students an opportunity to take an online elective course as a part of their high school experience. If you wish to sign up for an online elective course, you must discuss this option with your Guidance Counselor.

## 6. Course Level Overrides

During the course selection process, teachers make recommendations pertaining to appropriate course levels based on a student's past performance and teacher's perceptions of future success. These recommendations for students include collaborative work with peers, teachers, colleagues and data. If a parent or student disagrees with a teacher's recommendation, the student must speak with the recommending teacher. If after speaking with the teacher they still wish to pursue an override, they should request an override contract from the teacher. Override contracts must be completed and submitted on or before the published deadline. Late override forms will not be accepted.

**Eligibility prerequisites for AP courses are not subject to parental overrides.**

**\*\*For grade 8 students, please follow the guidelines outlined by your middle school.**

## 7. AP Courses

Advanced Placement courses are generally appropriate for grade 11 and 12 students who are highly motivated and have demonstrated their eligibility through required prerequisite courses and appropriate levels of achievement.

Prerequisites for AP courses are determined by individual departments. We are open to expanding options for exceptional students; however, please understand that AP courses are college courses. The curriculum for AP courses is mandated by the College Board and not aligned with MA curriculum frameworks and MCAS tests. If students or parents feel that they would like to pursue an AP course in grade 10, they should speak to the current teacher and department head for the content area. **Enrollment in AP courses is subject to eligibility.**

**College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.**

## 8. Course Change Guidelines

Our goal is to work with students to provide a challenging learning experience. Teachers make recommendations pertaining to appropriate course levels based on a student's performance and perceived future success in the subject matter. Occasionally students experience difficulties with the subject matter which results in the teacher recommending a level change. The purpose of recommending a level change is to assist a student in finding greater success in their course work.

It's important that students are appropriately placed early on in the school year in order to experience greater success. With this in mind, the following are the course change guidelines.

### Semester Course:

All course withdrawals or level changes **must be** made before the midpoint of 1<sup>st</sup> or 3<sup>rd</sup> quarter.

1. Weighted grades will follow student in level change.
2. Course will not appear on transcript.

### Full Year Course:

All course withdrawals or level changes **must be** made before the end of term 1.

1. Weighted grades will follow student in level change.
2. Course will not appear on transcript.



## D. Course Levels, Honor Roll, Grade Point Average, and Class Rank

### 1. Course Levels

Courses are organized on the basis of three achievement levels, College Preparatory, Honors and Advanced Placement. Each of these levels meets the requirements for post-secondary education placement. All courses are designed to challenge students to achieve at their highest possible level.

**College Preparatory** courses are college and post-secondary educational preparatory classes. These are taken by a majority of four-year college bound students, and require well-developed reading, writing, verbal, conceptual, mathematical, and study abilities, as well as substantial outside preparation and assignments.

**Honors** courses include material presented at an accelerated and more intensive pace than the College Prep courses. They require advanced reading, writing, verbal, conceptual, mathematical, and study abilities, as well as extensive outside preparation.

**AP courses** are curriculums designed to give students college level courses and exams while still in high school. The curriculum for AP courses is standardized by the College Board and challenges students to the highest degree.

### 2. Honor Roll

The Honor Roll is published at the end of each quarter. It consists of three lists, the Principal's List, the Honors List, and the Commended List.

- Principal's List: No grade lower than A-
- Honors List: No grade lower than B
- Commended List: No grade lower than B-

An incomplete in *any* course will prevent a student from being included on any of the above lists.

### 3. Career Grade Point Average

A grade point average aggregates the grades a student has received into a single average.

- All courses will be counted as part of the career GPA.
- Career GPA Option: One non-required course per semester may be exempted from counting in the career GPA. This must be declared at the time of course selection.

### 4. Calculation of Career GPA

Determine the quality points and potential credits for each course taken. All courses at ARHS are assigned weighted quality points based upon the level of class (i.e. Advance Placement, Honors, and College Preparatory). Please refer to the following chart on the next page. Potential credits can be found in the description of courses in the Program of Studies (i.e. year long = 5 credits, semester = 2.5 credits).

Career GPA is calculated by first multiplying quality points by the potential course credit for each course taken. Then divide the sum of these products by the total potential course credits.

Example:

Course/Level	Grade	Potential Credits	Quality Points		
Eng. (H)	A	5.0	x	4.3	= 21.0
SS (CP)	B	5.0	x	3.0	= 15.0
Math (CP)	A-	<u>5.0</u>	x	3.5	= <u>17.5</u>
		15.0 credits		54.0	54.0 = 3.6 GPA
					15.0

All courses are calculated into the GPA unless an exemption is noted. Students are allowed to exempt one non-required course each semester from their GPA. This must be declared at the time of course selection.

**The junior GPA based on six semesters is the GPA sent to colleges during the college application process.**

**5. GPA Chart for class of 2022 and beyond:**

Letter Grade	% Equivalent	AP	Honors	CP
A+	97-100	5.0	4.5	4.0
A	93-96	4.8	4.3	3.8
A-	90-92	4.5	4.0	3.5
B+	87-89	4.3	3.8	3.3
B	83-86	4.0	3.5	3.0
B-	80-82	3.8	3.3	2.8
C+	77-79	3.5	3.0	2.5
C	73-76	3.3	2.8	2.3
C-	70-72	3.0	2.5	2.0
D+	67-69	2.8	2.3	1.8
D	63-66	2.5	2.0	1.5
D-	60-62	2.3	1.8	1.3
F	0-59	0.0	0.0	0.0

**6. Summer School Policy**

Students who fail a course and receive a minimum grade of 55 may attend summer school with the approval of their guidance counselor.

When the summer school transcript is received in August, the student’s counselor will adjust the transcript and make any necessary changes to the student’s schedule.

After the course has been passed, credit will be reinstated, a notation will be made on the transcript that summer school was attended and the quality points and grade will be calculated into the GPA. The failing grade is still noted on the transcript and this grade is also calculated into GPA.

## E. GUIDANCE SERVICES

### Vision

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The vision of the Algonquin Regional Guidance Counseling Program is for all students to acquire the academic, vocational and personal/social skills to successfully participate as productive citizens in an ever-changing, multicultural world.

### Mission

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Our mission is to assist all students in realizing their academic, social/personal and career potential within a supportive and safe learning environment.

### Goals

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The goals of the ARHS Guidance Counseling Program support the ASCA (American School Counseling Association) National Standards for student academic, career and personal/social development. These goals include:

- **Academic Achievement**

To assist students in appraising their abilities, achievements and interests

To provide information and resources for long and short term planning

To advocate for students to maximize their educational opportunities regardless of learning styles or differences

- **Career Planning**

To encourage students to investigate the world of work in relation to knowledge of self and to make informed career decisions

To help students develop a viable plan for their future through the resources both in and out of school

- **Personal /Social Development**

To help students develop the skills to evaluate personal issues, problem solve and seek appropriate in school/community resources

To assist students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others

To foster the development of good decision making

## **F. Course Scheduling**

Many hours go into reviewing students' programs and assisting them in making good decisions about their future. Counselors encourage every student and parent to read the Program of Studies, evaluate the teacher recommendations, and then decide on their program. Every choice should involve good decision-making, taking into consideration achievement, motivation, ability, interest and future goals. This process includes:

- Counselors distribute course selection materials & explain the graduation requirements
- Teachers make individual course recommendations in PowerSchool
- Course selection requests are reviewed and submitted by students & parents in PowerSchool
- Counselors review course selections
- The master schedule is built to reflect course requests
- Course conflicts are resolved
- Final schedules are distributed to all students

## **Career Resource Center**

The Career Resource Center, open during school hours, is a vital part of the Guidance Department. It serves not only the needs of the student body, but also those of the citizens that reside in the communities of Northborough and Southborough.

The services available in the Resource Center include:

- Internet access for on-line research and applications
- Naviance, a web-based college and career planning program for students and parents
- College and career representatives visits providing information and /or opportunities

Some of the materials located in the Career Resource Center include:

- College catalogs, view books and applications
- College CD's
- A wide variety of handbooks and directories of trade, technical and vocational schools
- Information from colleges with specialized student support services
- Occupational information on over 1,550 careers detailing required skills, training wage projections and employment trends
- Volunteer opportunities and job postings for students posted on Guidance webpage
- Information on summer programs and foreign exchange opportunities
- A substantial library of written materials which include books and articles on the college planning process, college majors, financial aid, careers, etc
- Information to help with resume writing, college interviewing and college essay writing
- Scholarship information available on Naviance

# V. Course Descriptions

## APPLIED ARTS & TECHNOLOGY DEPARTMENT

Mary Beth Pappas, Department Chairperson

### COURSE OFFERINGS

#### Business Studies

- Accounting
- AP Microeconomics
- Business Communications
- Business Fundamentals
- Business Internship
- Business Law
- Business Research and Project Management
- Contemporary Issues Facing the Global Economy
- Corporate Finance
- Entrepreneurship
- Fashion and Retail
- Financial Literacy
- International Business
- Management and Leadership
- Marketing
- Microeconomics and Finance (required)
- Social Media Marketing
- Sports and Entertainment Marketing

#### Computer Applications

- Digital Literacy & Computer Applications(required)
- 3D Computer Animation
- Microsoft Office Certification (MOS)

#### Computer Science

- Advanced HTML and Web Design
- AP Computer Science A (Java)
- AP Computer Science Principles
- C++ 1
- C++ 2
- Exploring Computer Science
- Game Development and Programming with XNA
- HTML and Web Design
- Python Programming

#### Education & Consumer Sciences

- Culinary & Hospitality Management
- Early Childhood Development
- Early Childhood Education
- Learning through Play
- Nutrition and Culinary Arts 1 and 2
- Urban Gardening

#### Technology

- Construction Technology
- Engineering Graphics 1, 2, and 3
- Engineering with Metals
- Robotics Technology
- Students Working to Advance Technology (SWAT)
- Technology Engineering Makerspace
- Video Production 1 and 2
- Wood Technology 1 and 2

The Applied Arts & Technology Department also offers participation in the

- **Computer Programming Club**
- **DECA Program of Competitive Events**
- **National Business Honor Society**
- **Tiny Tomahawk Preschool**
- **U.S. First Robotics Competition**

# Applied Arts & Technology Department

## Course Offerings

The Applied Arts and Technology Department's vision is to provide all students with the knowledge, experience, confidence and personal skills necessary to make meaningful, informed decisions in preparation for post-secondary educational and vocational pathways. In addition, through challenging course offerings students will receive educational enrichment and the skills to become contributing members of the community. The offerings described in the Program of Studies suggest opportunities for students to develop and pursue their interests through a variety of learning experiences that integrate technology, academics, and project-based learning. Program offerings are fully inclusive and designed to provide all students with individualized choices that enhance their comprehensive education.

Applied Arts & Technology: 2.5 Credits in Digital Literacy & Computer Application and 2.5 Credits in Microeconomics and Finance or Financial Literacy are required for graduation. In addition to the requirements above, 2.5 Credits are required in Applied Arts & Technology (or in Fine & Performing Arts – see page 9)

## Pathways

### **Algonquin Business Concentration**

The Algonquin Business Concentration is committed to providing students with the business knowledge, communication and technology skills necessary to excel in college and workplace. The program will provide students with a rigorous, dynamic and interpersonal academic and project-based business program, with a culminating capstone which will foster critical and creative thinking relevant to today's business environment.

**Early Childhood Pathway to Certification** – Algonquin Regional High School offers a comprehensive Early Childhood Program in which students learn about early human development, explore curriculum strategies and concepts, and gain field experiences working in our on-campus preschool: The Tiny Tomahawk Preschool. Students who take at least three classes within this program, gaining 150 hours working with the children in the preschool, over the course of their career at Algonquin are eligible for certification as a preschool teacher through the department of Early Education and Care (EEC) upon graduation.

### **Culinary & Hospitality Pathway**

The Algonquin Culinary & Hospitality Program provides students with introductory and advanced courses in culinary studies along with a hospitality and urban gardening component. This Pathway provides students with the opportunity to learn how to prepare meals, bake, and learn about foods from all around the world. You'll get an in-depth, hands-on experience that emphasizes nutrition, food preparation and production, along with how the culinary and hospitality industries work and operate. Students taking this pathway will have an opportunity to pursue industry certifications such as the ServSafe Food Handling.

Additional information about our Pathways can be found on the Applied Arts & Technology Department webpage.

Lower School		Upper School	
Grade 9	Grade 10	Grade 11	Grade 12
<p><b>Required:</b>            ___ Digital Literacy and Computer Applications(CP)</p> <p><b>Electives:</b>            ___ Business Fundamentals (CP)(H)            ___ C++ 1 (H)            ___ Construction Technology (CP)            ___ Engineering Graphics 1 (CP)(H)            ___ Engineering with Metals (CP)            ___ Exploring Computer Science (CP)(H)            ___ Game Development and Programming with XNA (CP)(H)            ___ HTML and Web Design(CP)(H)            ___ Marketing (CP)(H)            ___ Nutrition &amp; Culinary Arts 1 (CP)            ___ Python Programming (CP)(H)            ___ Urban Gardening (CP)(H)            ___ Video Production 1 (CP)(H)            ___ Wood Technology 1(CP)            ___ Wood Technology 2 (CP)</p>	<p><b>Electives:</b>            You <b>may</b> select <b>any</b> Grade 9 elective <b>plus</b> any of the following:</p> <p>___Accounting 1 (H)            ___Accounting 2 (H)            ___AP Computer Science Principles            ___Business Communications (H)            ___Business Law (CP) (H)            ___C++ 2 (H)            ___3D Computer Animation (H)            ___Corporate Finance (H)            ___Culinary &amp; Hospitality Management (CP) (H)            ___Early Childhood Development (CP)            ___Engineering Graphics 2(H)            ___Fashion &amp; Retail (CP)            ___International Business (H)            ___Microsoft Office Cert. (H)            ___Nutrition and Culinary Arts 2 (CP)(H)            ___Robotic Technology (H)            ___Social Media Marketing (H)            ___Sports &amp; Entertainment Marketing (H)            ___Students Working to Advance Technology(H)(SWAT)            ___Technology Engineering Makerspace (H)            ___Video Production 2 (CP)(H)</p>	<p><b>Required:</b>            ___Microeconomics &amp; Finance (CP)(H) <b>or</b>            ___Financial Literacy (CP)  <b>or</b>            ___AP Microeconomics</p> <p><b>Electives:</b>            You <b>may</b> select <b>any</b> Grade 9 or 10 elective <b>plus</b> any of the following:            ___Advanced HTML and Web Design (H)            ___AP Computer Science A (Java)            ___Business Internship(H)            ___Project Management (H)            ___Contemporary Issues Facing The Global Economy (H)            ___Early Childhood Education (CP)(H)            ___Engineering Graphics 3 (H)            ___Entrepreneurship (H)            ___Learning Thorough Play (CP)(H)            ___Management and Leadership (H)            ___Students Working to Advance Technology(H)(SWAT)</p>	<p>You <b>may</b> select any electives from Grade 9, 10, and 11.</p>

**7225 Accounting 1 (H)** — Gr. 10, 11, 12 — 2.5 Cr.

Money talks and that is why Accounting is called the language of business! It tells a story about the business in financial terms and provides information to both internal and external decision makers about the financial health of a business. In this course, students will gain an understanding of the importance of maintaining accurate financial records, how these records are used to prepare financial statements, and how financial statements are analyzed and used by the company and their investors. Students will complete an entire accounting cycle for a business as well as examine ethics, internal control procedures, auditing, etc. DECA eligible course.

**7210 Accounting 2 (H)** — Gr. 10, 11, 12 — 2.5 Cr.

This course is a continuation of Accounting 1 and will focus on more advanced Accounting concepts and learning objectives of a traditional introductory college level accounting course. Emphasis will be placed on both financial and managerial accounting principles and the use of financial information in making sound business decisions. Students will develop a strong working knowledge of financial statements, inventory systems, cost-benefit analysis, budgeting, etc. Spreadsheet software will be used throughout the course.

**7333 AP Microeconomics** — Gr. 11, 12 — 5 Cr.

This course is modeled after the frameworks published by the College Board. The course offers an extensive examination of the principles of Microeconomic theory. After the introduction of opportunity cost, the concept of scarcity and comparative advantage, the course will focus on the laws of supply and demand, marginal utility, diminishing returns and production costs. A major emphasis of this course will be on the development of critical thinking skills and the application of economic principles in problem solving. Students will be prepared for the Advanced Placement Exam in Microeconomics. DECA eligible course. **Prerequisite: A grade of B- or better in Algebra 2 (H) or a grade of A- or better in Algebra 2 (CP). Fulfills the Economics graduation requirement. Beginning in fall of 2019, College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.**



**7617 Business Communications (H) — Gr. 10, 11, 12 - 2.5 Cr.**

No skill is more crucial for the emerging workplace than communicating effectively. In today's dynamic workplace, where technology presents new efficiencies and new challenges, your ability to think critically, craft messages, and reach audiences will be a main focus of this course. This course will give you the opportunity to practice business writing and oral presentation skills that will help you achieve success in any chosen career/field. You will learn to speak and present with style and professionalism using PowerPoint and other technology. A focus on public speaking in the form of role playing, news broadcasting, presentations, and interviewing will be eminent. Students will learn how to prepare and deliver several different kinds of presentations including Introductory, persuasive, elevator, and Informative. This course will also offer a chance to conduct a college and career search. After completing this unit, you will be able to identify career pathways along with the required college/training needed for the career. Writing career documents such as resumes and cover letters for professional advancement as well as participating in creating a class Mock News Show will be a focus in the second term. Assignments and activities will also focus on performance skills (i.e. productivity, time management, stress management) and thinking tasks you will likely encounter on the job. The creation and use of your professional portfolio in a mock job interview will be a requirement for this course. DECA eligible course.

**7432/7430 Business Fundamentals (H) (CP) — Gr. 9, 10, 11, 12— 2.5 Cr.**

Are you interested in finding out more about the world of business? This semester course will explore the areas of basic business skills, economics, entrepreneurship, management and leadership, marketing, accounting and financial management, and business law. This is an overview course focused on the practical application of business knowledge through projects and critical thinking assignments. Individual and/or team oral and written presentations will be required. This class is an excellent foundation for other business classes offered at Algonquin Regional High School or to see if one of topics mentioned above is something you are interested in exploring further in the future. Though topics may be similar for Honors and College Preparatory level students, the levels will be differentiated with regard to rigor and the requirements for additional projects, reading, writing and viewing assignments at the honors level. DECA eligible course.

**7317 Business Internship (H) – Gr. 11, 12 - 2.5 Cr.**

The business internship provides an opportunity to apply principles learned in and outside the classroom. The internship is an academic program, which integrates classroom work and practical experience with cooperating businesses. The internship allows students the opportunity to apply classroom learning in businesses both large and small. It is a structured field experience in which an intern acquires and applies knowledge and skills, while working in a responsible role within a business environment. Working with a supervisor, the student will perform prescribed work within an administrative setting. The internship will be tailored to the individual student's career interests and the needs of the supervising organization. **Student must be enrolled in the Algonquin Business Concentration. Dept. Chair approval required.**

**7410 Business Law (CP)** – Gr. 10, 11, 12 – 2.5 Cr.

Students interested in pursuing a degree in a business field, law, or any student interested in understanding more about how common legal transactions affect their everyday lives should take this course. Topics covered in this course include where laws come from, ethics with a focus on business, cyber law, federal and state court systems, corporate crimes, personal injury law, sales law, and contract law. Students will also learn about topics such as real estate law – how to buy a house, apartment rental agreements, commercial paper, and bankruptcy and bad debt. Students will be able to analyze cases and form judgments of each case using the laws they have learned. A focus will also be on Internet Research on real cases from the past and in current events. Individual and team oral and written presentations will be required. Learning will also take place through class discussion and participation, guest speakers and a field trip to Worcester District and Superior Courts (if available). DECA eligible course.

**7400 Business Law (H)** – Gr. 10, 11, 12 – 2.5 Cr.

Students interested in pursuing a degree in a business field, law, or any student interested in understanding more about how common legal transactions affect their everyday lives should take this course. Topics covered include an in-depth study of the law of contracts, criminal law and procedures, civil law and procedures, commercial paper, negotiable instruments, personal and product liability, sales and distribution of goods, and the UCC. Students will apply legal concepts as they review real legal cases and write and analyze case studies. Learning will also take place through class discussion and participation, guest speakers, a field trip to Worcester District & Superior Courts (if available), and through group projects and presentations. DECA eligible course.

**7615 Project Management (H)** Gr. 11, 12 – 2.5 Cr.

In this project-based capstone course, students will enhance their communication and project management skills through the development of research projects. Written projects in this course are designed to challenge students to develop their professional writing style. Projects may be student generated, community-based or based on DECA guidelines published each year. Mentor alliances will be formed with community-based businesses and organizations. Emphasis will be placed on problem-solving, research techniques and analysis, project development and organizational skills. Students will be expected to integrate technology into all aspects of their classroom experience. Field experiences in the community may be required depending on project topics. Students taking this course may be eligible to compete in written events at DECA State Competitions. DECA eligible course. ***Prerequisite: A grade of B- or better in Marketing or Business Fundamentals.***

**7360 Contemporary Issues Facing the Global Economy (H)** – Gr. 11, 12 – 2.5 Cr.

Contemporary Issues offers students the opportunity to explore and analyze a number of political, social, and environmental issues that affect the US and global economies by analyzing films, movies, documentaries, news shows, and TEDTALKS. Students will also be required to complete daily article readings and reviews from various news outlets like: The Wall Street Journal, The New York Times, The Washington Post and The Economist. Students will be expected to actively engage in class discussion, provide impactful and thorough analysis, and synthesize the information they have been presented. ***This does not fulfill the Economics course requirement.***

**7330 Corporate Finance (H)** Gr. 10, 11, 12 2.5 Cr.

In this course students will be introduced to the world of business finance. The main focus of this course will be on investing and financing decisions of a business. Students will learn how to raise and manage money for a business while making short-term and long-term financial decisions. They will examine the role of financial markets and institutions and the sources of funding available such as stocks, bonds, and loans. They will examine investment risk and return potential, cash flow, budgeting, and the time value of money concept. During the semester, students will complete a detailed investment simulation/portfolio. While the focus of this course is on business financial management, the skills learned can be applied to personal financial decisions. DECA eligible course.

**4807 Digital Literacy & Computer Application (CP)** – Gr. 9 -- 2.5 Cr.

In this course, students are introduced to a broad range of technology topics that will give them a foundation for success in today's evolving digital landscape. Students will learn how to access and utilize online resources using various search techniques, credible databases, and proper evaluation techniques to determine accuracy, credibility and or bias. They will learn proper storage techniques and options, how to create and manipulate spreadsheets and word processing tools, and various digital ways to communicate, display, and analyze data. Students will learn some of the core concepts in computing and will be introduced to computational thinking in Computer Science. This course will be taught through a combination of lectures, online trainings, project based learning, and hands-on experience using Microsoft, Google, and other applicable tools. This is a required course for students, usually taken during the ninth grade. Students will have the opportunity to apply and reinforce their newly acquired skills to other academic areas as well as our advanced technology courses at Algonquin. **Required for graduation.**

**7325 Entrepreneurship (H)** — Gr. 11, 12 - 2.5 Cr.

Entrepreneurship is a mindset not a job title. This project-based capstone course will teach the skills and approaches to successfully evaluate and create new business opportunities through the design thinking method. Students will engage in team building and collaborative activities, with the intent of increasing career and college readiness. Students will explore the complex tasks, expectations, and restrictions of individuals engaged in entrepreneurial activities. Students will progress through different methods for developing business ideas, the processes of starting a business, the acquisition of resources, and the key components of a business plan. Emphasis will be placed on entrepreneurial characteristics and traits; Design Thinking; Growth Mindset; Business Plan/Lean Canvas; creativity and innovation; idea/product feasibility; business plan pitches; and public speaking to increase self-confidence through business pitches. **DECA eligible course. Prerequisite: A grade of B- or better in Marketing or Business Fundamentals.**

**8620 Fashion Design and Retail (CP)** — Gr. 10, 11, 12 — 2.5 Cr.

This course is ideal for students considering a career in fashion, merchandising or related areas or for any student who wishes to develop a new skill set. Students will sketch new and current fashion trends, coordinate fashion displays, conduct fashion trend research, plan promotions and create storefronts and window displays. DECA eligible course.

