



# Saugus Public Schools

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Michael C. Tempesta  
*Superintendent of Schools*

## Massachusetts School Building Authority School District Educational Profile Questionnaire

Date April 23, 2015

Name of School District Saugus Public Schools

District Contact (Name, Title) Michael C. Tempesta

As part of the District's invitation into the Eligibility Period, the MSBA is seeking the following information to further inform our understanding of the School District's facilities, teaching methodology, grade configurations and program offerings. If the below information is available in documents previously provided to the MSBA, please indicate in which document and on which page this information may be found.

### SECTION ONE: Facilities

A. Please confirm the following MSBA 2010 Needs Survey information for all public schools in the District using a "Y" for accurate and "N" for not accurate:

District	School Name	Type	Year Founded	Last Reno.	GSF	Y/N
Saugus	Belmonte Saugus Middle School	MS	1966	2014	159,800	Y
Saugus	Douglas Waybright Elementary School	ES	1965		39,000	Y
Saugus	Lynnhurst Elementary School	ES	1964		24,360	Y
Saugus	Oaklandvale Elementary School	ES	1962		22,288	Y
Saugus	Saugus High School	HS	1954		193,200	Y
Saugus	Veterans Memorial Elementary School	ES	2001	2004	96,000	Y

Using the space below, provide additional information for any inaccurate or incomplete Needs Survey data.

Saugus	Ballard Early Childhood	PK	1911		10,800	Y
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B. Using the chart below, list Charter Schools (Commonwealth, Innovative, or Horace Mann) and private schools located in the District.

Name of School	Type of School	Year Established	Grades Served	Current Enrollment
Pioneer Charter School of Science II	Charter	2014	7-10	229

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## SECTION TWO:

- A. **For elementary and middle schools only** In the chart below, provide information about the current grade configuration for each public school facility adding or editing cells and rows as appropriate. Check the boxes provided to indicate program offerings at each facility. Next to the check, please indicate the number of hours and days the program is offered.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Belmonte Saugus Middle School, Grades 6-8	every student has 48 minutes of science per day	Drama and art are trimester courses that meet every other day in grades 6 through 8	Chorus and band are elected chorus and meet all year every other day. Music is scheduled for students who are not in band or chorus and meets all year every other day.	100% of students have Physical education all year every other day	N/A	N/A	3 lunches for 30 minutes each. Students sit by homeroom, generally speaking.
Douglas Waybright Elementary School, Grades K-5	5 X Week 45 min	1 X Week 45 Min	1 X Week 45 Min	1 X Week 45 Min	1 X Week 30 Min		5 X Week 20 Min
Lynnhurst Elementary School, Grades K-5	K -5x30/week Gr.1- 2x60/week Gr.2-3x40/week Gr.3-3x30/week Gr. 4-4x45/week Gr.5-5x40/week	1 day week x 45 min	1-day week x 45 min for ½ year	2 days week x 45 min *Adaptive P.E. per IEP's	Bi-Mos. 20 Minutes /class	N.A.	3 Seatings K/1-11:10-11:30 2/3- 11:35-11:55 4/5- 12:20-12:35
Oaklandvale Elementary School, Grades K-5	40 min/day	40 min/week	40 min/week	40 min/week	PTO (once a week if available)	---	K/1-11:45-12:05 2- 12:05-12:25 3/4 -12:25-12:45 5- 12:45-1:05
Veterans Memorial Elementary School, Grades K-5	K-Theme-based Non-Fiction Units 1-2.5days x30min 2-4days x30min Alternating Sci./Soc. Units 3-5daysx30min Alternating Sci./Soc. Units 4-2daysx50min 5-3daysx40min	All Grades (except ½ day K) 1dayx40min	All Grades (except ½ day K) 1day x40min	All Grades (except ½ day K) 1dayx40min	All Grades 1day x25min	Kids Come First Program 5daysx4.5hrs.	K/1-11-11:25 2/3 -11:30-11:55 2/4 -12-12:55 5-12:30-12:55

**For high schools only** Attach to this questionnaire current program/scheduling information (core, non-core, enrichment and vocational).

*Also see attached Program of Studies*

### **Graduation Requirements:**

1. Credits Required - 120 credits total to graduate

Students must be registered for a minimum of 35 credits per year

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2. Subjects to be passed:

- English 20 credits (4 years)
- Mathematics 20 credits (4 years)
- Social Studies 15 credits (3 years)
- Science 15 credits (3 years)
- Wellness 10 credits (4 years)
- Fine Arts 5 credits (1 year)
- World Language 10 credits (2 years of same language)

A minimum of 20 credits must be passed during the student's senior year.