**7320 Financial Literacy (CP)** Gr. 11, 12 – 2.5 Cr.

It is imperative that our youth be given the financial skills necessary to make wise money management decisions now and in the future. By the end of this course students will understand what it means to be financially literate. They will study career related topics such as job search, employment, payroll forms, and tax returns. Students will focus on developing a financial plan which includes establishing goals and preparing, managing, and analyzing a budget. An in-depth look at various savings and investment options such as stocks, bonds, and retirement plans will be explored along with the Time Value of Money concept. We will examine the meaning of debt which is a critical problem in our economy. This includes types of credit (revolving charge accounts, auto and home loans, etc.), the importance of having a good FICO score, and analyzing and calculating the cost of credit. **This course fulfills the Economics graduation requirement.**

**7315 International Business (H)** – Gr. 10, 11, 12 – 2.5 Cr.

This course will cover the development of international business with a focus on international marketing; theories and methods of international trade; the effects of economics, political and cultural environments on international business and trade; impact of geography in business transactions; legal aspects of international business; and developing an effective international marketing strategy. DECA eligible course. **Prerequisite: A grade of B- or better in Marketing or Business Fundamentals.**

**7620 Management and Leadership (H)** -- Gr. 11, 12 – 2.5 Cr.

This course is intended to help students become more effective leaders in their current lives and future contexts to which they aspire. At the core of this class, the four management functions (planning, organizing, leading and controlling) are examined. Course topics include leadership, group dynamics, and theories of motivation, introduction to organizational structures, communication skills, conflict resolution, and ethical decision-making. Students will demonstrate effective problem solving, critical thinking, teamwork, and goal-setting skills. Current business articles related to management and leadership are examined and students are required to participate in class discussions. This course will require team project-based assignments. DECA eligible course. **Prerequisite: A grade of B- or better in Marketing or Business Fundamentals.**

**7805 Marketing (CP)** — Gr. 9, 10, 11, 12 — 2.5 Cr.

**Marketing is an Integral Part of EVERYTHING!** Marketing is not something that only concerns salesmen and medical reps. Whether you become an electrician, plumber, carpenter, teacher, engineer, or a doctor, you'll benefit from it. That's the bottom line! A Google search results in over 70 different definitions for marketing. However it is defined, marketing provides the bridge between business and consumers. One goal of the course is to open the student's eyes to the world of marketing that is all around and to become educated decision-makers. The course involves a variety of activities focused on market segmentation, target marketing, market research, promotion, pricing, product/service management, distribution, and selling. Instructional activities include introductory case studies, current event discussions, guided notes and guest speakers. In addition, students will learn the basic skills of graphic design including layout, fonts, colors and technology to create visually appealing artifacts. The course ends with students creating, building and sharing a FOOD TRUCK business at a **MODEL FOOD FEST SHOWCASE** open to the school community. **DECA eligible course.**

**7305 Marketing (H)** — Gr. 9, 10, 11, 12 — 2.5 Cr.

**Marketing is an Integral Part of EVERYTHING!** Marketing is not something that only concerns salesmen and medical reps. Whether you become an electrician, plumber, carpenter, teacher, engineer, or a doctor, you'll benefit from it. That's the bottom line! A Google search results in over 70 different definitions for marketing. However it is defined, marketing provides the bridge between business and consumers. One goal of the course is to open the student's eyes to the world of marketing that is all around and to become educated decision-makers. The course involves a variety of activities focused on market segmentation, target marketing, market research, promotion, pricing, product/service management, distribution, and selling. Instructional activities include case studies, current event analysis, research and discussion, demonstrations, notes and guest speakers. In addition, students will learn the importance of graphic design including layout, font, colors and technology to create visually appealing artifacts. The course ends with students creating, building and sharing a FOOD TRUCK business at a **MODEL FOOD TRUCK FEST SHOWCASE** open to the school community. **DECA eligible course.**

**7346 Microeconomics and Finance (CP)** - Gr. 10, 11, 12 — 2.5 Cr.

Microeconomics and Finance is a half-year course covering topics that are relevant to today's world economy and necessary for wise consumer decision-making. Some of the topics covered in this course will be scarcity, opportunity cost, the production possibilities curve, basic economic resources, and the Gross National Product. Students will also research, analyze, and compare the different economic systems that exist in the world today. They will study supply and demand and how it relates to consumer buying decisions and the theory of elasticity. The course will also cover forms of business ownership with a look at modern day entrepreneurs and other successful businesses. An overview of the financial markets and their impact on the economy through the eyes of the consumer, the business, and the government will be reviewed as well as sources of government revenue and spending. This course will also cover financial topics such as saving, investing, loans, etc. **DECA eligible course. Fulfills the Economics graduation requirement**

**7345 Microeconomics and Finance (H)** — Gr. 10, 11, 12 — 2.5 Cr.

This one-semester course fulfills the requirement for economics and prepares students for microeconomics on the college level. **Excellent mathematical and problem solving skills are necessary to succeed in this course.** Students will study advanced economic concepts and theories. An intense focus will be placed on a thorough analysis of supply, demand and government price controls on the individual firm. The acquisition of skills in problem solving and critical thinking are a certainty after students analyze elasticity of demand, supply, and equilibrium. Further microeconomic theory will be addressed in the study of cost curves, perfect competition, monopolistic competition, oligopoly, and monopoly. This course will also cover financial topics such as saving, investing, loans, the cost of credit, etc. The course will conclude with the discussion of government's impact on firm decision making. Research and essays are integrated into the course. **DECA eligible course. Fulfills the Economics graduation requirement. *Sophomore Prerequisite: a grade of B- or better in Algebra 2 Honors during freshman year.***

**8390 Microsoft Office Specialist Certification (H)** --Gr. 10, 11, 12----2.5 Cr.

**Microsoft Office Specialist (MOS)** – If you are interested in increasing your employability and want to differentiate yourself from others, this class is for you. Earning Microsoft Certification acknowledges your expertise in Microsoft products and technologies. During this semester course, students will be required to prepare for certification tests in two Microsoft Office platforms selected by them in Word, Excel, and PowerPoint, or Access. To prepare for the Microsoft Application Specialist Certification Exams, students will complete online trainings, projects and practice exams. These exams focus on validating specific skill sets within the Microsoft platforms selected by the student. Adding these skills and certifications to your credentials/resume may be recognized by a college and/or employer. This class is for the mature student that can learn in a self-directed environment. The prep material will be provided by the school and the student will be responsible for the cost of the certification tests.

**Prerequisite: Grade of B or better in Digital Literacy.**

**7307 Social Media Marketing (H)** – Gr. 10, 11, 12 – 2.5 Cr.

Do you follow influencers on social media? Do you follow brands on social media? This course is for you! Does being an expert user of social media automatically qualify one as a social media marketing expert? Unfortunately not – the world of social media is far too complex for that to be true! Such complexity is precisely why this class is important. This class will introduce you to social media marketing and guides students through the process of learning what social media marketing entails and how to practice it in an effective, strategic, and value-creating manner. Students will learn to appreciate the challenges involved in successful social media marketing, realize that doing it well is not easy, and see how the complexities and challenges can be turned into marketing opportunities for brands and companies. The class has online Social Media Marketing Simulation where you will be the Social Media Manager for a company. Each week you will post on 6 different platforms and see how many of your posts convert to sales! DECA eligible. **Prerequisite: A grade of B- or better in Marketing.**

**7316 Sports and Entertainment Marketing (H)** – Gr. 10, 11, 12 – 2.5 Cr.

The sports and entertainment industries have emerged as one of the leading occupational areas of the 21st Century. This course will give you an overview of the industry; inform you about career opportunities and give you hands on experience using projects as they relate to the marketing of a major sport or entertainment venue. The areas this course will cover include sponsorship and endorsements; sportscape; college, amateur, and professional sports; event marketing; resorts and theme parks; and the entertainment industry. Classroom instruction will be reinforced through the use of outside lectures, case studies, possible field trip experiences, computer simulations, projects, and lecture/discussions. DECA eligible. **Prerequisite: A grade of B- or better in Marketing.**

## Computer Science

### **4999/4998 Exploring Computer Science (CP/H) – Gr. 9-12 – 2.5 Cr.**

Previous programming skills are not required. Exploring computer science is an introduction to the world of computer science and problem solving. Emphasis is placed on how computing enables innovation in a variety of fields and the impacts that those innovations have on society. Students are introduced to the ethical issues raised by the proliferation of computers and networks, as well as the positive and negative impacts of new technologies of human culture. Students will be able to identify ethical behaviors and articulate both sides of ethical topics. Students study the responsibilities of software users and software developers with respect to intellectual property rights, software failures, and the piracy of software and other digital media. They are introduced to the concept of open-source software development and explore its implications. Students identify and describe careers in computing and careers that employ computing.

### **4991/4992 Python Programming (CP/H) – Gr. 9-12 – 2.5 Cr.**

Python Programming is a fun way to learn the basics of programming using an easy-to-learn but powerful industry-standard programming language. Although Python is the perfect programming language for beginners it is recognized by many companies like Google as the language of choice. Students will engage in exciting lessons designed to learn many computer science topics including variables, memory, branching, loops, data structures, functions, file handling, exceptions, object-oriented, GUI and multimedia programming, and program planning. Most importantly students will learn how to think like a computer scientist. No previous experience required.

### **4996/4997 Game Development and Programming with XNA (CP/H) – Gr. 9, 10, 11, 12 – 2.5Cr.**

Students will learn how to create games using C# and the XNA Game Development Framework. This course is intended to engage students with the craft of programming by creating video games. Although game development will be the main theme, all of the issues that are explored are also applicable in the wider scheme of software development. Students will ultimately learn how to create games that can be uploaded to an Xbox 360. Previous programming skills are preferred, but not necessary.

### **4911 C++ 1 (H) - Grades 9-12 - 2.5 Cr.**

In this course, the student will study beginning C++ programming. The course builds a foundation of structured programming before learning about object oriented programming. The emphasis is on methodology including syntax and style. The development of good algorithm design is emphasized. This course includes simple types, screen I/O, looping, and the use of relational and logical operators and library functions.

### **4931 C++ 2 (H) - Gr. 10-12 - 2.5 Cr.**

In this course, students build on the foundation begun in C++ 1. The student will use aggregate data types in writing programming solutions. The students will write functions into programming solutions. The student will develop an understanding of structures and use them in programming assignments. The emphasis in this course is on programming methodology, data abstraction algorithms and data structures. Students should have successfully completed C++ 1 (H).

**4970/4960 HTML and Web Design (CP/H) - Gr. 9-12 - 2.5 Cr.**

This course will introduce students to the World Wide Web and how to generate material for the Web. Fundamentals of HTML, including tags, links, images and multimedia web content will be covered in detail. Students in this course will learn to create web pages by writing HTML code, use HTML coding skills to create and publish a web site, learn and apply good web design skills while creating the web site and use Internet search skills to develop content for the web site. Students will use commercial web authoring and photo editing software such as FLASH, Dreamweaver, and Photoshop. The members of the class will work both individually and in groups during the course of the semester in the development of web sites.

**4980 Advanced HTML and Web Design (H) - Gr. 11-12 - 2.5 Cr.**

This course is a follow-up to HTML and Web Design. Students in this course will learn advanced HTML and beginning JavaScript. Students will also use commercial web authoring software such as FLASH and Dreamweaver. The students in this course will take on the responsibility of revising and updating the school's website. Independent study in the area of web design is available for students upon completion of this course.

**4863 AP Computer Science A (Java) – Gr. 11-12 - 5 Cr**

This course teaches programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science, using the Java programming language. It also includes the study of data structures and abstraction. This course includes a substantial lab component in which students design solutions to problems, express their solutions precisely (i.e. in the Java programming language), test their solutions, identify and correct errors (when mistakes occur), and compare possible solutions. The AP CS A labs are aligned to the course framework.

**Prerequisite: Students need to have successfully completed Algebra 2 (CP) and obtain the computer science teacher's recommendation. Beginning in fall of 2019, College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.**

**4874 AP Computer Science Principles – Gr. 10-12 – 5 Cr**

This is an exciting new computer science course developed by the College Board. It will be taught using the Mobile Application approach. The visual programming language, MIT App Inventor for Android, will be used to provide a rigorous, programming-based introduction to computer science using a project-based curriculum. Students learn computer science by building socially useful mobile apps. In this way, student learning will be associated closely with their interests and grounded in their schools, their homes and their communities. The curriculum is organized around seven principles called the Seven Big Ideas and six Computational Thinking Practices. These big ideas and computational thinking practices comprise what CS experts believe is the most important information for an educated citizen to know and understand about CS. This new course is complementary to AP Computer Science A. Students can take these course in any order or at the same time, as schedules permit. **Prerequisites: Successfully completed a first-year high school algebra course. Beginning in fall of 2019, College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.**



## **Family & Consumer Sciences**

### **8540/8541 Culinary and Hospitality Management (CP) (H) – Gr. 10, 11, 12 – 2.5 Cr.**

This course is designed to give students the opportunity to gain knowledge and technical skills in the Culinary Arts/Hospitality Management area. Students receive advanced instruction in cooking and baking techniques and presentation, and operations management in areas such as restaurant/catering, stadium and arena management, etc. Students taking this course will have opportunities to apply their skills to real-world business scenarios and pursue industry certification in ServSafe Food Handling.

**Prerequisite: Successful completion of Nutrition & Culinary Arts 1.**

### **8710 Early Childhood Development (CP) - Grades 10, 11, 12 – 2.5 Cr.**

This course allows students to develop and practice necessary skills for future parenting and/or a career in working with children. Topics include physical, intellectual, social and emotional characteristics of young children. Using this information helps students to interact in appropriate ways while teaching in our on-site “Tiny Tomahawks Preschool.” Students take on the role of ‘teachers’ with the 3 – 5 year-old children, develop and implement lesson plans, and gain experience in utilizing techniques to effectively guide young children.

### **8722 Early Childhood Education (CP)— Gr. 11, 12 — 2.5 Cr.**

In this course emphasis is on developing skills needed to teach young children and on how to run a high-quality preschool. Students become teachers in the Tiny Tomahawks Preschool. Two major projects are to develop a thematic teaching unit for implementation in the preschool and to compose a portfolio for the final project. This course is appropriate for students who enjoy teaching, especially for those who plan on pursuing a career in education. **Prerequisite: A grade of C+ or better in Early Childhood Development.**

### **8723 Early Childhood Education (H) – Gr. 11, 12 – 2.5 Cr.**

In this course emphasis is on developing skills needed to teach young children and on how to run a high-quality preschool. Students become teachers in the Tiny Tomahawks Preschool. Three major projects are to develop a thematic teaching unit for implementation in the preschool, to conduct an author study on a children’s author, and to compose a portfolio for the final project. This course is appropriate for students who enjoy teaching, especially for those who plan on pursuing a career in education. As an honors level course, students will be expected to conduct work independently of the allotted course hours. **Prerequisite: A grade of B+ or better in Early Childhood Development.**

### **8715 Learning through Play (CP) – Gr. 11, 12 – 2.5 Cr.**

In this course emphasis is on the psychology behind the way in which children play, the benefits of play, in addition to developing skills to help guide children’s play. Students become teachers in the Tiny Tomahawk Preschool. Two major projects are to develop an observation journal and to design and create a prototype of a new toy. This course is appropriate for students who enjoy working with children, especially those who plan to pursue a career in education. This course replaces a previously offered Independent Study course option. **Prerequisite: A grade of C+ or better in Early Childhood Development.**

**8716 Learning through Play (H) – Gr. 11, 12 – 2.5 Cr.**

In this course emphasis is on the psychology behind the way in which children play, the benefits of play, in addition to developing skills to help guide children's play. Students become teachers in the Tiny Tomahawk Preschool. Three major projects are to develop an observation journal, to design and create a prototype of a new toy, and to design a hypothetical playground. This course is appropriate for students who enjoy working with children, especially those who plan to pursue a career in education. As an honors level course, students will be expected to conduct work independently of the allotted course hours. This course replaces a previously offered Independent Study course option. **Prerequisite: A grade of B+ or better in Early Childhood Development.**

**8510 Nutrition and Culinary Arts 1 (CP) — Gr. 9, 10, 11, 12 — 2.5 Cr.**

Students will work together in small teams and will use hands-on experiences to learn a variety of food preparation techniques. Emphasis is given to basic principles such as correct measuring, mixing techniques and reading recipes. Students will prepare a variety of baked goods as well as savory food. Using online tools and resources students will analyze their own diets and apply that knowledge to make decisions about healthy and nutritious food choices for themselves. The role that nutrition plays in overall wellness is an integral theme.

**8520/8521 Nutrition and Culinary Arts 2 (CP) (H)— Gr. 10, 11, 12 - 2.5 Cr.**

Students will study how the history, geography, and culture influence the native diet of a country. They will work in small teams to research the diet and culture from various countries. They will apply that knowledge to the planning and preparing of a multi-course meal from the country studied. As they prepare the meals they will apply the food preparation techniques learned in Nutrition and Culinary Arts 1. The principles of proper meal planning -- nutrition, budget, appearance, texture, and seasonal availability are also discussed. Online tools and resources are used at various times throughout the course to further nutrition education, as well as to analyze the diet of students. Students taking this course for honors credit are expected to complete additional long-term projects and conduct work independently outside of the allotted course hours. **Prerequisite: Successful completion of Nutrition and Culinary Arts 1.**

**7731/7730 Urban Gardening (H) (CP) Gr.9, 10, 11, 12 – 2.5 Cr.**

Urban Gardening is a global movement where people are growing what they need where they live and decreasing the carbon footprint of food distribution. If you have a countertop in your kitchen, a rooftop on your city apartment, a deck off your house, or a small patch of land in your backyard, you have space to grow your own food! Urban Gardening is accessible, sustainable and more importantly, simple! This course provides instruction related to the broad field of Horticulture with the emphasis on the artistic, scientific and business knowledge related to the discipline. Topics of this course will include: information on plant structure and function, plant growth, basic plant identification, propagation, urban garden design, floral design, culinary uses, the distribution, selling and marketing of plants, flowers, fruits, and vegetables to the local community. Students taking this course will work in the greenhouse and garden and have an opportunity to prepare meals using the food they plant. Students taking this course for honors credit are expected to complete additional long-term projects and conduct work independently outside of the allotted course hours.

## Technology

### **8410 3D Computer Animation (H)** – Gr. 10, 11, 12 – 2.5 Cr.

This course is an introduction to computer animation. Students will use professional level software and techniques such as those used in the film, television, and gaming industry. Students will gain a basic understanding of 3D computer animation, modeling, materials, lighting and rendering. High levels of initiative and computer skills are required for successful completion of this course. **This course will be offered every other year and will rotate with the Robotics course. It will not be offered for the 2022-2023 school year.**

### **8320 Construction Technology (CP)** – Gr. 9, 10, 11, 12 – 2.5 Cr.

Students who elect this course will study the basics of building construction with an emphasis on residential carpentry methodology. A systems approach will be used as students design and construct structural models. Students will work in both an individual as well as a small group setting while solving technical and design problems related to the building process. Units in residential electrical, plumbing, roofing, and insulation systems will be covered in addition to structural components.

### **8110 Engineering Graphics 1 (CP)** — Gr. 9, 10, 11, 12 — 2.5 Cr.

Engineering Graphics 1 is an exploratory exposure to both traditional as well as computer aided design (CAD) concepts. The students will become proficient in orthographic projection as well as in pictorial concepts, sectional and working drawings. Students will work within a CAD Lab environment in the second half of the course using Autodesk Fusion 360 Software programs. Students will engage in problem solving through analysis, application and presentation of case studies. 3D printing will be explored.

### **8111 Engineering Graphics 1 (H)** — Gr. 9, 10, 11, 12 — 2.5 Cr.

Engineering Graphics 1 is an exploratory exposure to both traditional as well as computer aided design (CAD) concepts. The students will become proficient in orthographic projection as well as in pictorial concepts, sectional and working drawings. Students will work within a CAD Lab environment in the second half of the course using Autodesk Fusion 360 Software programs. Students will be held to high standards reflected in a rigorous set of CAD Lab assignments. 3D printing will be explored.

### **8121 Engineering Graphics 2 (H)** — Gr. 10, 11, 12 — 2.5 Cr.

This course will involve the student with an in depth experience in solving graphics challenges in the areas of auxiliary views, revolutions, developments and assembly drawings. Geometric dimensioning and tolerances will also be introduced to the student. The student will be immersed in the CAD Lab environment (Autodesk Fusion 360) during all phases of the instruction. Upon completion of the course, the student will be able to exhibit both a basic knowledge of descriptive geometry as well as CAD concepts used in technical college programs and contemporary fields of engineering within industry.

***Prerequisites: A grade of C or better in Engineering Graphics 1.***

**8130 Engineering Graphics 3 (H)** — Gr. 11, 12 —2.5 Cr.

Engineering Graphics 3 challenges all students with developing advanced computer aided design skills while immersed in the solution of structural engineering problems as well as gear and cam design. The student will also demonstrate skills in advanced view development within the engineering framework. In addition, individualized areas of exploration and research will be encouraged and expected as the course advances. **Prerequisites: A grade of C or better in Engineering Graphics 2.**

**8310 Engineering with Metals (CP)** -- Gr. 9, 10, 11, 12 —2.5 Cr.

This course will require students to design, test and construct products incorporating both ferrous and non-ferrous metals. Basic skills pertaining to material preparation, forming, assembly, and finishing will be developed as students transform raw materials into finished products. Proper use and safe application of machine and hand tools will be a part of this experience. Students will be required to work safely and successfully in both an individual as well as small group setting. All students will be expected to demonstrate a high level of initiative, creativity and professionalism.

**8400 Robotic Technology (H)** – Gr. 10, 11, 12 – 2.5 Cr. **(This course will not be offered for the 2021-2022 school year).**

This course is a challenging, fast paced exploration of the world of robotics. Students will be introduced to a myriad of experiences related to this fast growing field. Robotic structure, power-train, power, sensors, control, logic and programming will all be addressed as students construct robots to compete in various classroom challenges. **This course will be offered every other year and will rotate with the 3d Computer Animation course.**

**0102 Students Working to Advance Technology (SWAT)(H)**-Gr. 10, 11, 12 – 2.5

Students Working to Advance Technology (SWAT) is a semester long course open to students in grades 10, 11, and 12. The course focuses on promoting and assisting faculty and students at Algonquin with the use of educational technology. During the semester students will be responsible for a variety of tasks such as creating tutorials, blogging, and researching emerging classroom technologies. Communication and problem solving skills are essential for the course along with basic technology skills.

**Prerequisite: Interview and recommendation of the teacher.**

**7335 Technology/Engineering Makerspace (H)** –Gr. 10, 11, 12- 2.5 Cr.

Students will learn, design, experiment and create projects in this specialized Tech.Ed/Makerspace classroom. A wide variety of tools, software, machines and materials will be used to design and fabricate products imagined by individuals and groups. Possible activities would include use of a 3D Printer for rapid prototyping. Emphasis will be placed on the engineering skills of problem solving and overcome obstacles. This course is intended for self-motivated students. All students will be expected to demonstrate a high level of initiative, creativity and professionalism. **Prerequisites: A grade of C or better in Engineering Graphics 1.**

**8010 Video Production 1 (CP)** – Gr. 9, 10, 11, 12 – 2.5 Cr.

In this class, students will learn to become critical viewers of television productions. They will design and create video productions with focus, detail and consideration of audience and purpose. Problem solving, communication skills, individual innovations and creativity will be stressed as students learn the basics of scripting, camera operation, lighting, audio and video editing.

**8015 Video Production 1 (H)** – Gr. 9, 10, 11, 12 – 2.5 Cr.

This is a fast-paced introductory video production class. Students who enroll in this course must have creative writing skills and be prepared to quickly develop skills of scripting, storyboarding, camera operation, lighting, audio and video editing. Among other projects, students will study pieces by major filmmakers and will write, direct, shoot and edit video pieces based on their interpretations of the director's styles.

**8045 Video Production 2 (CP)** – Gr. 10, 11, 12 – 2.5 Cr.

Students in this class will participate in both field and studio shoots. As members of small production teams, students will produce short documentary pieces and special features. Emphasis will be placed on preproduction preparation and postproduction using professional editing software. Students will also learn the skills required for a studio shoot as they work as members of a larger crew to shoot a variety of multi camera productions. This class will require a high level of commitment and is recommended for serious students only. ***Prerequisites: A grade of C or better in Video Production 1.***

**8046 Video Production 2 (H)** – Gr. 10, 11, 12 – 2.5 Cr.

Students in this class will participate in both field and studio shoots. As members of small production teams, students will produce short documentary pieces and special features for cablecast. Emphasis will be placed on preproduction preparation and postproduction using professional editing software. Students will also learn the skills required for a studio shoot as they work as members of a larger crew to shoot a variety of multi camera productions. Honors students will be responsible for assessing and critiquing shots and productions. This class will require a high level of commitment and is recommended for serious students only. ***Prerequisites: A grade of C or better in Video Production 1.***

**8210 Wood Technology 1 (CP)** — Gr. 9, 10, 11, 12 — 2.5 Cr.

Students taking this course will learn how the nature of the material has affected the design and manufacture of wood products and how technology has changed to allow the construction of previously impossible designs. Students will be required to demonstrate a high level of initiative, creativity and professionalism as the work in this course is expected to be of an individualized nature. Safe use of tools and equipment will be required. Subjects covered will include studies of a variety of lumber grades and species, coated abrasives, uses of adhesives, fasteners, joinery techniques, and wood finishes.

**8220 Wood Technology 2 (CP)** -- Gr. 9, 10, 11, 12 -- 2.5 Cr.

Wood Technology II was created to offer students a more in-depth challenge in the field of woodworking. Machine tool safety and techniques will be emphasized, as will more intricate and involved processes and projects within the realm of wood technology with an emphasis on furniture design and manufacturing. Quality and individuality of work will be expected and required. ***Prerequisite: A grade of C or better in Wood Technology 1.***

# ENGLISH

Jane Betar, Department Chairperson

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## COURSE OFFERINGS

Freshman English  
Sophomore English  
Junior English  
Non-Western Literature  
The Evolution of Comedy and Satire  
Comparative Contemporary Literature  
Advanced Placement English  
    Literature & Composition  
Advanced Placement English  
    Language & Composition  
Fairytales, Myths, & Legends  
Reading/Writing Memoir  
Silenced Voices  
Oral Tradition & the Spoken Word  
Writing Workshop  
Journalism  
Creative Writing  
Newspaper Production  
Advanced Writing Seminar 1  
Advanced Writing Seminar 2

The goal of the English department is to develop skilled and confident readers and writers. To that end the department teaches writing as a process and emphasizes peer review and revision and employs a reading pedagogy based in reader response and literary analysis. Courses move from foundation courses in the freshman, sophomore and junior years that provide a background in writing, literary genre, and close-reading to more specialized course in the senior year. In addition to two A.P. courses, the department has rich and varied elective offerings. College Prep courses are designed to help students develop a thorough understanding of the fundamentals of a subject. Curriculum is presented at a deliberate pace, and class time is devoted to discussion, skills development, and collaborative activities intended to enrich students' open-mindedness and understanding of literature. Honors courses are designed to engage the students who have a genuine interest in the subject matter. In an atmosphere that requires initiative and an accelerated pace with little repetition of previous work, students with demonstrated academic achievement and independence will expand their mastery and appreciation of the course content.

The department maintains a strong publication program through the high school newspaper and the literary magazine. The student-run *Algonquin Writing Center* fosters collaboration among peers to support growth in student writing across the curriculum.

**English: 20 Credits Required for Graduation**

English is required each semester for all four years of your high school career. The options and progression are as follows:

Lower School		Upper School	
Grade 9	Grade 10	Grade 11	Grade 12
<p><b>Required:</b></p> <p>__ Freshman English (CP) (H)</p> <p><b>Semester Elective:</b></p> <p>__ Journalism (CP) (H)</p>	<p><b>Required:</b></p> <p>__ Sophomore English (CP)(H)</p> <p><b>Semester Electives:</b></p> <p>__ Journalism (CP) (H)</p> <p>__ *Newspaper Prod. (H)</p> <p>__ Writing Workshop (CP) (H)</p> <p>__ Creative Writing (CP) (H)</p> <p>__ Advanced Writing Seminar 1 (H)</p> <p>__ Advanced Writing Seminar 2 (H)*</p> <p>__ Oral Tradition &amp; the Spoken Word (CP) (H)</p> <p><b>*Prerequisite Required</b></p>	<p><b>Required:</b></p> <p>__ Junior English (CP)(H)</p> <p><b>OR</b></p> <p><b>One of the A.P classes</b></p> <p>__ *A.P. Language &amp; Composition</p> <p><b>OR</b></p> <p>__ *A.P. Literature &amp; Composition</p> <p><b>Semester Electives:</b></p> <p>__ Journalism (CP)(H)</p> <p>__ *Newspaper Prod. (H)</p> <p>__ Writing Workshop (CP)(H)</p> <p>__ Creative Writing (CP)(H)</p> <p>__ Advanced Writing Seminar 1(H)</p> <p>__ Advanced Writing Seminar 2(H)*</p> <p>__ Fairytales, Myths, Legends (CP) (H)</p> <p>__ Silenced Voices (CP)(H)</p> <p>__ Reading /Writing Memoir (CP) (H)</p> <p>__ The Evolution of Comedy &amp; Satire(CP)(H)</p> <p>__ Non-Western Lit (H)</p> <p>__ Oral Tradition &amp; the Spoken Word (CP) (H)</p> <p>__ Comparative Contemporary Literature (CP)(H)</p> <p><b>*Prerequisite Required</b></p>	<p><b>Required:</b></p> <p>Seniors must take two semesters of English; at least one must be a literature course.</p> <p>__ *A.P. Language &amp; Composition</p> <p><b>OR</b></p> <p>__ *A.P. Literature &amp; Composition</p> <p><b>Semester Electives:</b></p> <p>__ Comparative Contemporary Lit (CP)(H)</p> <p>__ The Evolution of Comedy &amp; Satire(CP)(H)</p> <p>__ Non-Western Lit (H)</p> <p>__ Fairytales, Myths, Legends (CP)(H)</p> <p>__ Silenced Voices (CP) (H)</p> <p>__ Reading/ Writing Memoir (CP)(H)</p> <p>__ Journalism (CP)(H)</p> <p>__ Creative Writing (CP)(H)</p> <p>__ Writing Workshop (CP)(H)</p> <p>__ *Newspaper Prod (H)</p> <p>__ Advanced Writing Seminar 1(H)</p> <p>__ Advanced Writing Seminar 2(H)*</p> <p>__ Oral Tradition &amp; the Spoken Word (CP)(H)</p> <p><b>*Prerequisite Required</b></p>

## ENGLISH

### **1510 Advanced Writing Seminar 1 (H)** –Gr. 10, 11, 12 -- 2.5 credits

This course is designed to prepare students to tutor in the Algonquin Writing Center (AWC) and introduce students to the field of writing center studies. Students will engage in an in-depth study of the challenges faced by high school writers and learn valued strategies for helping a diverse body of learners. This work will be guided by the AWC's four core values: agency, inclusivity, collaboration, and growth mindset. Advanced Writing Seminar 1 students are assessed on participation, writing projects, and understanding of writing center theory. This course is a prerequisite for Advanced Writing Seminar 2.

***Prerequisite: Seniors interested in taking Advanced Writing Seminar 1 (H) may be asked to participate in an interview prior to admission to the course. Please see Mr. Czarnecki or Mrs. Stein for more information.***

### **1512 Advanced Writing Seminar 2 (H)** –Gr. 10, 11, 12 -- 2.5 credits

Trained tutors will deepen their writing center practice by engaging in the work of research. Students will learn about the importance of the tutor-researcher to the field of writing center studies and will acquire experiential knowledge about the language, principles, challenges, and elements of the research process. Participants in this course will engage in a collaborative inquiry project with the goal of publishing their work in the form of a journal article or a presentation at a national or regional writing center conference. Students taking Advanced Writing Seminar 2 will be assessed on participation, individual and group writing projects, and the quality of their contributions to the field of writing center research.

***Prerequisite: Students must have already taken and passed Advanced Writing Seminar 1 (H) with a B or higher.***

### **1694 AP English Language & Composition** – Gr. 11, 12 – 5 Cr.

The purpose of the AP English Language and Composition course is to enable students to read complex texts and to write prose of sufficient richness and complexity to communicate effectively. Students read and analyze a broad and challenging range of non-fiction prose selections and evaluate non-fiction texts: essays, biographies, autobiographies, speeches, sermons, and passages from writing in the arts, history, social science, politics, science, as well as images, media, and imaginative literature. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. During the course, a wide variety of texts and writing tasks provide the focus for an energetic and demanding study of language, rhetoric, and argument. Students prepare for and are encouraged to take the AP exam in English Language and Composition in May.

***Prerequisite: Students must be recommended for this course by their previous year's English teacher. Because of the demanding curriculum, students bring to this course sufficient command of mechanical conventions and an ability to read, write, and discuss prose at a mature level. Students who have had success in this A.P. course were those who maintained an A-/B+ average in Sophomore and/or Junior English.***



**1693 AP English Literature** - Gr. 11, 12 – 5 Cr.

Designed for students who possess outstanding reading, writing and analytical skills as well as a love of literature, Advanced Placement English aims to develop habits of close reading and clear, thoughtful writing. AP students must be able to work independently at an accelerated pace. Students will examine a number of sophisticated texts that challenge even the most accomplished reader. These texts will emphasize imaginative literature: poetry, fiction, and drama. They will engage in a variety of responses to this literature. In addition to a focus on analytical papers, they will be asked to complete projects and to create fiction, poetry, and dramatic scenes. They will be asked to memorize sections of text for recitation and for oral interpretation. They will work both independently and in groups. They will create their own essays, participate in peer response groups, and engage in the production of collaborative projects. In summary, they will be asked to conduct their study of literature on the college level. With this in mind, students are encouraged to take the AP Literature and Composition exam in May.

***Prerequisites: Students must be recommended for this course by their previous year's English teacher. Because of the demanding curriculum, students bring to this course sufficient command of mechanical conventions and an ability to read, write, and discuss prose at a mature level. Students who have had success in this A.P. course were those who maintained an A-/B+ average in Sophomore and/or Junior English.***

**1731/1727 Comparative, Contemporary Literature (CP) (H)** – Gr.11, 12 – 2.5 Cr.

This course is an exploration of various genres of literature whose elements intersect and connect. Students study many types of literature and film, including dystopian and science fiction, historical fiction, graphic novels, plays and contemporary young adult fiction and non-fiction. While students will read common class texts, there is also an element of choice that enables students to pick their own books and films to study. Students will analyze how literature of all genres explores the universal human experience and provides a window into another perspective. This course is designed to reinforce that reading is enjoyable and that there are genres each person can connect with. Reading, discussion, reflections, analysis, and creative expression are major parts of this course.

**1550 Creative Writing (H)** - Gr. 10, 11, 12 - 2.5 Cr.

Students possessing a genuine interest in writing will have an opportunity to write prose, formal and free verse poetry, non-fiction, fiction, and drama. They should expect to read models in each genre, to share their work in peer response groups, and to prepare a final portfolio. Texts include "The Poetry Home Repair Manual" and "The Riverside Reader" among others. Honors students must have the desire and ability to work independently, give and receive constructive feedback, and complete additional analyses of literature, peer responses, and a final project. In addition, honor students are required to submit at least one piece of writing for publication.

**1551 Creative Writing (CP)** - Gr. 10, 11, 12 - 2.5 Cr.

Students will have an opportunity to write formal and free verse poetry, fiction, and drama. They should expect to read models in each genre, to share their work in peer response groups, and to prepare a final portfolio. Texts include "The Poetry Home Repair Manual" and "The Riverside Reader" among others. This college prep course is designed to develop a thorough understanding of the fundamentals of creative writing. Materials are presented at a deliberate pace, and a good deal of class time is devoted to reviewing concepts and problems encountered in the reading and writing associated with the course.

**1545/1544 The Evolution of Comedy & Satire in Film, Literature, and the Media (CP)(H) - Gr. 11, 12 – 2.5 cr**

This course is designed around analyzing what is funny and why we laugh when we do. Using comedy as our central theme we will travel through genres and time to reflect on various types of humor, such as satire, farce, screwball, slapstick, parody, and love. Through literature, film, television, and theater we will examine how these forms hold cultural, social, or political significance for their audiences and how comedy and satire has evolved from Ancient Greece to now. From silent films to the transition of sound we will look at the works of Charlie Chaplin to the Marx Brothers and journey our way to films such as *Some Like It Hot*, *What's up Doc?* and *Airplane*. Television will take us from *I Love Lucy* to *The Dick Van Dyke Show* to *Saturday Night Live* and our sitcoms of today. And finally, through the world of literature we will read such authors as Jonathan Swift, Moliere, Kurt Vonnegut, Wendy Wasserstein, Neil Simon, and David Ives. Comedy, we will find, is a method of storytelling, meant immediately to elicit laughs. But, more significantly, it is oftentimes used as a form of social and political criticism. Even comedy like *Family Guy* and *The Simpsons* might seem harmless and meaningless, but it tends to provide commentary on who we are and how we live our lives.

Through readings, viewings, discussions, and writing assignments, students will analyze how comedy is characterized on the page, the screen, and the stage. Though topics may be similar for Honors and College Preparatory level students, the levels will be differentiated with regard to rigor and the requirements for additional projects, reading, writing and viewing assignments at the honors level.

**1721 Fairy Tales, Myths, and Legends (H) – Gr. 11, 12 – 2.5 Cr.**

This course delves into the study of classical folklore and its reoccurrence in contemporary literature, film, and art. Students will collaborate with each other and the instructor on this undertaking as we seek to understand why we tell stories and what they reveal about our daily lives. Whereas the magic, talking animals, and faraway setting of most fairy tales soften the violence and serve as distractions from the harsh realities within the stories, this class will face the darker side of fairy tales head on. The curriculum is designed to follow the growth of a reader, beginning with Maria Tatar's famed anthology of classic fairy tales and ending with George R.R. Martin's more mature Game of Thrones prequel, *A Knight of the Seven Kingdoms*. Martin will ironically deconstruct many familiar fairy tale tropes in order to revive the old stories and their cast of archetypal characters—the king, the good wife, the second son, the adventurer, and so on—with distinct analogues in medieval history, literature, religion, and legend. In between the fairy tales and Martin's seminal work, we will read selections from Kelly Link's short story collection, *Magic for Beginners*, and Rebecca Solnit's memoir, *The Faraway Nearby*. The readings will help us reconnect with the imaginative experiences that held us spellbound as children and expand our understanding of why we tell stories. Honors students should have a genuine interest in the subject matter and demonstrate a willingness to work at an accelerated pace. Advanced reading, writing, and analytical skills are required for Honors students.

**1720 Fairy Tales, Myths, and Legends (CP) – Gr. 11, 12 – 2.5 Cr.**

This course serves as an introduction to the study of classical folklore and its reoccurrence in contemporary literature, film, and art. Students will collaborate with each other and the instructor on this undertaking as we seek to understand why we tell stories and what they reveal about our daily lives. Whereas the magic, talking animals, and faraway setting of most fairy tales soften the violence and serve as distractions from the harsh realities within the stories, this class will face the darker side of fairy tales head on. The curriculum is designed to follow the growth of a reader, beginning with Maria Tartar's famed anthology of classic fairy tales and ending with George R.R. Martin's more mature Game of Thrones prequel, *A Knight of the Seven Kingdoms*. Martin will ironically deconstruct many familiar fairy tale tropes in order to revive the old stories and their cast of archetypal characters-the king, the good wife, the second son, the adventurer, and so on-with distinct analogues in medieval history, literature, religion and legend. In between the fairy tales and Martin's seminal work, we will read selections from Kelly Link's short story collection, *Magic for Beginners*, and Rebecca Solnit's memoir, *The Faraway Nearby*. The readings will help us reconnect with the imaginative experiences that held us spell bound as children and expand our understanding of why we tell stories. Students at the CP level will focus on more fundamental concepts associated with the curriculum and work at a moderate pace. Basic reading, writing, and analytical skills are required for CP students.

**1113 Freshman English (CP) - Gr. 9 – 5 Cr.**

This course introduces and elaborates basic genres of poetry, short story, novel, essay and drama. Students will hone skills in reading, writing, listening, speaking and presenting. Writing will include the following: creative, analytical, personal, narrative, compare and contrast and open response. Students will study grammar and usage. Select core readings include *Lord of the Flies*, *Of Mice and Men*, *Romeo and Juliet* and *The Things They Carried*. Materials are presented at a deliberate pace and a good deal of class time is devoted to reviewing concepts and problems encountered in the reading and writing associated with the course.

**1103 Freshman English (H) - Gr. 9 - 5 Cr.**

This course introduces and elaborates basic genres of poetry, short story, novel, essay and drama. Students will hone skills in reading, writing, listening, speaking and presenting. Writing will include the following: creative, analytical, personal, narrative, compare and contrast and open response. Students will study grammar and usage. The Honors level English course will provide an accelerated pace. Students should have a genuine interest in the subject and have demonstrated academic achievement and a high level of maturity. Independent initiative, outside preparation and critical thinking will be expected. Select core reading include *Native Son*, *Lord of the Flies*, *Romeo and Juliet* and *The Things They Carried*.

**1641 Journalism (H) - Gr. 9, 10, 11, 12 - 2.5 Cr.**

Have you always wanted to contribute to *The Harbinger*, Algonquin's award-winning student newspaper? In this class you can! Learn to write news articles, reviews, and opinion pieces that are submitted for publication in the print and online newspaper. Students will interview sources, write articles, and learn to edit each other's stories. Students will also gain a working knowledge of the guiding principles behind page layout and photojournalism and have opportunities to create videos and interactive info graphics for The Harbinger's website. This is a deadline-oriented course and much class time is spent working on stories and collaborating with classmates. You will also gain a background in First Amendment law and journalistic ethics. Students taking the class for Honors credit will be responsible for completing assignments of increased depth and complexity. Honors-level students will also complete a long-term investigation and project on an aspect of journalism they find interesting.

**1581 Journalism (CP) – Gr. 9, 10, 11, 12 - 2.5 Cr.**

Have you always wanted to contribute to The Harbinger, Algonquin’s award-winning student newspaper? In this class you can! Learn to write news articles, reviews, and opinion pieces that are submitted for publication in the print and online newspaper. Students will interview sources, write articles, and learn to edit each other’s stories. Students will also gain a working knowledge of the guiding principles behind page layout and photojournalism and have opportunities to create videos and interactive info graphics for The Harbinger’s website. This is a deadline-oriented course and much class time is spent working on stories and collaborating with classmates. You will also gain a background in First Amendment law and journalistic ethics.

**1626 Junior English (CP) - Gr. 11 - 5 Cr.**

Junior English begins with a foundation in British literature and the universal themes found in the great English works of long ago that continue to inspire contemporary writers. By exploring concepts related to freedom, autocratic power, and cultural identity, students will seek to understand their place in a rapidly evolving new century. Students will continue to broaden their worldview by juxtaposing classics of British literature with more contemporary works of world literature. Studying works from the Anglo-Saxon Period through the Modernist movement and from all corners of the globe gives students the opportunity to watch the adroit development and worldwide influence of the English language. Students will have a window into worldviews they need to become more engaged global citizens. Writing instruction and critical reading and discussion strategies will be taught in conjunction with literature. Materials are presented at a deliberate pace, and a good deal of class time is devoted to reviewing concepts and problems encountered in the reading and writing associated with the course.

**1625 Junior English (H) - Gr. 11 - 5 Cr.**

Junior English begins with a foundation in British literature and the universal themes found in the great English works of long ago that continue to inspire contemporary writers. By exploring concepts related to freedom, autocratic power, and cultural identity, students will seek to understand their place in a rapidly evolving new century. Students will continue to broaden their worldview by juxtaposing classics of British literature with more contemporary works of world literature. Studying works from the Anglo-Saxon Period through the Modernist movement and from all corners of the globe gives students the opportunity to watch the adroit development and worldwide influence of the English language. Students will have a window into worldviews they need to become more engaged global citizens. This course emphasizes writing about literature in various forms such as short essays, reader responses, and critical analysis including research. Self-directed students working at the honors level must demonstrate excellent reading, writing, and thinking skills; a willingness to work at an accelerated pace; and independent initiative.

**1585 Newspaper Production I, II, III (H)** – Gr. 10, 11, 12 – 2.5 Cr.

Modeled after working in a newsroom environment, students in Newspaper Production pursue their interests and advance their journalistic skills in areas such as writing, editing, layout, graphics, photojournalism, advertising, Adobe Creative Suite software, social media, and online content. Students work independently and on teams to produce content of their choice including in depth reporting through writing, photo, and/or video. Through self-directed assignments and mini-lessons along with teacher and peer feedback, students contribute to Algonquin’s award-winning school newspaper, *The Harbinger*, and its companion website, arhsharbinger.com. Students enrolled in the course are expected to be intrinsically motivated, adhere to deadlines, and uphold their responsibilities while bringing energy and innovation to the publication.

***Prerequisite: Journalism (CP) or (H). This course may be taken multiple times for credit as Newspaper Production II, Newspaper Production III, etc. Students may register for two Newspaper Production courses each year.***

**1671 Non-Western Literature (H)** — Gr.11, 12 — 2.5 Cr.

Tired of reading works by old, dead men from Britain or America? In this course, you will have the opportunity to grow your awareness of other places, cultures, and religions through our experiences with Non-Western mythology, folklore, poetry, literature and film. We will explore the social, religious, cultural, and historical influences specific to each author and region. Cultures to be studied may include Australia and New Zealand, East Asia (China, Japan and Korea), South Asia (Indian subcontinent), Southeast Asia (Vietnam, Laos, Cambodia, Thailand and Burma) and the Middle East. Within each of these regions, we will explore a variety of perspectives to avoid, as Chimamanda Adichie put it, “the danger of a single story.” Self-directed students working at the honors level must demonstrate excellent reading, writing and thinking skills; a willingness to work at an accelerated pace; an interest in the subject matter; and an independent initiative.

**1726/1725 Oral Tradition and the Spoken Word (H) (CP)** – Gr. 10, 11, 12 – 2.5 Cr.

From early storytellers passing down lore to younger generations through to the modern poetry slams of today, the oral tradition has been essential to the human-centered planet. In this project-based class we will explore the historical contexts of this tradition, investigate hip-hop and rap, spoken word poetry as well as oral storytelling formats such as dramatic monologues, one person plays, and “The Moth” story slams. We will also engage in daily writing prompts, critical performance reviews, the open mic pop quizzes to help you hone your voice as a writer and stage presence as a performer. The class will conclude with a live performance, which will be open to the public.

Students taking this course for Honors credit will be required to complete additional writing and reading. Honors students should exhibit genuine curiosity about the subject and a willingness to perform.

**1546/1547 Reading/Writing Memoir (H) (CP)– Gr. 11, 12 – 2.5 Cr.**

A Memoir is a true story told by a real person sharing his or her memories and life experiences. In this class students will write exclusively about their own lives; we'll use photographs, drawing exercises and brainstorming techniques to release memories, to document memorable aspects of our lives and ultimately, to understand more about ourselves and our individual human experiences. We will also read and appreciate the published stories of memoirists who have already undertaken this storytelling journey. We'll discuss what we can learn from other people's experiences and how some authors can reveal personal details of their lives to the whole world. We'll appreciate how a total stranger's memoir can amaze us with its relevance to our own lives. These personal stories of struggle, adventure, self-acceptance, and transformation will captivate and inspire you, will develop your empathy for people who have lived through unbelievable experiences, and will quite likely inspire you to look at your own life in a completely different way.

In addition to a variety of short readings, all students will read *The Glass Castle* by Jeannette Walls and will choose from a list of options for subsequent reading assignments. (Some examples of books chosen by students include *She's Not There: A Life in Two Genders* by Jennifer Finney Boylan, *All Souls: A Family Story From Southie* by Michael Patrick MacDonald, *Angela's Ashes* by Frank McCourt, *Educated: A Memoir* by Tara Westover, *Beautiful Boy: A Father's Journey Through his Son's Addiction* by David Sheff, *I Have the Right To: A High School Survivor's Story of Sexual Assault*, *Justice and Hope* by Chessy Prout and Jenn Abelson.)

Students taking this course for Honors credit will work independently more frequently and will be required to complete additional writing and readings.

**1675/1676 Silenced Voices (H) (CP) – Gr. 11, 12 – 2.5 Cr.**

This discussion-based course will examine those often-silenced voices in American contemporary society. The voices of Native Americans, Black Americans, Latin Americans, Women, Asian Americans, American Muslims, the LGBTQ community, and many more are often misunderstood and overlooked. To combat this silencing, students are exposed to these voices' rich culture through a variety of texts: young adult fiction, short stories, poetry, spoken word, hip-hop and other music genres, video clips, films, documentaries, personal essays, current news and popular culture. By discussing contemporary issues regarding oppression, prejudice, privilege, racism, gender, identity, and power, students will recognize the importance of surpassing the single story of any group and learn to honor both the differences and similarities of the many cultures within contemporary American society. This course emphasizes participation in daily class discussions, self-evaluation, written reflections, position papers and creative projects.

Though there exists no difference between Honors and College Preparatory levels for topics and participation expectations, the levels are differentiated with regard to the requirements for writing and additional readings for the honors level. All students enrolled should exhibit an independent initiative, a willingness to participate, and an open mind.

**1205 Sophomore English (H) - Gr. 10 – 5 Cr.**

In this genre-based course, students sharpen their reading comprehension skills and analyze important themes & literary movements of American literature from colonial to contemporary times. Students will examine how literature has been shaped by concerns, values, and ideas that have intrigued, delighted, and challenged people throughout time. These insights into the human condition and the human journey will serve as models for students' own thinking and writing. The course builds on the foundation principles of writing laid out in freshman English, with an increased focus on organization, analysis and insight, and argument and rhetoric. Students will develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics. Honors level students can expect to complete independent projects that are designed to deepen their understanding of the themes presented in the curriculum and improve their communication and synthesis skills. The honors course provides an atmosphere that promotes an accelerated pace for students with a high level of maturity, which will expand their appreciation and mastery and refine skills.

**1215 Sophomore English (CP) Gr. 10 – 5 Cr.**

In this genre-based course, students sharpen their reading comprehension skills and analyze important themes & literary movements of American literature from colonial to contemporary times. Students will examine how literature has been shaped by concerns, values, and ideas that have intrigued, delighted, and challenged people throughout time. These insights into the human condition and the human journey will serve as models for students' own thinking and writing. The course builds on the foundation principles of writing laid out in freshman English, with an increased focus on organization, analysis and insight, and argument and rhetoric. Students will develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics. At the CP level, materials are presented at a deliberate pace and a good deal of class time is devoted to reviewing concepts and problems encountered in the reading and writing associated with the course.

**1571 Writing Workshop (CP) – Gr. 10, 11, 12 – 2.5 Cr.**

This course uses the writing as process approach to teaching composition. It is designed to help students improve their skills in the areas of description, narration, and exposition and to develop a clear, concise writing style through critical thinking and the logical development of ideas. The course includes keeping journals, the critical analysis of essays, individual student conferences, and a variety of other assignments designed to improve the student's ability to communicate in writing. Students should expect to read models in each genre and to meet in peer response groups to discuss these models as well as their own writing and their peers' writing. An emphasis is placed on revision strategies and techniques. The culmination of each term will take the form of a writing portfolio, which is a significant part of a student's grade in the course.

**1570 Writing Workshop (H) – Gr. 10, 11, 12 – 2.5 Cr.**

This course uses the writing as process approach to teaching composition. It is designed to help students improve their skills in the areas of description, narration, and exposition and to develop a clear, concise writing style through critical thinking and the logical development of ideas. The course includes keeping journals, the critical analysis of essays, individual student conferences, and a variety of other assignments designed to improve the student's ability to communicate in writing. Students should expect to read models in each genre and to meet in peer response groups to discuss these models as well as their own writing and their peers' writing. An emphasis is placed on revision strategies and techniques. Students taking the class for Honors credit must have the desire and ability to work independently and will be responsible for completing assignments of increased length, depth, and level of complexity in structure, thought, and vocabulary. Honors students will be required to complete additional readings, writings, and more frequent peer response, as well as being required to submit at least one piece of writing for publication. The culmination of each term will take the form of a writing portfolio, which is a significant part of a student's grade in the course.

# FINE & PERFORMING ARTS

## Amy Collins, Department Chairperson

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### COURSE OFFERINGS

#### FINE ARTS:

Art I, II  
Advanced Art  
AP Studio Art- Drawing  
Digital Art  
Intro to Graphic Design  
Independent Projects in Digital Media Arts  
Digital Photojournalism  
Photography I, II  
Advanced Photography  
AP Studio Art- 2D Design (Photo)  
Ceramics I, II  
Advanced Ceramics  
Mixed Media  
Art Gallery & Marketing

#### PERFORMING ARTS:

Beginning Guitar Class  
Beginning Piano Class  
Jazz Improvisation Workshop  
Music Theory  
AP Music Theory  
American Pop Music  
Learn to Jam  
Drama Workshop I, II  
Advanced Drama Workshop  
String Orchestra  
Concert Band  
Mixed Chorus  
Symphonic Band  
Concert Choir  
Chamber/Concert Choir  
Camerata Singers  
Wind Ensemble

#### INTERDISCIPLINARY:

Public Speaking

Algonquin offers a dynamic array of fine and performing arts classes at the CP, H and AP level. The arts stand alone in promoting, among other skills, communication, self-discipline, innovation, teamwork, self-expression and confidence.

The arts teach us to observe, self-reflect, manage stress and help create wholeness. Through the Arts classes, students discover and explore their inner artist. The opportunity to deepen their artistic skills is evident in the many advanced course offerings within our department.

***“Art is the only way to run away without leaving home.”***

***-Twyla Tharp***



**Fine and Performing Arts: 2.5 Credits are Required in Fine and Performing Arts  
(or in Applied Arts and Technology – see page 8)**

Lower School		Upper School	
<p align="center"><b>Grade 9</b></p> <p>You can choose any of Group 1 thru Group 3.</p> <p align="center"><b>Group 1</b></p> <p><u>Performing Arts:</u></p> <p>__ Concert Band (H)</p> <p>__ Mixed Chorus/Concert Band (H)</p> <p>__ Mixed Chorus (H)</p> <p align="center"><b>Group 2</b></p> <p>__ String Orchestra (H)</p> <p>__ Beginning Piano (CP), (H)</p> <p>__ Beginning Guitar (CP), (H)</p> <p>__ Music Theory (H)</p> <p>__ American Pop Music (CP)(H)</p> <p>__ Learn to Jam (CP)(H)</p> <p>__ Drama Workshop 1 (CP)(H)</p> <p>__ Drama Workshop 2 (CP)(H)</p> <p align="center"><b>Group 3</b></p> <p><u>Fine Arts:</u></p> <p>__ Art I (CP), (H)</p> <p>__ Art II (CP), (H)</p> <p>__ Intro to Graphic Design (H)</p> <p>__ Digital Art (CP), (H)</p> <p>__ Digital Photojournalism (H)</p> <p>__ Ceramics 9/10 (CP), (H)</p> <p>__ Mixed Media (CP), (H)</p>	<p align="center"><b>Grade 10</b></p> <p>You can choose any of Group 2 thru Group 4.</p> <p>__ String Orchestra (H)</p> <p>__ Beginning Piano (CP), (H)</p> <p>__ Beginning Guitar (CP), (H)</p> <p>__ Music Theory (H)</p> <p>__ American Pop Music(CP)(H)</p> <p>__ Learn to Jam (CP)(H)</p> <p>__ Drama Workshop 1 (CP)(H)</p> <p>__ Drama Workshop 2 (CP)(H)</p> <p>__ Art I (CP), (H)</p> <p>__ Art II (CP), (H)</p> <p>__ Intro to Graphic Design (H)</p> <p>__ Digital Art (CP), (H)</p> <p>__ Digital Photojournalism (H)</p> <p>__ Ceramics 9/10 (CP), (H)</p> <p>__ Mixed Media (CP), (H)</p> <p align="center"><b>Group 4</b></p> <p><u>Performing Arts:</u></p> <p>__ Jazz Improv Workshop (H)</p> <p>__ Concert Choir (H)</p> <p>__ Symphonic Band (H)</p> <p>__ Symphonic Band/Concert Choir (H)</p> <p>__ Chamber/Concert Choir (H)</p> <p>__ Camerata Singers (H)</p> <p>__ Adv Drama Workshop (H)</p> <p>__ Ceramics I (CP), (H)</p> <p>__ Ceramics II (CP), (H)</p> <p>__ Photography I (CP), (H)</p> <p>__ Photography II (CP), (H)</p> <p>__ Art Gallery &amp; Marketing</p> <p>__ Independent Projects in Digital Media Arts (H)</p> <p>__ Public Speaking (H)</p> <p><u>Fine Arts:</u></p> <p>__ Ceramics I (CP). (H)</p> <p>__ Ceramics II (CP), (H)</p> <p>__ Photography I (CP), (H)</p> <p>__ Photography II (CP), (H)</p> <p>__ Art Gallery &amp; Marketing (H)</p> <p>__ Independent Projects in Digital Media Arts (H)</p> <p><u>Interdisciplinary:</u></p> <p>__ Public Speaking (H)</p>	<p align="center"><b>Grade 11</b></p> <p>You can choose any of Group 2 thru Group 5.</p> <p>__ String Orchestra (H)</p> <p>__ Beginning Piano (CP), (H)</p> <p>__ Beginning Guitar (CP), (H)</p> <p>__ Music Theory (H)</p> <p>__ American Pop Music (CP)(H)</p> <p>__ Learn to Jam (CP)(H)</p> <p>__ Drama Workshop 1 (CP)(H)</p> <p>__ Drama Workshop 2 (CP)(H)</p> <p>__ Art I (CP), (H)</p> <p>__ Art II (CP), (H)</p> <p>__ Intro to Graphic Design (H)</p> <p>__ Digital Art (CP), (H)</p> <p>__ Digital Photojournalism (H)</p> <p>__ Mixed Media (CP), (H)</p> <p>__ Jazz Improv Workshop (H)</p> <p>__ Concert Choir (H)</p> <p>__ Symphonic Band (H)</p> <p>__ Symphonic Band/Concert Choir (H)</p> <p>__ Chamber/ConcertChoir (H)</p> <p>__ Camerata Singers (H)</p> <p>__ Adv Drama Workshop (H)</p> <p>__ Ceramics I (CP), (H)</p> <p>__ Ceramics II (CP), (H)</p> <p>__ Photography I (CP), (H)</p> <p>__ Photography II (CP), (H)</p> <p>__ Art Gallery &amp; Marketing</p> <p>__ Independent Projects in Digital Media Arts (H)</p> <p>__ Public Speaking (H)</p> <p align="center"><b>Group 5</b></p> <p><u>Performing Arts:</u></p> <p>__ AP Music Theory</p> <p>__ Wind Ensemble (H)</p> <p>__ Camerata/Wind Ensemble (H)</p> <p><u>Fine Arts:</u></p> <p>__ Advanced Art (H)</p> <p>__ Advanced Ceramics (H)</p> <p>__ Advanced Photography (H)</p> <p>__ AP Studio Art- Drawing</p>	<p align="center"><b>Grade 12</b></p> <p>You can choose any of Group 2 thru Group 6.</p> <p>__ String Orchestra (H)</p> <p>__ Beginning Piano (CP), (H)</p> <p>__ Beginning Guitar (CP), (H)</p> <p>__ Music Theory (H)</p> <p>__ American Pop Music(CP)(H)</p> <p>__ Learn to Jam (CP)(H)</p> <p>__ Drama Workshop 1 (CP)(H)</p> <p>__ Drama Workshop 2 (CP)(H)</p> <p>__ Art I (CP), (H)</p> <p>__ Art II (CP), (H)</p> <p>__ Intro to Graphic Design (H)</p> <p>__ Digital Art (CP), (H)</p> <p>__ Digital Photojournalism(H)</p> <p>__ Mixed Media (CP), (H)</p> <p>__ Jazz Improv Workshop (H)</p> <p>__ Concert Choir (H)</p> <p>__ Symphonic Band (H)</p> <p>__ Symphonic Band/Concert Choir (H)</p> <p>__ Chamber/ConcertChoir (H)</p> <p>__ Camerata Singers (H)</p> <p>__ Adv Drama Workshop (H)</p> <p>__ Ceramics I (CP), (H)</p> <p>__ Ceramics II (CP), (H)</p> <p>__ Photography I (CP), (H)</p> <p>__ Photography II (CP), (H)</p> <p>__ Art Gallery &amp; Marketing</p> <p>__ Independent Projects in Digital Media Arts (H)</p> <p>__ Public Speaking (H)</p> <p>__ AP Music Theory</p> <p>__ Wind Ensemble (H)</p> <p>__ Camerata/Wind Ensemble (H)</p> <p>__ Advanced Art (H)</p> <p>__ Advanced Ceramics (H)</p> <p>__ Advanced Photography (H)</p> <p>__ AP Studio Art- Drawing</p> <p align="center"><b>Group 6</b></p> <p><u>Fine Arts:</u></p> <p>__ AP Studio Art- 2D Design Photography</p>

## FINE AND PERFORMING ARTS

### FINE ARTS:

**9770/ 9760 Art I (CP) (H)** — Gr. 9, 10, 11, 12 — 2.5 Cr.

This course is an introduction for any student looking to explore 2D visual arts. The course is designed to break down techniques such as drawing, painting, collage, and printmaking into attainable skills.

Through step-by-step guidance, students will get to develop their abilities using various mediums and materials. This course is perfect for both beginning art students with little (no) previous skill, as well as those students looking to hone their technical skills. At the honors level, students will be expected to keep a personal sketchbook outside of class that they will use to experiment and expand their artistic habits of mind.

**9773/ 9763 Art II (CP) (H)** — Gr. 9, 10, 11, 12 — 2.5 Cr.

This course will continue to develop drawing and painting skills. More challenging projects will be presented and more opportunities for individual ideas will be provided. Various drawing mediums such as charcoal, conte and pastel; painting mediums such as watercolor and acrylic, and different printmaking techniques will be used to encourage students' visual literacy and creativity. At the honors level, students will be expected to keep a personal sketchbook that they will use to experiment and expand their artistic habits of mind. **Prerequisite: Art I**

**9791 Advanced Art (H)** — Gr. 11, 12 — 2.5 Cr.

This course is designed for students to advance their technical and creative art skills. Students will begin to develop independent, self-directed studio habits. Projects and prompts will be given to help students create pieces to be used in the development of a formal Art Portfolio. Outside of class students will be expected to maintain a personal sketchbook in order to continue expanding their artistic habits of mind.

**NOTE:** Students may enroll in this course multiple semesters for additional credit, as each semester students will continue refining artistic skills and developing portfolio content. Students interested in taking AP or applying for art school are encouraged to enroll for 2 semesters. **Prerequisite: Art II**

**9797 AP Studio Art- Drawing (AP)** - Gr. 11, 12 — 5 Cr.

This course is for the highly motivated student who is seriously interested in the many aspects of drawing, painting and other two dimensional art forms. The course involves significant commitment and self-discipline, as extensive work outside the classroom is required. Students will pursue college-level art studio studies following a curriculum derived from The College Board Advanced Placement Program guidelines. In addition to working on the portfolio requirements, students are expected to maintain a consistent self-directed sketchbook. The portfolio in its entirety will be digitally submitted to the College Board, along with five original works by mail, to be judged for college credit.

**Prerequisite: Advanced Art, and Permission of Teacher. College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.**

**9556 Introduction to Graphic Design (H)** - Gr. 9, 10, 11, 12 - 2.5 Cr.

Students are introduced to the language of design and visual communication, using Adobe Illustrator, Photoshop, mobile apps, and hand-sketching. This course presents a broad range of assignments that effectively use the principles of visual design, which may include projects such as posters, logos, ad campaigns, t-shirts, and promotional materials. Students also engage in Design Thinking for problem solving, and consider how design can make the world a better, more welcoming place. Prior to the course, students are expected to have experience with creating original artwork, and be comfortable with basic sketching and use of color. **Prerequisite: Art I or Digital Art**

**9756/9755 Digital Art (CP) (H)** – Gr. 9, 10, 11, 12 – 2.5 Cr.

Using mobile devices, tablets, and Adobe Creative Suite, students explore a vast range of technology for creative image making, from “iPhoneography” to App-Smashing to digital drawing. Throughout the semester, students further their understanding of aesthetics, technology, and its role in the world, while developing their creative agency, or the ability to generate and solve problems by seeking and constructing resources, and measuring their own success. At the CP Level, students are expected to learn skills and perform to specified criteria, while at the Honors level, students are expected to draw on past learning and personal experience to contribute to the classroom community, and express vision and creativity in original work.

**9758 Independent Projects in Digital Media Arts (H)** - Gr. 10, 11, 12 - 2.5 Cr.

This course is designed for students to advance their technical and creative skills with computer-based art media, such as digital drawing, vector graphics, and layered photo-imaging. Students will build on beginning skills with Adobe Creative Suite, and develop independent, self-directed studio habits throughout the creative process. Projects and prompts will be given to help students create pieces to be used in the development of a formal Art Portfolio. Outside class, students will maintain a process journal/sketchbook in order to continue expanding their artistic habits of mind.

NOTE: Students may enroll in this course multiple semesters for additional credit, as each semester students will continue refining artistic skills and developing portfolio content. This counts as 1 of 2 pre-requisite courses for AP 2D design. **Prerequisite: Digital Art, or Digital Photojournalism, or Graphic Design AND Art I/Digital Art.**

**9515/9516 Photography I (CP) (H)**— Gr. 10, 11, 12— 2.5 Cr.

Students develop an understanding of the image as a means of artistic communication, while learning basic darkroom and camera techniques, and principles of design, and genres of photography. At the CP level, students heighten their visual literacy by creating well-designed images, through in-class instruction on technique and composition. At the Honors level, students combine independent exploration with in-class instruction to create well-designed images that convey meaning, emotion, and cultural significance to the viewer. Students are required to purchase photography paper at an estimated cost of \$55, and to have their own “point and shoot” or automatic film camera available to them for the whole semester.

**9525/9526 Photography II (CP) (H)**— Gr. 10, 11, 12 — 2.5 Cr.

Students will further explore the power of the photograph begun in Photography I, developing a technical knowledge base that allows them to use camera darkroom techniques to take artistic control of their images and expand their visual literacy. At the CP level, students are expected to learn and apply the manual settings of a manual film camera and principles of design to create visually interesting images. At the Honors level, students are challenged to use manual camera settings and the principles of design to create meaningful content and expand the expressive potential and take artistic control of their images. Students are required to have the use of a 35 mm single lens reflex (SLR) camera with manual controls for the entire semester, and are required to supply their own photography paper at an estimated cost of \$55. ***Prerequisite for Photo II (CP): Photography I. Prerequisite for Photo II (H): Photo I & permission of teacher.***

**9814 Digital Photojournalism (H)** – Gr. 9, 10, 11, 12 – 2.5 Cr.

Starting with Smartphones, students explore practices of reputable news media photography while taking pictures for The Harbinger, Algonquin’s award-winning student newspaper, and other publications. Once students learn basic principles of news photography, we consider situations in which phones are limited, and cameras are necessary, such as low-light and sports photography. This is a deadline-oriented course and time outside class is required to take photos. Students gain a background in First Amendment law, photojournalism ethics, photography workflow and editing, and how to use a DSLR camera in a variety of situations.

**9530 Advanced Photography (H)** — Gr. 11, 12 — 2.5 Cr.

In this advanced level course, students consider qualities and techniques that distinguish the fine art photography, why artists create, and where they get their inspiration. Students are guided in making expressive images with personal meaning through establishing a photographic style and using advanced camera, darkroom and digital techniques. Students explore and analyze the work of contemporary photographers, reflecting on others’ and their own work in writing, discussion, and further art making. Students are required to have the use of a digital camera with manual controls for the entire semester. Students are required to purchase their own photography paper at the estimated cost of \$75.00.

***Prerequisite: 2 Semesters of an ARHS photography class, and/or Permission of Teacher.***

**9796 AP Studio Art- 2D Design Photography (AP)** – Gr. 12 – 5 Cr.

This course is for students seriously interested in the study of visual art, and in pursuing in-depth explorations of concepts in expressive photography. Students individually research and plan long-term, independent projects, through which they display a superb understanding of the elements of art and principles of design in image-based media. While the course is teacher-directed, each student will have an opportunity to work independently to develop a portfolio that demonstrates excellence in three required areas: quality, concentration and breadth. Significant commitment outside the classroom, self-discipline, and summer homework are required. The portfolio in its entirety will be digitally submitted to the College Board, along with five original works by mail, to be judged for college credit. Students are required to purchase photography supplies at an estimated cost of \$55 per semester, and are required to have a digital camera with manual settings. ***Prerequisite: 2 Semesters of an ARHS photography class, and/or Permission of Teacher. College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.***

**9615a/9616a Ceramics I (CP) (H) – Gr. 9 & 10 –2.5 Cr.**

This course is an introduction to ceramics. Students will explore hand-building techniques in order to create both functional and abstract artworks. These techniques will include pinch, coil, stamp and slab methods as well as certain techniques in glazing and ceramic safety. There is an emphasis on creativity, craftsmanship, and studio care. At the honors level, students will learn the basics of the ceramic wheel outside of regular class time. Students enrolled will be required to participate in an afterschool wheel-throwing tutorial, which will lead to a required wheel thrown artwork project in addition to regular in class assignments. Determination for (H) will be set by the date scheduled in the course expectations at the start of the term.

**9615/ 9616 Ceramics I (CP) (H) — Gr. 10, 11, 12 — 2.5 Cr.**

This course is an introduction to ceramics. Students will explore hand-building techniques in order to create both functional and abstract artworks. These techniques will include pinch, coil, stamp and slab methods as well as certain techniques in glazing and ceramic safety. There is an emphasis on creativity, craftsmanship, and studio care. At the honors level, students will learn the basics of the ceramic wheel outside of regular class time. Students enrolled will be required to participate in an afterschool wheel-throwing tutorial, which will lead to a required wheel thrown artwork project in addition to regular in class assignments. Determination for (H) will be set by the date scheduled in the course expectations at the start of the term.

**9617/9618 Ceramics II (CP) (H) — Gr. 10, 11, 12 — 2.5 Cr.**

This course introduces wheel throwing skills while also building upon techniques learned in Ceramics I. Students will create more complex artworks and experiment with unique techniques. Students will be expected to push their ideas to a new level, with focus on craftsmanship and idea-generation. At the honors level, students will be required to keep constant documentation of their artistic process and create artworks with an emphasis on innovative concepts and ideas. Additionally, students will begin to make exploring the world of art as a common practice. ***Prerequisite for Ceramics II (CP): Ceramics I. Prerequisite for Ceramics II (H): Ceramics I & permission of teacher.***

**9833 Advanced Ceramics (H) – Gr. 11, 12 – 2.5 Cr.**

What is your artistic style? This course will encourage students to investigate themselves as artists through the use of complex and abstract ideas and artworks. Students will use their repertoire of techniques in order to identify their artistic style through a body of work. They will also be required to keep constant documentation of their artistic process, and develop their own artist statement.

***Prerequisite: Ceramics II***

**9783/9784 Mixed Media (CP) (H)- Gr. 9, 10, 11, 12 – 2.5 Cr.**

This course will introduce students to the fundamental principles, techniques, and the variety of materials that may be used to create 2D and 3D art. Students will have the ability to experiment with traditional and non-traditional materials, learn to express themselves in a myriad of mediums, and learn about contemporary artists who push the boundaries of the art world. Students will have the chance to create representational and abstract artworks that express their creativity and problem-solving abilities. At the honors level, students will be expected to create additional artwork that they will work on throughout the semester outside of regular class time that will reinforce concepts introduced to them in class.

**9559 Art Gallery & Marketing (H) – Gr. 10, 11, 12 – 2.5 Cr.**

Students in this course utilize their leadership and business skills in order to manage Algonquin’s in-school art gallery *Gallery of the Boroughs*. This hands-on course encourages students to refine basic business skills through setting their own goals, learning how to research, network, exhibit, market and budget along the way. This course will also investigate resources that help develop entrepreneurial skills for students who want to build their own artistic platform. Students may re-enroll in this course for additional credit, as each semester student projects will vary based on different individual roles, teamwork experience, themes and artists. **Prerequisite: Any Fine Arts course**

**PERFORMING ARTS:**

**9151/9153 Beginning Guitar Class (CP) (H) – Gr. 9, 10, 11, 12 - 2.5 Cr.**

This course is a ‘hands on’ course designed for beginning students with some basic skills and for those who are interested in learning to play the guitar and have had no prior experience. The course will include familiarization with the guitar, music reading and basic theory, playing single note melodies as well as chords. By the end of the semester students should be able to play several popular songs. Student progress will be measured and graded by periodic performance exams. It is preferred that students have access to a guitar that they can bring to class; the school owns a limited number of guitars for students to use. Students opting to take the course at the honors level will be required to complete additional assignments and performance assessments, and perform more challenging repertoire.

**9150/9152 Beginning Piano Class (CP) (H) - Gr. 9, 10, 11, 12 - 2.5 Cr.**

This course is a ‘hands on’ class designed for beginning students with some basic skills and for those who have had little or no prior piano instruction and would like to learn how to play the piano. The course will include familiarization with the keyboard, music reading, basic theory, playing single note melodies as well as melodies accompanied by chords. By the end of the semester students should be able to play well-known songs. Student progress will be measured and graded by periodic performance exams. It is preferred that students have access to a keyboard at home to practice, or are able to make themselves available to practice after-school on one of the school pianos. Students opting to take the course at the honors level will be required to complete additional assignments and performance assessments, and perform more challenging repertoire.

**9213 Music Theory (H) – Gr. 9, 10, 11, 12 – 2.5 Cr.**

In this course, students will learn the basic and intermediate elements of musical notation, music theory, and ear training. They will gain familiarity with those elements through in-class activities and homework assignments that involve writing and performing music. Students will be able to apply the skills learned in this course to playing, singing, arranging, and composing music.

**9223 AP Music Theory** — Gr. 11, 12 — 5 Cr.

This rigorous course expands upon the skills learned in Music Theory Honors. AP Music Theory is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory and to prepare musicians who plan to further pursue music at the collegiate level. This class is intended for and is taught as a first year college level music theory course. Composition, counterpoint and arranging will be studied and a systematic study of the historical tonal music styles will be stressed. Students will learn solfège and sight singing techniques with the aid of computer-based programs, in addition to working on harmonic and melodic dictation and ear training skills. Students will be required to purchase a \$45 computer software ear-training program as part of the class. Students will follow a curriculum derived from the College Board Advanced Placement Program guidelines. ***Prerequisite: Music Theory (H) and/or permission of the teacher. College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.***

**9366/9365 American Pop Music: From Billie Holiday to Billie Elish (H/CP)** – Gr. 9, 10, 11, 12 – 2.5 Cr.

This class is a guide to understanding and enjoying American popular music from the late nineteenth century to the present. We will survey a variety of popular genres, including rock, blues, jazz, country, R&B, and hip hop, probing the links between music and issues of race, gender, class, economics, and politics. In this project-based course, students will listen, interpret, discuss, and study the origins of today's popular music.

**9361/9360 Learn to Jam (H/CP)** – Gr. 9, 10, 11, 12 – 2.5 Cr.

This class is open to all students in grades 9 thru 12 with any level of music experience from the absolute beginner to advanced. In this class students will learn how to play multiple instruments. Students will learn the fundamentals of music through performing with others. Units will include four chord songs, bucket drumming, and rock/pop covers. Students will be provided with school instruments and equipment as needed.

**9355 Jazz Improvisation Workshop (H)** – Gr. 10, 11, 12 – 2.5 Cr.

A performance-based course for students who want to learn to improvise in the jazz idiom. Students will be taught chords, scales, patterns, and stylistic considerations for improvisation over chord changes on standard jazz pieces. Students will also study jazz history, influential jazz artists, and notable compositions. Students should be able to read and notate music and have an established proficiency on their instruments. Members of the class are expected to perform in all concerts and events as determined by the director.

***Prerequisite: Concurrent enrollment in Band, Chorus, or Orchestra, and permission of the teacher.***

**9133 String Orchestra (H)** - Gr. 9, 10, 11, 12 - 5 Cr.

This course is an extension of the string instruction begun in earlier grades and is open to any student that plays violin, viola, cello, or string bass. A balanced repertoire of music of the classical composers and popular music is presented. This ensemble meets after school on a weekly basis to rehearse full orchestra music with wind, brass, and percussion players. Attendance at all concerts is required as well as attendance at music festivals. The course meets five times per cycle for the entire year.

**9023 Concert Band (H) — Gr. 9 — 5 Cr.**

The Concert Band performs music of the highest quality from the standard band repertory as well as contemporary works. The literature selected is designed to provide a transition from middle school literature to the more difficult literature of the high school repertoire. Attendance at all public performances is required as well as attendance at music festivals. The ensemble meets five times per cycle for a full year.

**9313 Mixed Chorus (H) —Gr. 9 — 5 Cr.**

Mixed Chorus is a vocal performing organization open to all voice ranges and levels of experience. This course prepares special programs for school and public performances. Members are given the opportunity to experience a wide range of choral music and to improve their music reading skills. Concerts are frequent and attendance is required at all concerts. This group meets five times per week for the full year.

**9323 Mixed Chorus/Concert Band (H) - Gr. 9 –5 Cr.**

The outline of both courses will apply. Students will split time between the two groups according to a schedule determined by the directors.

**9013 Symphonic Band (H) — Gr. 10, 11, 12 — 5 Cr.**

This ensemble performs music of the highest quality from the standard band repertory as well as contemporary works. This group performs music at grade level 4/5. Attendance at all public performances is required as well as attendance at music festivals. The group meets five times per cycle for a full year.

**9113 Concert Choir (H) — Gr 10, 11, 12 — 5 Cr.**

Concert Choir is a vocal performing organization open to all voice ranges and levels of experience. This course prepares special programs for school and public performances. Members are given the opportunity to experience a wide range of choral music and to improve their music reading skills. Concerts are frequent and attendance is required at all concerts. This group meets five times per week for the full year.

**9395 Concert Choir/Symphonic Band (H) - Gr. 10, 11, 12 – 5 Cr.**

The outline of both courses will apply. Students will split time between the two groups according to a schedule determined by the directors.

**9123 Chamber Choir/Concert Choir (H) – Gr. 10, 11, 12 – 6 Cr.**

This is a chorus of select singers who have the highest performance standards. Music literature studied will include choral music for most all eras and musical styles including vocal jazz. Enrollment is limited and an audition is required. Attendance at all concerts is required and there are frequent community concert appearances as well as attendance at music festivals. Rehearsals alternate with Concert Choir. Each Chamber Choir student also performs and rehearses with Concert Choir and fulfills all Concert Choir obligations. In addition, two after school rehearsals are scheduled and required.



**9403 Chamber Choir/Symphonic Band (H)** – Gr. 10, 11, 12 – 6 Cr.

The outline of both courses will apply. Students will split time between the two groups according to a schedule determined by the directors.

**9134 Wind Ensemble (H)** – Gr. 11, 12 – 5 Cr.

This is an ensemble of select instrumentalists who have the highest performance standards. Enrollment is limited and an audition is required. This ensemble performs music of the highest quality from the standard band repertory as well as contemporary works. Attendance at all concerts is required and there are frequent community concert appearances as well as attendance at music festivals. This group meets five times per cycle for a full year. **Prerequisite: Symphonic Band, and an audition.**

**9423 Camerata Singers (H)** -- Gr. 10, 11, 12 -- 5 Cr.

This is a chorus of select singers who are interested in an intensive and challenging vocal music experience. Enrollment is limited, an audition is required, and there are very strict attendance requirements for rehearsals and performances. Students must be prepared to learn their music on their own and perform in concerts outside of school in the community.

**9135 Camerata Singers/Wind Ensemble (H)** - Gr. 10, 11, 12 – 5 Cr.

The outline of both courses will apply. Students will split time between the two groups according to a schedule determined by the directors. **Prerequisite: Auditions.**

**9430/9435 Drama Workshop 1 (CP/H)** — Gr. 9, 10, 11, 12 — 2.5 Cr.

This beginning improv class develops basic acting skills through unrehearsed scenarios. No acting experience is required although students who have performed are equally challenged. Improv has been shown to improve cooperation, innovation and self-confidence. Improv classes are a staple of business schools to teach leadership, enhance communication and further social skills. The ultimate goal of this class is for students to feel more confident in social situations and formal presentations. Students taking this course at the Honors level will complete 2 additional monologues throughout the semester.

**9440/9445 Drama Workshop 2 (CP/H)** – Gr. 9, 10, 11, 12 – 2.5 Cr.

This course is for the drama student who enjoyed Drama I and opts to work on more advanced stage skills with a new set of actors to work with. Drama II focuses on improvisation, monologues and scene work and will prepare students for in-school performances throughout the semester. Students taking this course at the Honors level will complete 2 additional monologues throughout the semester.

**Prerequisite for Drama Workshop 2 (CP): Drama Workshop 1. Prerequisite for Drama Workshop 2 (H): Drama Workshop I & Permission of Instructor**

**9460 Advanced Drama Workshop (H)** – Gr. 11, 12 – 2.5 Cr.

Advanced Drama is a semester long performance-based course designed for students who are interested in continuing to perform in a supportive setting and may possibly pursue careers associated with the arts and/or communications. Students will work with others to create an original scene, perform improvisation and have the opportunity to work with scripted material. This course will provide opportunities for students also interested in backstage and in directing. There is one monologue that you will workshop in class and later perform in-school for an invited audience. **Prerequisite: Drama Workshop II & permission of instructor.**

## **INTERDISCIPLINARY COURSES:**

**2880 Public Speaking (H)** – Gr. 10, 11, 12 – 2.5 Cr.

What's one of the most common fears we have? Public Speaking. What can we do to crush this fear? Publically speak! Students will learn techniques to face a variety of situations, such as job/college interviews, giving a toast at a family event, and preparing for school presentations. This course is a low-stress way to become a more confident speaker who can engage an audience.

## HEALTH & FITNESS

Brian Mawson, Department Chairperson

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### COURSE OFFERINGS

**Students are required to enroll in a health and fitness class all four years of high school. Students can only enroll in the designated health and fitness class for their grade level. Enrollment in one of the elective courses will be in addition to the required course. Elective courses cannot be substituted for the required grade level course.**

The following are the required courses for each grade level:

**Grade 9 Health and Fitness 9**

**Grade 10 Health and Fitness 10**

**Grade 11 Health and Fitness 11**

**Grade 12 Health and Fitness 12**

#### **Electives:**

**Wellness Mentor (CP)**

**Weight Training and Conditioning (CP)**

**Team Sports (CP)**

Health and Physical Education are an integral part of our educational program and are designed to contribute to the student's overall well-being.

We firmly believe that the potential of any student to achieve depends upon a healthy body, a sound mind, and a positive self-concept. Without these basic attributes of physical, mental, and social health, advancement toward other educational goals will be difficult. Since firm links exist between a positive self-concept and the desire to achieve in school, every effort will be made to help each student develop a solid base of self-esteem. This includes the development of a sense of pride in one's individuality, a feeling of security, and a desire to improve one's level of fitness.

Our primary objective is to help our students better prepare themselves to meet the demands of daily living. Students will develop the skills which provide the opportunity for them to impact their fitness level and their overall health. Our program utilizes self-assessments in fostering achievable personal goals. By understanding the effects of physical activity on their bodies and the importance of healthy lifestyles, our students will learn that health and fitness are life-long efforts.

## HEALTH & FITNESS REQUIRED PROGRAM

Students are required to enroll in one semester of health and fitness each year for a total of 10 credits (2.5 per year) to graduate.

Lower School		Upper School	
Grade 9	Grade 10	Grade 11	Grade 12
<p><b>Required:</b></p> <p>Health &amp; Fitness 9</p>	<p><b>Required:</b></p> <p>Health &amp; Fitness 10</p> <p><b>Elective:</b></p> <p>_Weight Training and Conditioning(CP)</p>	<p><b>Required:</b></p> <p>Health &amp; Fitness 11</p> <p><b>Electives:</b></p> <p>_Weight Training and Conditioning(CP)</p> <p>_Team Sports(CP)</p>	<p><b>Required:</b></p> <p>Health &amp; Fitness 12</p> <p><b>Electives:</b></p> <p>_Wellness Mentor(CP)</p> <p>_Weight Training and Conditioning(CP)</p> <p>_Team Sports(CP)</p>

### 3609 Health and Fitness Grade 9 (CP) – 2.5 Cr.

This course is designed to enable students to participate in a variety of individual sport skills and fitness activities that promote a healthy lifestyle. Students will actively acquire specific sport skills, an understanding of health-related and skill-related fitness components, guidelines for exercise, principles of training, and goal setting. Lifetime sport and fitness skills will be introduced, instructed and practiced in a positive learning environment that will enhance each student’s physical, emotional, and social development.

### 3610 Health and Fitness Grade 10 (CP) - 2.5 Cr.

This course provides students with the necessary skills for achieving health and fitness. Students will be able to apply responsible decision-making to their daily lives regarding personal health issues such as substance abuse, suicide prevention, teen pregnancy, sexually transmitted infections, healthy relationships, and fitness concepts. Active learning strategies will include knowledge assessments, processing information through class discussions, cooperative learning activities, role playing, and journal writing.

### 3611 Health and Fitness Grade 11 (CP) – 2.5 Cr.

This course is designed to help students develop and demonstrate self-confidence, problem solving and decision-making skills, individual fitness strategies, teamwork, and respect for diversity through active and cooperative learning activities. Students will work toward the acquisition and application of knowledge and life skills, thus providing the framework for a lifetime of healthy living.

### 3612 Health and Fitness Grade 12 (CP) – 2.5 Cr.

This course is designed to equip students with the knowledge and skills necessary to obtain a lifelong healthy lifestyle with emphasis placed on the post graduate years. Course content will include a wide range of activities in the area of Health and Fitness as well as exposure to occupations in the Health and Fitness Field. Students will also be given opportunity to select activities of interest to them.

**Electives:**

**3430 Wellness Mentor (CP) – Gr. 12 - 2.5 Cr.**

This is an elective course designed for students, who want to improve their leadership, team-building, organizational, communication, and decision-making skills. Curriculum activities include becoming a positive role model for other students, increasing personal health-related fitness components, and engaging in practical classroom management skills. Other responsibilities could include officiating activities, developing a mini-unit as a culminating project, or keeping a portfolio of individual accomplishments. Interested students should contact the teacher they wish to mentor with. A brief interview with the Health and Fitness Department Chairperson is also necessary before electing this course.

**3550 Weight Training and Conditioning (CP) Gr. 10, 11, 12 – 2.5 Cr.**

This course is designed for those students who are interested in weight training and conditioning. The curriculum will include lifting skills and techniques, individualized conditioning programs and an opportunity to alleviate stress through exercise. This is an ideal class for those who want to start up or continue with their weight training and exercise programs but who have difficulty finding time to work out after school and a facility in which to train.

**3530 Team Sports (CP) Gr. 11, 12 – 2.5 Cr.**

Stay healthy and emotionally fit by participating in some favorite team sports. Students will participate in activities that include touch football, soccer, ultimate Frisbee, softball, basketball, team handball, volleyball and floor hockey. Additionally, physical fitness components will be discussed as well. This is a vigorous program and, in order to participate, it is **mandatory** that students have a change of clothes.

# INSTRUCTIONAL SUPPORT DEPARTMENT

**Felecia Rutigliano, Department Chairperson**

**Dr. Jennifer Lipton-O'Connor, Department Chairperson**

The Student Support Services Department offers a continuum of programs and services to support students in grades 9-12 and post secondary students, with the goal of improving student access to curriculum. Students and staff gain a better understanding of a student's individual learning style and specific strategies that support how they learn best. Students may receive instruction in developing efficient study skills, test taking skills, assistance with organization, and how to use technology to improve their learning. Instructional Support Services also provide help to students who require social, emotional, and behavioral support.

Members of the Department include School Nurses, School Psychologists, Special Education Teachers, Speech/Language Pathologist, Physical and Occupational Therapists, Tutors, School Adjustment Counselors, Reading Specialist, Educational Support Professionals, Transition Coordinator, English Language Development Teachers and the Assistant Director of Student Support Services.

## **Support Services for all Students**

- Focus Study 9/10, 11/12
- ACCESS
- Peer Tutor Program
- ELD – English Language Development
- Student Health Services

## **Special Education Services**

- Learning Centers
- Inclusion Support
- Related Services
- Programming

## **SUPPORT SERVICES FOR ALL STUDENTS**

Students may access academic support for a variety of skills, such as organization, study, and test taking strategies in their directed studies and from content specific resource centers. Students are strongly encouraged to stay after school with their content area teacher when needing extra help in their classes.

### **Student Health Services**

Two full time school nurses offer a variety of medical supports for students and staff throughout the school day to ensure that our students are healthy and safe. The nurses provide skilled nursing care, nursing assessments, nursing intervention for chronic health issues and mental health support. Every student who enters the district has an up to date medical record including state mandated screenings and immunizations. Other duties for the school nurse include: on-going health education for students, parents and staff and specialized health care plans for students with chronic illness. Nurses are critical members of the building based crisis team and act as a resource for families who may need help accessing medical information. Nurses play a critical role in helping members of the school reach their optimal level of wellness.

### **Focus Study Grades 9 & 10-(By Recommendation)**

Students can utilize a class period scheduled into their day to access instruction in study skills, test taking strategies, and organization. They can gain greater insight into how they learn best and develop strategies that are most appropriate to their individual learning styles. Students learn time management, organizational strategies (including use of an assignment notebook), note taking, summarizing, research strategies and graphic organizers, utilizing the students' classroom assignments. This study is staffed by a full time tutor.

### **Focus Study Grades 11 & 12-(By Recommendation)**

Students utilize the instructional strategies they learn in the Lower School program to achieve success in the upper school curriculum. The overall emphasis is for students to develop self-advocacy strategies to meet their educational needs. This study is staffed by a full time tutor.

### **ACCESS- (By Recommendation)**

ACCESS is a short term program designed to promote the stabilization, resiliency and reintegration of students experiencing temporary medical or mental health challenges in a supportive school environment. The program is staffed by a licensed school adjustment counselor and academic tutor.

### **Peer Tutoring Program**

Students may work with peer tutors during a study period in the school day or after school. Tutors can sharpen their own skills by assisting other students. The time commitment is generally 1-3 times per week. Applications are available for tutors and tutees in the Guidance Office.

## **SPECIAL EDUCATION SERVICES**

The Special Education Department provides specially designed instruction and services to support students with their specific needs in the areas of education, vocation and community access. Special education programming and placement are determined by the IEP (Individual Education Program) team.

### **Academic Learning Centers – Grades 9, 10, 11, 12 – 2.5 credits per semester**

Students access learning centers based on their Individual Education Program. Students receive academic supports per the goals and objectives identified in their IEP. Learning centers are staffed with a special education teacher and an instructional aide. Students on IEP's participate in the general education curriculum with support provided by their Special Education teachers in consultation with their general education teachers. Students can also receive related services provided by School Psychologist, School Adjustment Counselor, Speech/Language Pathologist, Occupational Therapist, and Adaptive Physical Education Teacher.

### **Inclusion Support**

Students are assigned to supported classes, based upon their level of need and the service delivery of their Individual Education Program. Special education teachers or Educational Support Professionals provide support within the general education classrooms. Supports can range from assistance with organizational strategies, reading, writing, and math within the context of curriculum being delivered.

### **Special Education Programs**

#### **Language Based Program (LBLD)**

The Language-Based Learning Disabilities Program follows the core values and beliefs of the District. The program promotes high expectations and excellence for all in a dynamic learning environment that inspires opportunities for thinking critically, solving problems, and engaging intellectual curiosity. It supports diversity, inclusion, discovery, resiliency, and effective communication in a safe learning environment.

This is an intensive instructional program designed for students with a specific learning disability who require small group instruction with special education staff or a combination of general education and special education staff. These students struggle with meeting their potential in more than one of the following skill areas: Reading Skills (inclusive of decoding, fluency, and comprehension), Spelling Skills (encoding), Written Language, Mathematics, Executive Function Skills and/or Expressive Language.

Instruction is delivered using a direct, systematic, multisensory, structured language teaching approach with instruction focused on the attainment of decoding/encoding skills, oral reading fluency, comprehension skills, writing skills, and vocabulary development.

*Placement in this program is a result of a Team meeting determination by the student's Individualized Education Program (IEP) Team.*



### **Transitional Learning Center Program 1 (TLC):**

The Transitional Learning Center is an individualized program designed for students needing more intensive academic, social and communication supports. The TLC offers a variety of courses to address the full range of needs and skill levels of students with varying disabilities including but not limited to Intellectual, Autism, Neurological and Communication. Student's individual needs are addressed in their IEP with the focus of participating in general education classes to the maximum extent possible. The TLC teachers focus on teaching the core content areas of Reading, English/Language Arts, Mathematics, Science and Social Studies at the student's instructional level through a variety of instructional models.

*Placement in this program is a result of a Team meeting determination by the student's Individualized Educational Program (IEP) Team.*

### **Transitional Learning Center 2 (TLC 2):**

The TLC 2 Program is designed for students who require intensive specialized instruction across the school day to support their learning challenges. The TLC 2 Program is individualized to meet the specific needs of the individual student. The program is based on the principals of Applied Behavior Analysis (ABA). Instruction may be provided in the general education classroom or in the sub separate classroom for small group instruction and/or one-to-one instruction. One to one instruction is heavily based on the principles and procedures of ABA which embedded systematic teaching to help students generalize learned skills across settings. Additionally, an individualized curriculum is developed and implemented for each student as needed using the highly specialized web based ACE Curriculum. Areas of focus for the program include functional communication, activities of daily living, academics, Augmentative Assistive Communication (AAC), vocational, communication skills, and social pragmatic skills. The program has a Team approach to services. Staff include a lead special education teacher, educational support professionals, speech and language therapist, physical therapist, and an occupational therapist. The program is also supported by a Board Certified Behavior Analyst, Assistive Technology Specialist, AAC consultant, School Psychologist and Transition Coordinator.

*Placement in this program is a result of a Team meeting determination by the student's Individualized Educational Program (IEP) Team.*

### **Reaching Individualized Success Educationally (RISE):**

The RISE Program is an individualized program designed for students with social/emotional challenges. These social emotional challenges impede the students' ability to succeed in the inclusion setting and as a result receive their primary academic instruction in the therapeutic program from a combination of content-specific general education teachers and special education staff, in a small group model. Students work to overcome their challenges and develop skills to better manage their emotions. Students receive their primary support from the special education teacher and additionally are assigned a School Adjustment Counselor who works closely with family and outside providers with the goal of returning students to the general education setting whenever possible.

*Placement in this program is a result of a Team meeting determination by the student's Individualized Educational Program (IEP) Team.*

### **The Community Access Program (CAP)**

The Community Access Program (CAP) is a full day program for postgraduate, Algonquin students between the ages of 18-22, with varying disabilities including but not limited to Intellectual, Autism, Neurological and Communication. CAP is designed to provide the training necessary for successful supported employment and independent living. The goal of CAP is to provide direct, hands-on, specialized instruction that will help students make progress towards transitioning successfully from the public school setting to the adult world.

This program emphasizes the development and enhancement of functional skills in the areas of: Vocation/Employment, Social Skills/Communication, Health/Self-Care, Functional Daily Life Skills, Leisure and Community Access. Enrollment in the CAP occurs through the IEP Team process.

*Placement in this program is a result of a Team meeting determination by the student's Individualized Educational Program (IEP) Team.*

### **NECC Partnership Program:**

Provides intensive, specialized instructions to students who have a disability that causes significant cognitive, social and behavioral challenges. Components of this special education, instructional program include: 1:1 staffing ratio, varied but controlled learning environment(s), specific teaching strategies including a heavy emphasis on Applied Behavioral Analysis, systematic data collection across settings throughout the school day, consistent analysis of data for trends, related therapies and modified curriculum. Instruction is focused on academic skills, functional life skills, social pragmatics, emotional regulation and behavioral management.

Placement in this program is a result of a Team meeting determination by the student's Individualized Educational Program (IEP) Team.

# MATHEMATICS

Elizabeth Dore, Department Chairperson

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## Course Offerings

### Mathematics

Individual Mathematics (CP)

Algebra 1 (H/CP/Fundamentals)

Geometry (H/CP/Fundamentals)

Algebra 2 (H/CP/Fundamentals)

Advanced Algebra (CP)

Pre-Calculus (H/CP/Fundamentals)

AP Calculus AB or BC

Calculus (H)

AP Statistics

Contemporary Applied

Mathematics I, II (CP/H)

Math Mentor

In accordance with the Massachusetts Mathematics Curriculum Frameworks, it is our goal that students studying mathematics at Algonquin become confident in their ability to do mathematics, become mathematics problem solvers and learn to reason and communicate mathematically. The math courses described in the following pages are designed to help students achieve that goal. Students should consult with their current teacher as to the best course selection for them.

## Mathematics: 15 Credits Required for Graduation

Lower School		Upper School	
Grade 9	Grade 10	Grade 11	Grade 12
<p><b>Required:</b></p> <p>Choose one of these:</p> <p>__Algebra 2 (H)            __Algebra 2 (CP)            __Algebra 1 (H)            __Algebra 1 (CP)            __Algebra 1            Fundamentals (CP)            __Individual Math (CP)</p>	<p><b>Required:</b></p> <p>Choose one of these:</p> <p>__Geometry (H)            __Geometry (CP)            __Geometry            Fundamentals (CP)            __Individual Math(CP)            __Contemporary Applied            Mathematics I (CP)(H)            __Contemporary Applied            Mathematics II (CP)(H)</p>	<p><b>Required:</b></p> <p>Choose one of these:</p> <p>__Algebra 2 (H)            __Algebra 2 (CP)            __Algebra 2            Fundamentals (CP)            __Contemporary Applied            Mathematics I(CP)(H)            __Contemporary Applied            Mathematics II (CP)(H)            __Pre-Calculus (H)            __Pre-Calculus (CP)            __Individual Math (CP)            __AP Statistics            __Math Mentor (CP)</p>	<p><b>Electives:</b></p> <p>You can select from these:</p> <p>__Advanced Algebra(CP)            __AP Calculus AB &amp; BC            __Calculus (H)            __Contemporary Applied            Mathematics I (CP/H)            __Contemporary Applied            Mathematics II (CP)(H)            __Individual Math (CP)            __Pre-Calculus (H)            __Pre-Calculus (CP)            __Pre-Calculus            Fundamentals (CP)            __AP Statistics            __Math Mentor (CP)</p>

### Listing of Courses (alphabetically):

#### **4103 Algebra 1 (H)** - Gr. 9 - 5 Cr.

The honors course is designed for those students who seek a challenge beyond the college preparatory approach. The pace is faster and more topics are studied in greater depth. Advanced topics include operations on rational expressions, solving radical equations, and the exploration of quadratic functions. **Eighth grade teacher recommendation is required.**

#### **4113 Algebra 1 (CP)** - Gr. 9 - 5 Cr.

In this course, students will build on the algebraic foundation learned in earlier courses. They will learn more about algebraic expression, rational numbers, proportional reasoning, polynomials and factoring. Students will investigate one variable and fractional equations. Students will study linear equations, inequalities, and quadratic functions. Demonstrating the ability to graph these equations and use appropriate functions to solve problems are essential to this course. Students will study probability and statistics and learn to process and present data to support the solutions of higher math problems. **Eighth grade teacher recommendation is required.**

#### **4123 Algebra 1 Fundamentals (CP)** – Gr. 9 – 5 Cr.

In this course, students will build on the algebraic foundation learned in prior courses. This course covers basic algebraic skills essential to the study of mathematics. Course topics include linear expressions, equations and inequalities; graphing on the coordinate plane; systems of equations and inequalities, operations with monomials and polynomials including factoring and solving equations with factoring; simplifying radicals and basic operations with radicals; and topics in statistics.

**4303 Algebra 2 (H)** - Gr. 9, 10, 11 - 5 Cr.

All of the topics covered in Algebra 2 CP will be studied but in more depth and at a more intense pace. Additionally, students will explore matrices (including 3X3's and applications), binomial expansion, conic sections (including ellipse, hyperbola), functions with connections to graphing and solving (quadratic, polynomial, exponential, logarithmic), additional theorems, and statistics (normal distribution, correlation, variance, standard deviation). The honors level course requires the ability to learn at an accelerated pace and to grasp more complicated mathematical concepts in greater depth. Students who have been successful in Algebra 2 (H) have maintained a B or better in Geometry (H) or have eighth grade teach recommendation. A graphing calculator is required for this course.

**4313 Algebra 2 (CP)** - Gr. 9, 10, 11, 12 - 5 Cr.

Students will further develop skills introduced in Algebra 1. Students will investigate the properties of linear, quadratic and logarithmic functions. They will extend their knowledge of the number system to include complex numbers. They will expand their knowledge on the topics of conic sections, exponents, radicals, arithmetic and geometric sequences as well as probability and statistics. Students who have been successful in Algebra 2 (CP) have maintained a C+ or better in Algebra 1 (CP) and Geometry (CP).

**4315 Algebra 2 Fundamentals (CP)** – Gr. 11, 12 – 5 Cr.

Students will investigate the properties of linear and quadratic functions. They will extend their knowledge of the number system to include complex numbers. They will expand their knowledge on the topics of right triangle trigonometry, exponents, radicals, arithmetic and geometric sequences as well as probability and statistics. Emphasis will be placed on applications and practice. Problem solving strategies are further developed in using real world situations. Solutions are found by traditional methods as well as using graphing calculators and software.

**4325 Advanced Algebra (CP)** – Gr. 12 – 5 Cr.

The goal of this course is to complete and reinforce learning of core high-school-level mathematics for college and career readiness. Students will continue to develop their algebraic proficiency in manipulating expressions and equations as well as explore non-linear functions, including quadratic, exponential, and logarithmic functions. Students will also develop their understanding of triangle trigonometry, projectile motion, and vectors. Successful students will be fully prepared for further math courses such as precalculus and for meeting college math requirements. ***Prerequisite: Successful completion of Algebra 2 Fundamentals.***

**4503 AP Calculus AB** - Gr. 12 - 5 Cr.

In this course students will differentiate and integrate elementary functions and apply these techniques to selected applications. The content follows the prescribed Advanced Placement program. All the topics specified in the Advanced Placement syllabus for level AB calculus are covered. Students may earn college credit and/or advanced standing by satisfactory performance on an Advanced Placement examination administered in May. Part of the exam requires use of a graphing calculator. Regular use of the graphing calculator is required in the course work as well. Also, students are required to complete a summer assignment in preparation to beginning Calculus AB. ***Prerequisite: B- or better in term 1 and term 2 in Pre-Calculus (H). College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.***

**4523 AP Calculus BC - Gr. 12 - 5 Cr.**

Calculus BC is an extension of Calculus AB. Calculus BC covers all of the topics presented in Calculus AB, and extends them to include the following analysis of parametric, polar and vector functions, including their derivatives, Euler's Method for differential equations, geometric interpretations of differential equations via slope fields, L'Hopital's Rule, improper integrals, polynomial approximations and series, and Taylor Series. The course is open to students, with their teachers' recommendation, who have completed Pre-Calculus at the honors level. Also, students are required to complete a summer assignment in preparation to beginning Calculus BC.

***Prerequisite: A- or better in term 1 and term 2 in Pre-Calculus (H). College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.***

**4533 Calculus (H) - Gr. 12 – 5 Cr.**

In this course, students will learn differentiation and integration of elementary functions with selected applications. Key topics in this course include: analysis of graphs, limits of functions, the concept of a derivative, applications of derivatives and the computation of derivatives, interpretations and properties of definite integrals, applications of integrals, the Fundamental Theorem of Calculus. Regular use of the graphing calculator is an integral part of the course. Many of the topics of the Advanced Placement syllabus are included in this course. Students who are successful in Calculus (H) had a C+ or better Pre-Calculus (CP) or successful completion of Pre-Calculus (H).

**4320/4321 Contemporary Applied Mathematics I (CP/H) - Gr. 10, 11, 12 Cr. 2.5**

In this semester course students will learn to explore and analyze data in order to make informed decisions. Each of us contributes to the vast amount of data that is collected daily. Every time you make a call, send a message, download a movie, or use a store rewards card, data is collected and saved about you and your habits. Students will describe, explore, graph, and compare various data sets. Students will solve problems based on normal distributions and construct confidence intervals to describe broader populations. Correlation and regression for two variables will be studied. Students who take this course are not required to take contemporary applied math 2, nor is it a prerequisite for contemporary applied math 2. ***Prerequisite: Successful completion of Algebra 2 CP***

This is a multi-level course. Students taking the class at the Honors level are expected to meet additional requirements.

**4326/4327 Contemporary Applied Mathematics II (CP) (H) – Gr. 10, 11, 12 Cr. 2.5**

This course focuses on applications of mathematics in the real world. During this semester course, students will investigate topics chosen from the following: business and management problems involving planning, scheduling, efficiency, and optimization; voting systems and social choice; fairness and game theory; the mathematics of the digital revolution; and the mathematics of personal finance. The course will be based on a college math-for-liberal-arts textbook, *For All Practical Purposes*, and will have a constant emphasis on math use in today's world. ***Prerequisite: Successful completion of Algebra 2 CP***

This is a multi-level course. Students taking the class at the Honors level are expected to meet additional requirements.

**4203 Geometry (H) - Gr. 10 - 5 Cr.**

Logic, analysis and proof of concepts are integral parts of the course. Transformational geometry is also studied. The pace is more intense and the students study more topics in greater depth. Deductive reasoning will be developed through the study of formal geometric proofs. Real-life applications are integrated throughout the course. Topics include the study of lines, angles, parallels, congruent triangles, special quadrilaterals, similar triangles and proportion, right triangles, circles, concurrence theorems, area, solids, volume, coordinate geometry and the postulates and theorems related to each topic. Students who have been successful in Geometry (H) have maintained an A- or better in Alg. 1 (H) and/or B in Alg. 2 (H).

**4213 Geometry (CP) - Gr. 10 - 5 Cr.**

In this course students will integrate and maintain algebraic skills while developing geometric concepts. Students will conduct hands on activities which afford the opportunity to discover geometric relationships using inductive reasoning. Deductive reasoning will be developed through the study of formal geometric proofs. Real-life applications are integrated throughout the course. Topics include the study of lines, angles, parallels, congruent triangles, special quadrilaterals, similar triangles and proportion, right triangles and trigonometry, circles, area and volume, coordinate geometry and the postulates and theorems related to each topic. Students who have been successful in Geometry (CP) have maintained a C or better in Alg. 1 (CP).

**4215 Geometry Fundamentals (CP)**

In this course, students will extend their geometric knowledge while continuing to build on their algebraic skills. Topics covered include the study of lines, angles, congruent triangles, similar triangles and proportion, right triangles and trigonometry, circles, perimeter area, and volume. Students who are successful in Geometry Fundamentals have completed Algebra I Fundamentals.

**4143/4163 Individual Math (CP) - Gr. 9, 10, 11, 12 - 5 Cr.**

This course is designed to meet the needs of students who require an individualized program. Students work on sharpening their skills and advance in their study of Algebra and Geometry at a pace consistent with their learning style and abilities. ***Prerequisite: Students must be signed into this course by current teacher and Math Department Chair.***

**4403 Pre-Calculus (H) - Gr. 11, 12 - 5 Cr.**

Honors Pre-Calculus emphasizes a modern viewpoint, with a graphing approach, of the study of elementary functions. Students will study polynomial, trigonometric, exponential and logarithmic functions as well as analytic geometry, with an emphasis on real world applications. Students will study the binomial theorem, proof by mathematical induction, arithmetic and geometric sequences and series, parametric equations and probability, as well as an introduction to the derivative. Regular use of the graphing calculator is required. The pace is accelerated and students are required to demonstrate their thinking skills by analyzing, evaluating and synthesizing. Students who have been successful in Pre-Calculus (H) have maintained a B- or better average in Alg. 2 (H).

**4413 Pre-Calculus (CP) - Gr. 11, 12 - 5 Cr.**

Students will explore all the topics of trigonometry, with special emphasis on graphing. The course includes an introduction to polar coordinates and an in depth exploration of calculations with complex numbers. Exponential and logarithmic functions in addition to solving and graphing third and fourth degree polynomial equations are emphasized. Solutions are found by traditional methods as well as extensive use of graphing calculators. Students who have been successful in Pre-Calculus (CP) have maintained a C+ or better average in Alg. 2 (CP).

**4412 Pre-Calculus Fundamentals (CP) – Gr.12 – 5 Cr.**

This is a 4<sup>th</sup> year math course that provides an opportunity for students to further analyze high school mathematics concepts in preparation for college-level math courses. Topics covered include algebraic functions, trigonometric functions and an introduction to statistics and probability. Students who should take this course have maintained a C or better in Algebra 2 (CP).

**4603 AP Statistics - Gr. 11, 12 - 5 Cr.**

In this course students will study the major concepts and tools for collecting, analyzing and drawing conclusions from data in preparation for the Advanced Placement Exam. Regular use of the graphing calculator is required in the course work as well. Students will investigate four major conceptual themes: Exploring data by observing patterns; planning a study by deciding what and how to measure; anticipating patterns, producing models using probability and simulation; statistical inference by confirming models.

***Prerequisites: Successful completion of or concurrently with Pre-Calculus. College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.***

**4650 Math Mentor (CP) – Gr. 11, 12 – 2.5 Cr. (semester course)**

This program is for upper school students who want to work with an underclassmen math class, while improving their leadership, communication, and decision-making skills. Mentors are expected to be a positive role model for other students, and to assist the classroom teacher with curriculum and management tasks. An interview with the Mathematics Department Chairpersons will be required before students are admitted to this course. Students may take this class for community service requirements instead of credit.



# SCIENCE

Lorraine Zanini, Department Chairperson

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## Course Offerings

### Core Courses for Graduation Requirement:

Biology

Chemistry

Physics

### Electives:

Astronomy

Biotechnology

Environmental Science

Introduction to Engineering

Human Anatomy and Physiology

Innovations

Organic Chemistry

AP Biology

AP Chemistry

AP Environmental Science

AP Physics C

The science program offers courses designed to acquaint students with the means of inquiry used by scientists, to acquire knowledge that comprises the essential structure of each of the sciences, and to develop a respect for and an enduring curiosity about the natural world in which one lives.

With respect to course levels, the Honors program is set up to meet the needs of the highly capable student who demonstrates excellent reading, writing, technological and thinking skills, a willingness to work at an accelerated pace and has a genuine interest in the subject matter. The College Prep level program is set up to meet the needs of the college bound student. Students are required to pass a science MCAS test to graduate from high school in Massachusetts. Algonquin students who take and pass the Biology MCAS test at the end of 9<sup>th</sup> grade will fulfill this state requirement.

Students are required to complete the following three full years of science: Biology, Chemistry, and Physics. Students have the opportunity to experience a wide variety of other science courses, in addition to these requirements.

**Science: 15 Credits Required for Graduation**

Lower School		Upper School	
Grade 9	Grade 10	Grade 11	Grade 12
<p><b>Required:</b></p> <p>Choose one of these:            ___Biology (CP)(H)            ___Biology Fundamentals (CP)</p>	<p><b>Required:</b></p> <p>Choose one of these:            ___Chemistry (CP)(H)            ___Chemistry Fundamentals (CP)</p> <p><b>Electives:</b></p> <p>___Environmental Science (CP)(H)</p>	<p><b>Required:</b></p> <p>Choose one of these:            ___Physics(CP)(H)            ___Physics Fundamentals (CP)</p> <p><b>Electives:</b></p> <p>___Astronomy (CP)            ___Biotechnology (CP)(H)            ___Environmental Science (CP)(H)            ___Human Anatomy &amp; Physiology (CP)(H)            ___Innovations(CP)(H)            ___Organic Chemistry (H)            ___AP Biology            ___AP Chemistry            ___AP Environmental</p>	<p><b>Electives:</b></p> <p>Courses listed for Grade 11</p> <p>___AP Physics C            ___Introduction to Engineering (CP)(H)</p>

## SCIENCE

### **5223 AP Biology** – Gr. 11, 12 – 7.5 Cr.

This course is a rigorous college level program that adheres to and exceeds the national Advanced Placement curriculum. AP Biology incorporates the four themes of College Board: Evolution, Energy, Information and Interactions in the curriculum and lab investigations throughout the year. This course consists of lectures on: biology, biochemistry, biotechnology, genetics, evolution, human systems, diversity and ecology. Complex laboratory investigations apply the course material and require formal reporting. AP Biology requires critical thinking and application of advanced principles. Written review papers enhance the understanding of complex and innovative biological topics. Assessments are representative of the higher cognitive domain. This course meets for two periods during semester one and one period during semester two. Students enrolled in this course are encouraged to take the College Board Advanced Placement test in May. ***Prerequisites: B or better in honors Biology or a 93 or higher in CP Biology and a B or better in honors Chemistry or a 93 or higher in CP Chemistry. College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.***

### **5323 AP Chemistry** – Gr. 11, 12 – 7.5 Cr.

This course is open to intellectually capable, highly motivated, and mathematically advanced students who have successfully completed a year of chemistry. Students who enroll in this course indicate their acceptance of responsibility for meeting the demands of college-level work. This is a second year chemistry course designed to provide more in-depth education in chemistry that began in first year chemistry. It is modeled after a first year college chemistry course. This course meets for 2 scheduling periods for the first semester and for 1 scheduling period for the second semester. Students enrolled in this course are encouraged to take the Advanced Placement Examination in Chemistry offered by the College Entrance Examination Board.

***Prerequisite: B or better in Honors Chemistry or a 93 or higher in CP Chemistry. College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.***

### **5225 AP Environmental** – Gr. 11, 12 – 7.5 Cr.

The goal of the course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving or preventing them. This course will meet for 2 scheduling periods for the first semester and for 1 scheduling period the second semester. Students enrolled in this course are encouraged to take the Advanced Placement Examination in Environmental Science offered by the College Entrance Examination Board in the spring. ***Prerequisites: B or better in Biology (H), or 93 or higher in CP Biology, and successful completion of Chemistry (H) or 93 or higher in CP Chemistry. College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.***

**5523 AP Physics C** - Gr. 12 - 7.5 Cr.

AP Physics C serves as a foundation for students planning college majors in the physical sciences or engineering. Students must be concurrently enrolled in AP Calculus as the methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems. The subject matter is principally mechanics and electricity and magnetism, with approximately equal emphasis on these two areas. All students are expected to take both exams in May. ***Prerequisites: Honors Physics, B or better, or 93 or better in CP Physics. Co-requisite: AP Calculus AB or BC. College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.***

**5532 Astronomy (CP)** – Gr. 11, and 12 – 2.5 Cr. (Semester Course)

This semester course provides the student with an introduction to astronomy. This course covers topics including the Big Bang, stars, galaxies, the Sun & Moon, the Planets, exoplanets, and the search for extraterrestrial life. Students will experience astronomy through a variety of activities (hands-on and computer simulations), videos, and observations. ***Required successful completion of Algebra II.***

**5203 Biology (H)** – Gr. 9– 5 Cr.

This rigorous, fast paced, full-year biology course is designed for a mature student with well-developed study skills. The student is capable of higher-order thinking, has strong analytical writing skills, and can also work independently at an accelerated pace. Topics include: from molecules to organisms: structures and processes, ecosystems, heredity, and biological evolution. Laboratory investigations, extensive note-taking and projects are part of the course. This course prepares students for the biology MCAS exam in June. ***Placement is based on the recommendation of the 8<sup>th</sup> grade science teacher.***

**5213 Biology (CP)** - Gr. 9 – 5 Cr.

This full-year biology course investigates the diversity, complexity and interconnectedness of life on earth. Topics include: from molecules to organisms, structures and processes, ecosystems, heredity, and biological evolution. Laboratory investigations, note-taking and projects are part of the course. This course prepares students for the biology MCAS exam in June. ***Placement is based on the recommendation of the 8<sup>th</sup> grade science teacher.***

**5613 Biology Fundamentals (CP)** – Gr. 9– 5 Cr.

This full-year course investigates biology through a small class setting and tailored instruction designed to meet the needs of diverse learners with diverse learning styles. Topics include: from molecules to organisms, structures and processes, ecosystems, heredity, biological evolution. Laboratory investigations, note-taking and projects are part of the course. This course prepares students for the biology MCAS exam in June. ***Placement is based on the recommendation of the 8<sup>th</sup> grade science teacher.***

**5235 Biotechnology (H)** - Gr. 11, 12 – 5 Cr.

**5238 Biotechnology (H) SEM** – Gr. 11, 12 – 2.5 Cr.

This course is designed to provide students interested in pursuing a career in science to explore topics and laboratory techniques used in biotechnology. This lab-based course explores current topics through complex lab investigations, data reporting and scientific articles. Techniques of the biotechnology industry include: basic lab skills, bioinformatics, biochemistry, chromatography, plant cell cloning, recombinant DNA, gel electrophoresis and PCR. Current issues that impact science and society will be explored in the course. ***Prerequisite: Successful completion of honors Biology and honors Chemistry.***

**5230 Biotechnology (CP)**– Gr. 11 and 12 – 5 Cr.

This course is designed to provide students with the basic knowledge and techniques used in the field of biotechnology. The course will examine the history of biotechnology and study its current uses. Techniques of the biotechnology industry such as basic lab skills, bioinformatics, chromatography, gel electrophoreses, genetics, recombinant DNA technology, cell culture, protein purification/ expression, assays and PCR shall be introduced. Issues that impact both industry and the general population, such as stem cell research, bioterrorism and bioethics shall be examined in this course. **Successful completion of Biology (CP) and Chemistry (CP).**

**5303 Chemistry (H)** - Gr. 10 – 5 Cr.

In this introductory chemistry course, students will explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Laboratory experiments are used to stress lab technique and mathematical analysis of data that is more suitable for preparation of Advanced Placement chemistry. The primary objectives are to increase understanding about the fundamental nature and characteristics of the materials of which the universe is composed, and to train the student to organize, analyze, and develop critical thinking skills both in lecture and laboratory situations. Students working at the Honors level must demonstrate excellent math, reading, writing, technology and analytical skills, a willingness to work at an accelerated pace, genuine interest in the subject matter and self-motivation. **Students who have been successful in Chemistry (H) have been successful in honors level math courses.**

**5313 Chemistry (CP)** - Gr. 10 – 5 Cr.

This is an introductory chemistry course, students will explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Laboratory experiments are used to stress lab technique and mathematical analysis of data, while reinforcing what is learned in lecture through collaboration within groups. The primary objectives are to increase understanding about the fundamental nature and characteristics of the materials of which the universe is composed, and to train the student to organize, analyze, and develop critical thinking skills. Students working at the college preparatory level must demonstrate competence in basic algebra, reading, writing, technology and analytical skills, a willingness to consistently work both independently and cooperatively, and a genuine interest in learning.

**5334 Chemistry Fundamentals (CP)** - Gr. 10 – 5 Cr.

This is a full-year course covering the basic topics in chemistry. Concepts are developed through classroom discussion, practice problems, labs, and activities. The course is designed for students with a range of learning styles. Students will be encouraged to think critically about issues in chemistry that they might encounter in their personal or professional lives. Students working at the fundamental chemistry level must demonstrate a willingness to work both independently and in a collaborative environment with a general interest in learning.

**5733 Environmental Science (H)** - Gr.10, 11 and 12 - 2.5 credits (**Semester Course**)

This semester course will enable students to develop an understanding of fundamental environmental principles, natural resources, energy sources and uses, and human population dynamics. Students will investigate the major environmental issues facing the world, discuss potential solutions to environmental problems, improve their scientific and social literacy skills, and make predictions about future environmental problems. Human interactions with the environment and the student's personal and civic responsibilities toward the environment will be emphasized. This course is designed for a motivated student capable of higher-order thinking, has strong analytical writing skills and can also work independently at an accelerated pace. Laboratory investigations, extensive note-taking, projects and tests are a part of this course. **Prerequisites: Successful completion of Biology.**

**5732 Environmental Science (CP)** – Gr. 10, 11 and 12 - 2.5 credits **(Semester Course)**

This semester course will enable students to develop an understanding of fundamental environmental principles, natural resources, energy sources and uses, and human population dynamics. Students will investigate the major environmental issues facing the world, discuss potential solutions to environmental problems, improve their scientific and social literacy skills, and make predictions about future environmental problems. Human interactions with the environment and the student's personal and civic responsibilities toward the environment will be emphasized. **Prerequisites: Successful completion of Biology.**

**5825 Human Anatomy and Physiology (H)** - Gr. 11, 12 –5 Cr.

The structure and function of the human body is studied in depth, with the goal being to understand the interdependence of the various organ systems. This knowledge will enable young adults to make intelligent choices regarding their present and future health and safety. Successful completion of this course will also prepare students for college-level life science courses. At the honors level, students are asked to comprehend and recall a large amount of biological information, think critically and creatively about the clinical aspects of physiology, and complete independent work that supplements the lectures and labs. Laboratory work includes several dissections. **Students that have been successful in this course have excelled in honors Biology and have successfully completed Chemistry.**

**5826 Human Anatomy and Physiology (CP)** - Gr 11, 12 – 5 Cr.

The structure and function of the human body is studied, with the goal being to understand the interdependence of the various organ systems. This knowledge will enable young adults to make intelligent choices regarding their present and future health and safety. Successful completion of this course will also prepare students for college-level life science courses. Clinical studies and exploratory laboratories, including several dissections, are an important part of this course. **Students must have successfully completed Biology and Chemistry.**

**5770/5771 Innovations (H)(CP)** – Gr. 11, 12 – 2.5 Cr.

If school had no subjects and the only criteria were learning, what would you chose to learn? Innovations is a single semester course that combines technology and problem solving skills with the meaningful exploration of community and global issues. This course is intended to cultivate leadership skills and a growth mindset as students choose their project topics based upon their passions. Students will gain valuable experience in research by observing problems, posing questions, and analyzing data to create solutions as they explore what it means to be an innovator. Students will utilize digital communication tools (social media platforms and blogs) to share their progress and collaborate with community members, experts, and learners around the globe. A student enrolling in this class should be a self-directed learner who is comfortable working independently and thinking critically. Students taking the course for honors credit are expected to achieve advanced standards in digital media, research, and their final presentation. **Placement is based on the recommendation of their science teacher and requires successful completion of biology, chemistry and physics (or concurrent enrollment in physics).**

**5750 Introduction to Engineering (CP)** – Gr. 12 - 2.5 credits (Semester Course)

This course is designed to expose students to topics they might encounter in a college engineering program, to familiarize them with the engineering design process, and to introduce them to engineering drawing methods. The mechanical engineering part of the course will focus primarily on torque and static equilibrium as they apply to rigid truss structures. The electrical engineering part of the course will focus on compound circuits. Students will study circuits and design, build, and test circuits utilizing switches, resistors, capacitors. Students should anticipate frequent use of algebra, trigonometry, and vector addition. **Prerequisite: CP or Honors Physics (completed), Algebra 2(completed)**

**5751 Introduction to Engineering (H)** – Gr. 12 – 2.5 credits (Semester Course)

This course is designed to expose students to topics they might encounter in a college engineering program and to familiarize them with the engineering design process. The mechanical engineering part of the course will include study of torque, and static equilibrium applied to rigid truss structures and fluid mechanics principles. The electrical engineering part of the course will focus on both analog and digital circuits. Students will study circuits and design, build, and test circuits from resistors, diodes, and capacitors. Students should anticipate a full mathematical treatment of all topics and be very confident in their mathematical abilities. **Prerequisite: Honors Physics (completed), Pre-Calculus (concurrent or completed)**

**5340 Organic Chemistry (H)** – Gr. 11 and 12 - 2.5 credits (Semester Course)

Organic Chemistry will be offered as a single semester class to introduce students to the chemistry of carbon. The course will begin with a review of concepts from first year chemistry including bonding, resonance, VSEPR, bond hybridization and molecular orbitals. Other topics include nomenclature, functional groups, properties and reactions of alkanes, alkenes, and aromatic compounds, chirality and stereoisomerism. Spectrometry and methods of analysis will be included if time permits. Labs and practical examples will be used to enhance the course. This class will be particularly useful for any student considering a career in biology, chemistry, environmental science, medicine, nursing or other health sciences. **Students who have been successful in Organic Chemistry have excelled in their first year chemistry class.**

**5403 Physics (H)** - Gr. 11 - 5 Cr.

Honors Physics is an Algebra 2/Trigonometric- based approach to the physics concepts of forces and motion, conservation laws, electricity and magnetism, waves and light, and heat. Upon completion of this course the students will understand (both conceptually and mathematically) the physics of the everyday world. The primary objectives are to increase understanding about the fundamentals nature and characteristics of the physical world and to train the student to apply concepts, analyze experimental data, and develop critical thinking and problem solving skills. Students who are successful in this course can solve complex and advanced mathematical problems using Algebra 2 and trigonometry.

**5413 Physics (CP)** - Gr. 11- 5 Cr.

College-Prep Physics is both a conceptual and mathematical approach to physics. Students will study the concepts of forces and motion, conservation laws, electricity & magnetism, waves & light, and heat. Activities and projects are done to develop the concepts of physics and how they relate to the student's everyday life. The primary objectives are to increase understanding about the fundamental nature and characteristics of the physical world and to train the student to apply concepts, analyze experimental data, and develop critical thinking and problem solving skills. Students who are successful in this course can solve fundamental mathematical problems using Algebra and Trigonometry.

**5430 Physics Fundamentals (CP) – Gr. 11 – 5 Cr**

Physics Fundamentals covers the basic topics of Physics using a fundamental mathematical approach. Concepts are developed through classroom discussion, practice problems, labs, multi-media, and activities. The course is designed for students with a range of learning styles. Students will be encouraged to identify Physics applications in their every-day lives and the modern world.



# SOCIAL STUDIES

Brittany Burns, Department Chairperson

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## COURSE OFFERINGS

### Required:

U.S. History I

U.S. History II College Prep/Honors  
Or AP United States History

World History II College Prep/Honors  
Or AP World History

### Electives:

AP Human Geography

AP Psychology

AP United States Government & Politics

AP United States History

AP World History

Criminal Justice in America

History of Women in the United States

Holocaust and Human Behavior

Positive Psychology

Psychology I

Public Speaking

Race in America

Sociology

Understanding the Past through Film

The Social Studies Department's vision is to prepare students for active, informed participation in our democratic society by building the knowledge and skills necessary for citizenship in an increasing globalized environment. This includes building a strong set of foundational skills in writing, reading, research, and speaking. Curriculum and content is supported with a variety of technologies to enhance and supplement student learning. In all Social Studies classes, students will work collaboratively to think critically, analyze sources, and solve problems. By offering thought-provoking core courses in U.S. History, World History, and a variety of elective courses in civics, social science, and law, we hope that students are inspired to become committed and responsible citizens of the world.

The course offerings that follow permit students to choose between two levels for core graduation requirements after Grade 9. Additionally, qualified students who seek an accelerated course of study in their sophomore, junior, or senior year may elect Advanced Placement courses in a variety of topics. Semester electives are offered at the Honors level and are open to all students; they are high-interest courses focused on particular topics and subject-based skill development. Students should choose those courses because they are interested in the content and not be deterred by the Honors level, even if they have taken core courses at the College Prep level.

**Social Studies: 15 credits required for graduation**

Lower School		Upper School	
Grade 9	Grade 10	Grade 11	Grade 12
<p><b>Required:</b></p> <p>__ U.S. History I</p>	<p><b>Required:</b></p> <p><i>Select one:</i></p> <p>__ U.S. History II (CP)            __ U.S. History II (H)            __ AP U.S. History</p> <p><b>Electives:</b></p> <p>__ AP U.S. Government and Politics            __ Criminal Justice in America (H)            __ History of Women in the U.S. (H)            __ Psychology I (H)            __ Public Speaking (H)            __ Race in America (H)            __ Sociology (H)</p>	<p><b>Required:</b></p> <p><i>Select one:</i></p> <p>__ World History (CP)            __ World History (H)            __ AP World History</p> <p><b>Electives:</b></p> <p>__ AP Psychology            __ AP U.S. Government and Politics            __ AP U.S. History            __ Criminal Justice in America (H)            __ History of Women in the U.S. (H)            __ Holocaust and Human Behavior (H)            __ Positive Psychology (H)            __ Psychology I (H)            __ Public Speaking (H)            __ Race in America (H)            __ Sociology (H)            __ Understanding the Past through Film(H)</p>	<p><b>Electives:</b></p> <p>__ AP Human Geography            __ AP Psychology            __ AP U.S. Government and Politics            __ AP U.S. History            __ AP World History            __ Criminal Justice in America (H)            __ History of Women in the U.S. (H)            __ Holocaust and Human Behavior (H)            __ Positive Psychology (H)            __ Psychology I (H)            __ Public Speaking (H)            __ Race in America (H)            __ Sociology (H)            __ Understanding the Past through Film(H)</p>

## SOCIAL STUDIES

### **2704 AP Human Geography** Gr. 12-5 Cr.

In this full year college-level course, students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Students learn how to interpret maps and analyze geospatial data as well as forge connections about the cultural values, political structures, economic regulations that affect a geographic region as well as the land itself. Students explore the regionalization process and analyze factors affecting regionalization from local, regional, national, and global levels. In addition, students analyze interconnections among places in the world. This course is for highly motivated, independent, self-directed learners who are up to the challenge of a rigorous college-level course. Students are required to complete readings and assignments over the summer. At the end of the current school year, course enrollment for the next year will be verified; students must pick up their summer assignments at a course meeting (dates will be announced with enrollments). *Prerequisite: Successful completion of World History II or AP World History. College Board requires students to register for AP exams by early November; exam fees are collected at the time of registration/commitment.*

### **2853 AP Psychology** Gr. 11, 12-5 Cr.

In this full year college-level course, students are introduced to the systematic and scientific study of behavior and mental processes. Students are exposed to the psychological facts, principles and phenomenon associated with each of the major sub-fields in Psychology. They also learn about the ethics and methods psychologists use in their practice. Topics of study include: history and research methods, social psychology, personality, development, biology of behavior, learning, cognition, testing and individual differences, motivation and emotion, sensation and perception, psychological disorders, therapies, and states of consciousness. This course is for highly motivated, independent, self-directed learners who are up to the challenge of a rigorous college-level course. At the end of the current school year, course enrollment for the next year will be verified; students must pick up their summer assignments at a course meeting (dates will be announced with enrollments). *College Board requires students to register for AP exams by early November; exam fees are collected at the time of registration/commitment.*

### **2813 AP United States Government and Politics** -Gr. 10, 11, 12 – 5 Cr.

In this full year college-level course, students learn important facts, concepts, and theories related to the United States government and politics. There are five units that serve as the organizational structure for this course. These include Foundations of American Democracy, Interactions among Branches of Government, Civil Liberties and Civil Rights, American Political Ideologies and Beliefs, and Political Participation. This course is for highly motivated, independent, self-directed learners who are up to the challenge of a rigorous college-level course. At the end of the current school year, course enrollment for the next year will be verified; students must pick up their summer assignments at a course meeting (dates will be announced with enrollments). *College Board requires students to register for AP exams by early November; exam fees are collected at the time of registration/commitment.*

**2703 AP United States History** Gr. 10, 11, 12 – 5 Cr.

In this full year college-level course, students are provided with an overview of American history. Students closely examine problems and themes in United States History through analysis and evaluation of primary and secondary sources. This course is for highly motivated, independent, self-directed learners who are up to the challenge of a rigorous college-level course. Students may take AP U.S. History to fulfill their U.S. History II requirement. *Please note that while this course is open to 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders, priority will be given to sophomores completing their graduation requirement.* At the end of the current school year, course enrollment for the next year will be verified; students must pick up their summer assignments at a course meeting (dates will be announced with enrollments). **College Board requires students to register for AP exams by early November; exam fees are collected at the time of registration/commitment.**

**2227 AP World History** Gr. 11, 12-5 Cr

In this full year college-level course, students learn World History using a thematic approach. Six themes are used to organize the course. They are: Humans and the Environment, Governance, Economic Systems, Cultural Developments and Interactions, Social Interactions and Organization, and Technology and Innovation. Students' study of World History begins in 8000 B.C.E. and ends in the present. This course is for highly motivated, independent, self-directed learners who are up to the challenge of a rigorous college-level course. Students are required to complete readings and assignments over the summer. At the end of the current school year, course enrollment for the next year will be verified, and students must pick up their summer assignments at a course meeting (dates will be announced with enrollments). Students may take AP World History to fulfill their World History requirement. *Please note that while this course is open to 11<sup>th</sup> and 12<sup>th</sup> graders, priority will be given to juniors completing their graduation requirement.* At the end of the current school year, course enrollment for the next year will be verified; students must pick up their summer assignments at a course meeting (dates will be announced with enrollments). **College Board requires students to register for AP exams by early November; exam fees are collected at the time of registration/commitment.**

**2883 Criminal Justice in America (H)** -Gr.11, 12-2.5 Cr.

In this semester course, students are introduced to the basics of the American criminal justice system and international criminal law. Students gain a legal and practical understanding of crime, investigation, the trial process, sentencing, and incarceration in the United States, while also exploring issues that impact the justice system including race, gender, and poverty. Two major components of the course include a modern case study and a comparative project that examines the criminal justice process in another country. Regular classroom participation is a required component at the honors level.

**2750 History of Women in the United States (H)**-Gr. 10, 11, 12-2.5 Cr.

This lively and interactive elective explores the evolving role of women from the Colonial Era to the present. Students participate in project-based learning and discussion to investigate the social, cultural, and economic trends that have impacted, and continue to impact, women and their families. Contemporary topics that impact teens such as the influence of social media on relationships, self confidence, and communication will also be examined. Students are required to evaluate and synthesize information as independent thinkers in writing and are required to demonstrate sophisticated thinking in discussions.

**2831 The Holocaust & Human Behavior (H)**- Gr. 11, 12 – 2.5 Cr.

In this course, students examine the central issues of human rights, civic responsibility, and social justice through an in-depth study of the Holocaust and other modern genocides. Students explore the causes, events, and legacy of the Holocaust through an inter-disciplinary lens of history, sociology, philosophy, and psychology. They analyze the social conditions leading up to the event and take an in-depth look at the behaviors and mentalities of various participant groups including perpetrators, victims, bystanders, rescuers, and resisters. Students utilize a variety of primary sources including diaries, letters, photographs, and the testimonies of guest speakers to better understand historical events and concepts of human behavior. The course culminates in a human rights related project that introduces students to civic activism and responsibility, bringing the lessons of the Holocaust into the 21<sup>st</sup> century.

**2854 Positive Psychology (H)** Gr. 11, 12 – 2.5 Cr.

This one-semester course will explore the field of positive psychology. Positive psychology seeks to capitalize on the human strengths and qualities that help individual flourish. Students who enroll in the course must be open to exploring their beliefs about a variety of topics including empathy, gratitude, resiliency, happiness, and optimism. As part of their exploration, students will read journal articles and utilize a variety of media sources to learn about current thinking in this field. The course will follow a seminar format, which requires that students participate daily. Outside reading and reflective writing are required components of the course.

**2866 Psychology I (H)** -Gr. 10, 11, 12-2.5 Cr.

This semester-long course serves as an introduction to the field of Psychology and the study of behavior and mental processes. Topics include the history of psychology as a science, research methods, the biological bases of behavior, childhood development, social psychology, memory, states of consciousness, and psychological disorders. Student participation in role plays, demonstrations, experiments, and discussions is required. It is expected that students show higher order thinking skills in class discussions, debates and writing. Outside reading and writing are required course components.

**2880 Public Speaking (H)** Gr. 10, 11, 12- 2.5 Cr.

In this semester-long interdisciplinary elective course, students learn techniques for preparing to face a variety of everyday situations which require them to speak persuasively and confidently. In this interactive course, students develop skills for effective speaking as they debate, participate in mock job and college interviews, and deliver persuasive speeches. This course is useful for the accomplished public speaker who wishes to continue to grow and for the student who, from a lack of confidence, is reluctant to speak.

**2862 Race in America (H)** Gr. 10, 11, 12 – 2.5 Cr.

In this semester-long course, students will explore the history and legacy of race in American society from the colonial period to the present. The course examines the development of racial ideologies and stereotypes over time, and analyzes the impact of those ideas on American culture, laws, and politics. Students will study the histories of racial minority groups and examine topics such as the Eugenics Movement and civil rights. Through assigned readings, class discussions, group projects, and research assignments, students will think critically about the development and consequences of racial ideologies and how they shaped the histories and experiences of different groups of Americans.

**2861 Sociology (H)** -Gr. 10, 11, 12 – 2.5 Cr.

In this course, students examine various aspects of society including culture, social structure and stratification, socialization, and social problems. Students also explore the role that social class, race, gender, education, and media play in society. Students are required to prepare for and participate in class discussions. Students research and discuss the role of family, schools, groups and classes in our society, and write analytical thesis papers using both historical and contemporary sociological research.

**2833 Understanding The Past through Film (H) - Gr. 11, 12 – 2.5 Cr.**

In this semester-long elective course for juniors and seniors, students learn how and what historical drama and feature films portraying historical events say about the people who create them, the political climate behind their creation, and the larger debates of the time period. The class examines how film can be used to understand, interpret, and analyze historical memory. Students participate in discussions, and write comparative essays, film reviews, and commentaries. The course utilizes an online classroom to continue class discussions, submit work, respond to articles, and engage more fully in the content.

**2133 United States History I Gr.9 -5 Cr.**

This is the first year of a required two-year course in United States History; this unlevleled course covers U.S. History from the colonial era to the end of the 19<sup>th</sup> century. Following a chronological approach, the course begins with an examination of the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras and ends with students learning about post-Civil War America. Through a close examination of early American history students will develop the following skills: historical questioning, primary source analysis, active reading, historical writing, and oral communication.

**For the purpose of GPA calculation, this unlevleled course will be equivalent to a College Prep course for all students.**

**2153 United States History II (CP) – Gr. 10 – 5 Cr.**

This is the second year of a two-year survey of United States history; this course examines U.S. history from 1898 to the present. The course begins with a unit on modern America (2000-present), examining recent events and issues that shape our concept of what it means to be an American. Following a chronological approach, the rest of the course examines how America’s growing global role and evolving domestic policies throughout the 20<sup>th</sup> and 21<sup>st</sup> centuries have led to the modern era. Students continue to develop their skills from U.S. History I and working with primary sources. In addition, research, discussion, reading, presentation, and writing skills are emphasized.

**2143 United States History II (H) – Gr. 10 – 5 Cr**

This is the second year of a two-year survey of United States history; this course examines U.S. history from 1898 to the present. The course begins with a unit on modern America (2000-present), examining recent events and issues that shape our concept of what it means to be an American. Following a chronological approach, the rest of the course examines how America’s growing global role and evolving domestic policies throughout the 20<sup>th</sup> and 21<sup>st</sup> centuries have led to the modern era. Honors students are expected to complete outside readings and complete writing assignments that emphasize historical analysis, critical thinking, reflection and problem solving. Students are challenged to make connections to information learned in U.S. History I, and to develop and defend arguments and positions related to historical events.

**2225 World History II (CP) – Gr. 11 – 5 Cr.**

In this year-long course, students learn about modern World History and current events through a global lens. Unlike a traditional history course, this class uses a thematic, project-based approach to exploring and understanding major concepts and events in World History from the French Revolution to the present day. Students explore topics such as revolution, conflict, and international relations, by examining current and historical events. This course is designed to build on students' research and communication skills, and emphasizes project-based learning, collaboration, technology, and presentation skills.

**2226 World History II (H)** – Gr. 11– 5 Cr.

Students gain a global perspective regarding modern world events in this required full-year course by allowing students to visualize and interpret history from a world lens. In exploring the cultures and major historical events of various regions from varied perspectives, students make connections to present-day situations. Honors students are expected to complete outside readings and complete writing assignments that emphasize historical analysis, critical thinking, reflection and problem solving. Students are challenged to make connections to information learned in their U.S. History courses, and to develop and defend arguments and positions related to historical events.

# WORLD LANGUAGES

Nicole DeMember, Department Chairperson

## Course Offerings

French 1 – 5, AP 5

Latin 1 – 4, AP 5

Spanish 1 – 5, AP 5

Adv. Spanish History Through Film

Spanish for the 21<sup>st</sup> Century V

Philosophy

Linguistics

Human Language

The World Languages Department provides students with the opportunity to become proficient in one or more world languages. These languages are of great value in today's global community. The study of world languages at Algonquin emphasizes oral proficiency, as well as aural comprehension, reading, writing, and the recognition of similarities and differences among cultures. Communication in another language and cultural comparisons help you to move to a wider perspective of the world and to better understanding of diversity.

It is recommended that all students elect a world language as soon as possible and that the same language be continued for as long as average progress and improvement of skills can be demonstrated. In increasing numbers, highly motivated students with above average ability are electing a second world language in grade 10 or 11, often continuing it through grade 12.

The department of World Languages emphasizes the integration of oral proficiency, communication in the target language and grammatical sequences in order to create a solid foundation in the language. Through the use of communicative activities, technology, reading, the study of grammar and writing, students develop a working knowledge of the target language that is useful in the current global society in which we live.

Honors classes proceed at a fast pace and students are evaluated at a more sophisticated level of mastery in both oral and written work. Readings both in class and at home are required, as well as oral presentation, and regularly assigned compositions. Grammar is studied, applied and assessed in depth. Study skills are stressed to assist students in organizing material. Technology is an integral component in all areas of study.

A "C-" or better is required to be recommended to continue to the next level College Prep course. A "B-" or better is required to be recommended to the next level Honors class. "A-" or better is required to be recommended to go from a College Prep course to an Honors course.



## WORLD LANGUAGES

### No Graduation Requirement

Lower School		Upper School	
Grade 9	Grade 10	Grade 11	Grade 12
You can elect one of these: __ French 1 (CP) __ French 2 (CP)(H) __ Latin 1 (CP) (H) __ Spanish 1 (CP)(H) __ Spanish 2 (CP)(H)	You can elect anything from Grade 9 or one of these: __ French 2 (CP)(H) __ French 3(CP)(H) __ Latin 2(CP)(H) __ Spanish 2 (CP)(H) __ Spanish 3 (CP)(H) __ Linguistics (CP)(H) __ Human Language(CP)(H)	You can elect anything from Grade 9 or Grade 10 or one of these: __ French 3 (CP)(H) __ French 4 (CP)(H) __ Latin 3 (CP)(H) __ Spanish 3 (CP)(H) __ Spanish 4 (CP)(H) __ Philosophy __ Linguistics (CP)(H) __ Human Language (CP)(H)	You can elect anything from Grade 9 or Grade 10 or Grade 11 or one of these: __ French 4 (CP)(H) __ Latin 4 (H) __ AP French Language __ AP Spanish Language __ AP Latin: Vergil and Caesar __ Spanish 4 (CP)(H) __ Spanish for the 21 <sup>st</sup> Century V (CP)(H) __ Adv. Spanish History Through Film (CP)(H) __ French 5 (H) __ Philosophy __ Linguistics (CP)(H) __ Human Language (CP)(H)

\* Language offerings in Level 1 are not always available to seniors.

\*\*All courses in world languages must be taken in sequence by level. Any changes in this procedure will be on an individual basis.

#### **6493 AP French Language** Gr. 12 — 5 Cr.

This course is intended to prepare students to take the AP French Language examination. Using college level materials, which emphasize French for active communication, the course has the objectives of understanding both formal and familiar spoken French, acquiring vocabulary to allow easy, accurate reading of newspaper and magazine articles, as well as modern literature in French, to write compositions, and to express ideas orally with accuracy and fluency. **Prerequisite: Teacher recommendation or final Grade of A- or A in French 4 Honors. The College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.**

**6283 AP Latin: Vergil and Caesar** Gr. 12 – 5 Cr.

Advanced Placement Latin – Vergil and Caesar – offers students the opportunity to study Latin at the college level. The course is designed to complete the AP Latin – Vergil and Caesar – syllabus. Students will read the entire *Aeneid* in English, and translate the required lines from Latin into English. Students will also translate select passages of Caesar’s *De Bello Gallico*. Throughout the year students will examine the historical, social, cultural and political context of both authors. In addition they will study and discuss the implications and uses of both authors’ stylistic and metrical techniques. ***Prerequisite: Teacher recommendation or final Grade of A- or A in Latin 3 Honors. The College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.***

**6333 AP Spanish Language** Gr. 12—5 Cr.

This course is intended to prepare students to take the AP Spanish Language examination. Using college level materials which emphasize Spanish for active communication, the course has the objectives of understanding both formal and familiar spoken Spanish, acquiring vocabulary to allow easy, accurate reading of newspaper and magazine articles, as well as modern literature in Spanish, to write compositions, and to express ideas orally with accuracy and fluency.

***Prerequisite: Teacher recommendation or final Grade of A- or A in Spanish 4 Honors. The College Board will require students to commit to taking AP Exams by early November, exam fees will be collected at the time of registration/commitment.***

**6513 French 1 (CP)** Gr. 9, 10, 11 - 5 Cr.

This class is an introductory class in the French language sequence for students that have not taken the language before. Listening, speaking, reading and writing will be introduced through a variety of activities, materials, evaluations and the use of technology. Selected topics of vocabulary and grammar lead to a novice level of communication, comparison and cultural connection to the French-speaking world. Students will listen to audio as well as engage in multimedia interactive programs and be expected to participate in oral presentations and cultural projects. Homework is assigned nightly in order to reinforce class work. Vocabulary development, class participation and preparedness are priorities that are assessed regularly. Students who have completed a middle school French program (the equivalent of French 1) should register for French 2.

**6533 French 2 (CP)** Gr. 9, 10, 11, 12 – 5 Cr.

This class is for students who have completed either a middle school French language program or French 1CP. Through a variety of activities, materials, evaluations and technology, students will continue to improve skills in listening, speaking, reading and writing. Students will expand vocabulary, and knowledge of grammar through dialogues, written exercises, paired activities, short compositions, oral presentations and readings. Students will learn how to convey feelings and responsibilities, talk about daily experiences as well as events in the past, and guess meaning from context. Greater emphasis is placed on cultural connections and comparison to the French speaking world. Homework is assigned nightly in order to reinforce class work. Vocabulary, class participation and preparedness are priorities that are assessed regularly. ***Prerequisite: middle school teacher recommendation is required for all entering freshmen who also maintained a minimum of B- throughout their French sequence. High school French 1 students must have passed the French 1 final and maintained a minimum of C- in French 1 and/or teacher recommendation.***

**6523 French 2 (H)** Gr. 9, 10, 11, 12 – 5 Cr.

This class is for students who have completed either a middle school French language program or French 1 H. This class will proceed at a faster pace and complete a greater portion of the textbook materials as students expand their use of vocabulary and grammar. Through dialogues, written and paired activities, oral presentations, and improvisations, oral fluency is emphasized and cultural information is explored at a deeper level. Students will learn how to make suggestions, express past and future events, create skits, express needs, ask for and give directions. Audio is used to improve listening comprehension. Honor classes complete compositions and use selected readers in the target language. Students should expect more homework, additional vocabulary, greater attention to grammatical structures and assessments that elicit original thought through open-ended questions. As in all language classes, there is regular assessment of vocabulary, class participation and preparedness.

***Prerequisite: middle school teacher recommendation is required for all entering freshmen who also maintained a minimum of A- throughout their French sequence. High school French 1 students must have passed the French 1 final and maintained a minimum of C- in French 1H or A- in French 1 CP and/or teacher recommendation.***

**6553 French 3 (CP)** Gr. 10, 11, 12 - 5 Cr

Students will review the material learned in the first two levels and continue to more advanced oral and written work through dialogues, selected readings, audio cassettes, and compositions. Further information on French-speaking countries will be integrated and students will work on cultural projects such as brochures, posters, and articles. Literature selections will be included. Writing skills will be emphasized through the use of journals. Homework is assigned nightly in order to reinforce the more advanced grammatical topics. Oral proficiency and vocabulary are emphasized and regularly assessed.

***Prerequisite: students who have passed the French 2 final and have maintained an average of C- in French 2 and/or teacher recommendation.***

**6543 French 3 (H)** Gr. 10, 11, 12 - 5 Cr.

Oral proficiency and cultural information will be explored at a deeper level as it is integrated into more advanced grammar and topics of vocabulary. Students will be assigned compositions that will be shared by others, oral presentations, selected readings of literature, newspapers and articles, and journals. Further investigation of French speaking countries will include oral presentations and projects. Honor students should expect more homework, additional vocabulary, greater attention to grammatical structures and assessments that elicit original thought through open-ended questions. Class participation is a priority, and regular assessment of oral proficiency, vocabulary and preparedness should be expected.

***Prerequisite: students who have passed the French 2 final and have maintained an average of B- in French 2H or a minimum average of A- in French 2CP and/or teacher recommendation.***

**6573 French 4 (CP)** Gr. 11, 12 - 5 Cr.

Through a variety of activities, materials, evaluations and the use of technology you will review every major structure learned in the first three levels while expanding vocabulary and written skills by practice in class and at home. Social, cultural, and personal themes will be discussed in French and will be the basis for projects and compositions. Students will be introduced to literature through a selection of readings. Homework is assigned nightly. Students should expect assessments that will elicit original thought through open-ended questions. ***Prerequisite: students who have passed the French 3 final and have maintained an average of C- in French 3 and/or teacher recommendation.***

**6563 French 4 (H)** Gr. 11, 12 – 5 Cr.

A high level of mastery of the first three levels of French is expected for this class. Oral proficiency and advanced grammar will be practiced through selected readings in literature, class discussions derived from personal and societal issues, projects that may involve technology, composition and dialogues. Reading and writing skills will also be emphasized through regularly assigned compositions, and readings both in class and at home. Honor students should expect more homework, additional vocabulary, greater attention to grammatical structures and assessments that elicit original thought through open-ended questions. Class participation, oral proficiency, grammar and vocabulary will be regularly assessed. ***Prerequisite: students who passed the French 3 final and have maintained an average of B- in French 3H or A- in French 3CP and/or teacher recommendation.***

**6574 French 5 (H)** Gr. 12 – 5 Cr.

French 5 Honors is a course designed for students who have completed French IV who wish to continue their studies in French at an advanced level, but do not intend to take the French Language Advanced Placement examination. This course emphasizes the functional use of French as a means of obtaining proficiency and focuses on communication, grammar, culture and literature. ***Prerequisite: students who have passed the French 4 final and have maintained an average of B- in French 4H or an A- in French 4CP and/or teacher recommendation.***

**6023 Latin 1 (CP)** Gr. 9, 10, 11– 5 Cr.

This is an introductory course in the Latin language sequence. In this course students will gain a basic understanding of Latin grammar, vocabulary and syntax which will enable them to read simple Latin texts for comprehension. Students will learn common English derivatives from the vocabulary presented. Through short papers, projects and presentations, they will demonstrate their understanding of the perspectives of Roman culture as revealed in its art, architecture, and customs. Students will study Pompeii and Alexandria and the Roman connections. Other areas of study are the forms and uses of Roman numerals, the expansion of the Roman world and daily Roman life. There is homework every night. Class participation and preparedness are priorities and will be assessed regularly.

**6013 Latin 1 (H)** Gr. 9, 10, 11– 5 Cr.

This class is an accelerated introductory course in the Latin language honors sequence. In this course the student will study basic Latin grammar and syntax, elicit meanings of Latin words which are the roots of English words, study Pompeii and Alexandria, the location of the Roman empire and Romance languages on maps of Europe and Asia, learn of famous Roman myths and be introduced to famous poets and writers of classical Latin. Students will compare issues that reveal cultural similarities and differences in ancient and modern cultures. Honors students should expect more homework each night and more comprehensive forms of assessment. Class participation and preparedness are priorities and will be assessed regularly.

**6223 Latin 2 (CP)** Gr. 10,11,12 – 5 Cr

In second year Latin, students will continue their study of basic Latin grammar, syntax and vocabulary through reading and translation. Some Latin literary styles will be introduced along with basic compositions. Students will also learn more about ancient Greek and Roman culture through reading in both Latin and English. Presentations and projects will enhance previously learned topics and homework is assigned nightly to reinforce techniques and syntax learned in class. Class participation and preparedness are priorities and will be assessed regularly. ***Prerequisite: students who have passed the Latin 1 final and maintained an average of C- in Latin 1 and/or teacher recommendation.***

**6213 Latin 2 (H)** Gr. 10,11,12 – 5 Cr.

In this accelerated course, students will review and reinforce all forms of grammar and skill in comprehension covered in Level I Honors. Due to the increased emphasis placed on the development of vocabulary and grammatical syntax, students will study translations that have more depth through the use of technology, selected readings and workbook material. Research, speaking and writing skills will be improved through a series of short papers, projects and oral presentations. Greek and Roman culture will be studied further. Honors students should expect more homework, additional reading and translation both at school and at home. More comprehensive forms of assessment will be included at this level. Classroom participation and preparedness are priorities and will be assessed regularly.

***Prerequisite: students who have passed the Latin 1 final and maintained an B- average in Latin 1H or an A- average in Latin 1CP and/or teacher recommendation.***

**6243 Latin 3 (CP)** Gr. 11, 12 – 5 Cr.

In Latin 3CP, students are presented with a systematic review of grammar and vocabulary from Latin I and Latin II prior to the introduction of new grammar. Students will practice through reading comprehension, worksheets and audio. Students will read and translate Latin stories with more advanced grammar and syntax. Cultural topics include oracles and prophecies, gladiators, festivals, and the city of Rome. Homework is assigned nightly. Class participation and preparedness are priorities and will be assessed regularly. ***Prerequisite: students who passed the Latin 2 finals and have maintained an average of C- in Latin 2 and/or teacher recommendation.***

**6233 Latin 3 (H)** Gr. 11, 12 – 5 Cr.

In Latin 3H, students master more complex Latin grammar and syntax. The relationship between Latin words and their English derivatives is emphasized at this level. Students work on improving reading, comprehension and translation skills. Cultural topics include oracles and prophecies, gladiators, festivals, and the city of Rome. Honor students should expect more homework, additional reading and translations both at school and home. More comprehensive forms of assessment will be included at this level. ***Prerequisite: students who have passed the Latin 3 final and have maintained a B- average in Latin 2H or an A- in Latin 2CP and/or teacher recommendation.***

**6273 Latin 4 (CP)** Gr. 12 – 5 Cr.

Latin 4CP continues the study of grammar and syntax through literary readings and translations. Students strive to advance in their skills in translation from English to Latin. Historical contexts continue as integral components of curriculum and cultural connections. Homework is nightly. Class participation and preparedness are priorities that are assessed regularly. ***Prerequisite: students who have passed the Latin 3 final and have maintained an average of C-in Latin 3 and/or teacher recommendation.***

**6253 Latin 4 (H)** Gr. 12 – 5 Cr.

Students continue their in depth study of grammar and syntax through literary readings and translations. In Latin 4 Honors, students read, interpret and translate the prose and poetry of selected Latin authors such as Cicero, Vergil, Ovid and Catullus. Students study features of genre, style, and poetic meter as well as the authors' lives, cultural and historical contexts, motivations and literary merit. Honor students should expect more homework, additional readings and translations both at school and home. More comprehensive forms of assessment will be included at this level. ***Prerequisite: students who passed the Latin 3 final and maintained a B- average in Latin 3H or an A- average in Latin 3CP and/or teacher recommendation.***

**6353 Spanish 1 (CP)** Gr. 9, 10, 11- 5 Cr.

This is an introductory course in the Spanish language sequence for students that have not taken the language before. Listening, speaking, reading and writing will be introduced through a variety of activities, materials, evaluations and the use of technology. Selected topics of vocabulary and grammar lead to a novice level of communication, comparison and cultural connection to the Spanish-speaking world. Students will experience audio as well as multimedia interactive programs and be expected to participate in oral presentations, improvisations and cultural projects. Homework is assigned nightly in order to reinforce class work. Vocabulary development, class participation and preparedness are priorities that are assessed regularly. Students who have completed a middle school Spanish program (the equivalent of Spanish 1) should register for Spanish 2.

**6343 Spanish 1 (H)** Gr. 9, 10, 11 – 5 Cr.

This class is an accelerated introductory course in the Spanish language honors sequence. Listening, speaking, reading and writing will be introduced through a variety of activities, materials, evaluations and the use of technology. Selected topics of vocabulary and grammar lead to a novice level of communication, comparison and cultural connection to the Spanish-speaking world. Students will experience audio as well as multimedia interactive programs and be expected to participate in oral presentations, improvisations and cultural projects. Homework is assigned nightly in order to reinforce class work. Vocabulary development, class participation and preparedness are priorities that are assessed regularly. Students who have completed a middle school Spanish program (the equivalent of Spanish 1) should register for Spanish 2.

**6373 Spanish 2 (CP)** Gr. 9,10,11,12 - 5 Cr.

This class is for students who have completed either a middle school Spanish language program or Spanish 1 CP. Through a variety of activities, materials, evaluations and technology, you will continue to improve your skills in listening, speaking, reading and writing. You will expand your vocabulary, and knowledge of grammar through dialogues, written exercises, paired activities, short compositions, oral presentations and readings. You will learn how to convey feelings and responsibilities, talk about daily experiences as well as events in the past, and guess meaning from context. Greater emphasis is placed on cultural connections and comparison to the Spanish-speaking world. Homework is assigned nightly in order to reinforce class work. Vocabulary, class participation and preparedness are priorities that are assessed regularly. ***Prerequisite: middle school teacher recommendation is required for all entering freshmen. High school Spanish 1 students must have passed the Spanish 1 final and maintained an average of C- and/or high school teacher recommendation.***

**6363 Spanish 2 (H)** Gr. 9,10,11,12 - 5 Cr. This class is for students who have completed either a middle school Spanish language program or Spanish 1 H. This class will proceed at a faster pace and complete a greater portion of the textbook materials as students expand their use of vocabulary and grammar. Through dialogues, written and paired activities, oral presentations, and improvisations, oral fluency is emphasized and cultural information is explored at a deeper level. Students will learn how to make suggestions, express past and future events, create skits, express needs, ask for and give directions. Audio is used to improve listening comprehension. Honor classes complete compositions and use selected readers in the target language. Students should expect more homework, additional vocabulary, greater attention to grammatical structures and assessments that elicit original thought through open-ended questions. As in all language classes, there is regular assessment of vocabulary, class participation and preparedness. ***Prerequisite: middle school teacher recommendation is required for all entering freshmen who also maintained an A- average throughout their Spanish program or high school students who have passed the Spanish 1 final and maintained a B- in Spanish 1H or an A- in Spanish 1CP and/or high school teacher recommendation.***

**6393 Spanish 3 (CP)** Gr. 10, 11, 12 – 5 Cr. Students will review the material learned in the first two levels and continue to more advanced oral and written work through dialogues, selected readings, audio cassettes, and compositions. Further information on Spanish-speaking countries will be integrated and students will work on cultural projects such as brochures, posters, and articles. Literature selections will be included. Writing skills will be emphasized through the use of journals. Homework is assigned nightly in order to reinforce the more advanced grammatical topics. Oral proficiency and vocabulary are emphasized and are regularly assessed. ***Prerequisite: students who have passed the Spanish 2 final and maintained an average of C- in Spanish 2 and/or teacher recommendation.***

**6383 Spanish 3 (H)** Gr. 10, 11, 12 – 5 Cr. Oral proficiency and cultural information will be explored at a deeper level as it is integrated into more advanced grammar and topics of vocabulary. Students will be assigned compositions that will be shared by others, oral presentations, selected readings of literature, newspapers and articles, and journals. Further investigation of Spanish speaking countries will include oral presentations and projects. Honor students should expect more homework, additional vocabulary, greater attention to grammatical structures and assessments that elicit original thought through open-ended questions. Class participation is a priority, and regular assessment of oral proficiency, vocabulary and preparedness should be expected. ***Prerequisite: students who have passed the Spanish 2 final and maintained an average of B- in Spanish 2H or a minimum average of A- in Spanish 2CP and/or teacher recommendation.***

**6423 Spanish 4 (CP)** Gr. 11, 12 - 5 Cr. Through a variety of activities, materials, evaluations and the use of technology you will review every major structure learned in the first three levels while expanding vocabulary and written skills by practice in class and at home. Social, cultural, and personal themes will be discussed in Spanish and will be the basis for projects and compositions. You will be introduced to literature through a selection of readings. Homework is assigned nightly and compositions will be assigned weekly. Students should expect assessments that will elicit original thought through open-ended questions. ***Prerequisite: students who have passed the Spanish 3 final and maintained an average of C- in Spanish 3 and/or teacher recommendation.***

**6413 Spanish 4 (H)** Gr. 11, 12 - 5 Cr. A high level of mastery of the first three levels of Spanish is expected for this class. Oral proficiency and advanced grammar will be practiced through selected readings in literature, class discussions derived from personal and societal issues, projects that may involve technology, composition and journal writing, improvisation and dialogues. Reading and writing skills will also be emphasized through weekly compositions, and readings both in class and at home. Honor students should expect more homework, additional vocabulary, greater attention to grammatical structures and assessments that elicit original thought through open-ended questions. Class participation, oral proficiency and vocabulary will be regularly assessed. ***Prerequisite: students who have passed the Spanish 3 final and maintained an average of B- in Spanish 3H or an A- in Spanish 3CP and/or teacher recommendation.***

**6453 Spanish for the 21<sup>st</sup> Century V (H) Gr. 12 – 5 Cr.** Spanish for the 21<sup>st</sup> Century is a Level 5 Honors class. It follows a content-based approach to increase cultural competency and proficiency of the advanced student of Spanish. Students will be exposed to a selection of literature, poetry, articles, music and film in order to learn and interact with themes related to modern history, culture and society of Spain and Latin America. Main themes include immigration, role of dictatorships, social justice, underserved populations and how culture is reflected in music and art. Students will participate in a variety of interpersonal activities including but not limited to: class discussions, blogging assignments, and creating podcasts. Special emphasis is also placed on presentational skills through reflection essays as well as individual and group presentations and other team based learning opportunities. Current and student-centered, the course is designed to develop the student's proficiency in the target language through a culturally rich exposure to the modern Spanish-speaking world. ***Prerequisite: students who have passed the Spanish 4 final and have maintained an average of B- in Spanish 4H or A- in Spanish 4CP and/or teacher recommendation.***

**6454 Spanish for the 21<sup>st</sup> Century V (CP) Gr. 12 – 5 Cr.** Spanish for the 21<sup>st</sup> Century is a Level 5 College Prep course and follows the same content-based approach to increase cultural competence and language proficiency as the honors class. This course is student centered and is grounded in enhancing the interpersonal and presentational proficiency skills. Class activities include group discussions, chats, blogging, as well as group and individual presentations. Students will develop proficiency in the target language through a culturally rich exposure to the modern Spanish-speaking world. ***Prerequisite: students who have passed the Spanish 4 final and maintained an average of C- in Spanish 4 and/or teacher recommendation.***

**6424 Advanced Spanish History Through Film (CP) – Gr. 12 – 5 Cr.** This course presents a general introduction to the main aspects of Spanish History through various films and texts. This course will provide students with the opportunity to communicate in the target language and acquire a deep understanding of Spanish and Latin American history. A more in-depth look at historical events will be discussed and analyzed through stories, poems, articles and films. The curriculum will include a vast span of Spanish history, such as the Muslim conquest of Spain in 711, the European invasion beginning in 1492, the Spanish conquest of the Aztecs and Incas in the 16<sup>th</sup> century, and the Spanish Civil War in the 20<sup>th</sup> century. ***Prerequisite: students who have passed the Spanish 4 final and have maintained an average of B- in Spanish 4H or A- in Spanish 4CP and/or through a teacher recommendation.***

**6425 Advanced Spanish History Through Film (H) – Gr. 12 – 5 Cr.** The course presents a general introduction to the main aspects of Spanish History through various films and texts. This course will provide students with the opportunity to communicate in the target language and acquire a deep understanding of Spanish and Latin American history. A more in-depth look at historical events will be discussed and analyzed through stories, poems, articles, and films. The curriculum will include a vast span of Spanish history, such as the Muslim conquest of Spain in 711, the European invasion beginning in 1492, the Spanish conquest of the Aztecs and Incas in the 16<sup>th</sup> century, and the Spanish Civil War in the 20<sup>th</sup> century. ***Prerequisites: students who have passed the Spanish 4 final and have maintained an average of B- in Spanish 4H or A- in Spanish 4CP and/or through a teacher recommendation.***

**6650 Introduction to Philosophy (H) Gr. 11 and 12 – semester course – 2.5 Cr.**  
In this course, students will read and discuss the writings of a number of philosophers who have addressed some of the world's fundamental questions, such as "What is the good life?", "What is Virtue?", "Is there purpose in life?", "What is Justice?", "To what extent are we responsible for others?" and "What is Truth and how do we know it?" Through their readings, students will study basic philosophical methods and how to use these methods to address philosophical problems. A central aim of this course is to allow students the opportunity to write and think more clearly as they examine issues central to our existence.



**6492/6491 Linguistics (H)(CP) Gr.10, 11, 12 Cr. 2.5**

This course is designed to introduce students to the study of linguistics. Students will learn the international phonetic alphabet, morphology, language acquisition, sociolinguistics, and the history of English and the roots of the different language families all over the world. Students will participate in classroom activities, discussions, and complete readings to support the exploration of how languages develop and their role in our lives and society. Experience learning a world language is beneficial but not required. Course will be taught in English. ***This course is open to all students and can be taken simultaneously as a level 1-4 Spanish, French, or Latin course but it cannot take the place of a level 1-4 Spanish, French, or Latin course.***

**6490/6489 Human Language (H)(CP) - Gr.10, 11, 12 Cr. 2.5**

This course is designed to explore how language both reflects and shapes our social world and how it is used by its speakers. Students will explore language and social class, the development of dialects, the mechanics of conversation, ethnic identity in language, technology's influence on language usage, and the future of language diversity. Students will participate in classroom activities, discussions, and complete readings to support the exploration of these topics. Course will be taught in English. . ***This course is open to all students and can be taken simultaneously as a level 1-4 Spanish, French, or Latin course but it cannot take the place of a level 1-4 Spanish, French, or Latin course.***

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