3. In addition to the requirements listed above, twelve (12) hours of community service per year for a 4-year minimum of 48 hours.

4. MCAS Requirement

All students must pass the MCAS test in Math, English Language Arts and Science. Math and ELA require a minimum score of 240. Science requires a passing score of 220. Any student earning a 220 to 238 on the Math or ELA test will be placed on an Education Proficiency Plan (EPP). This will require the student to take addition courses and/or tests in the content area in which they do not meet the passing score. Students failing to meet the minimum score of 220 will be placed on an Individual Student Success plan to help them meet the passing score. This plan will require students to attend MCAS remediation course offered throughout the year.

**School Class Schedule  
2014-2015**

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 7:25-8:16	Period 1 7:25-8:50	Period 2 7:25-8:50	Period 3 7:25-8:16	Period 6 7:25-8:16
Period 2 8:20-9:07			Period 4 8:20-9:07	Period 7 8:20-9:07
	Mentor Block 8:55-9:25			
Period 3 9:11-9:58	Period 3 9:30-10:55	Period 4 8:55-10:20	Period 6 9:11-9:58	Period 1 9:11-9:58
Period 4 10:02-10:49				Period 2 10:02-10:49
Period 5 10:52-12:07	Period 5 11:00-12:18	Period 5 10:25-11:46	Period 5 10:52-12:07	Period 5 10:52-12:07
Period 6 12:12-12:59	Period 7 12:23-1:50	Period 6 11:50-1:15 Dismissal at 1:15	Period 1 12:12-12:59	Period 3 12:12-12:59
Period 7 1:03- 1:50		Common Planning for Teachers from 1:15 to 1:50	Period 2 1:03- 1:50	Period 4 1:03- 1:50

**LUNCH SCHEDULE FOR  
M T H F**

10:52 AM	11:17 AM	L1
11:20 AM	12:07 PM	Class
10:52 AM	11:39 AM	Class
11:42 AM	12:07 PM	L2

**LUNCH SCHEDULE FOR TUESDAY**

11:00 AM	11:25 AM	L1
11:28 AM	12:21 PM	Class
11:00AM	11:52AM	Class
11:54 AM	12:19 PM	L2

**LUNCH SCHEDULE FOR WEDNESDAY**

10:25 AM	10:50 AM	L1
10:55 AM	11:46 AM	Class
10:25AM	11:17AM	Class
11:17AM	11:44 AM	L2

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B. Does the District belong to a Collaborative? Yes ☒ No ☐

Does the District host a Collaborative? Yes ☒ No ☐

If yes, please provide the name of the Collaborative Shore Collaborative program located in our Middle School only.

Does the District provide Pre-Kindergarten? Yes ☒ No ☐

Is Kindergarten fee based? Yes ☒ No ☐

If yes, please provide the fee structure Saugus offers a ½ day kindergarten program free as well as a fee based full day kindergarten program only located in the elementary schools. The fee of \$2700 is actually only for the second half of the program.

Does the District provide transportation? Yes ☒ No ☐

If yes, please provide the name of the provider(s) (District or vendor) Healy Bus Incorporated

C. Using the space below, provide information about the Priority Statement of Interest School's teaching methodology (i.e. self-contained classroom, team teaching, departmental, or cluster). Include class-size policy and if applicable, scheduling particulars.

At Saugus High School, we currently follow a modified block schedule. Three days a week we have all seven classes of roughly 47 minutes, while two days a week we follow longer 85 minute block. Our class sizes are often limited by the size of the rooms. We have several undersized science labs that do not truly allow 20 students to experience a 21<sup>st</sup> century environment. At Saugus High School we try to have classes with 25 or fewer students to allow for more student centered activities. Many of our staff members have gone through Pre-AP and/or AP training designed to encourage activity based or discovery based lessons. Saugus has partnered with Mass Insight Education to expand our AP offerings to more students. Saugus High School also has a weekly Common Planning Period built into the schedule each Wednesday afternoon. During this time, teachers collaborate to plan lessons, develop common assessments, and share best teaching practices. We have coordinated a freshmen team of teachers so that it resembles the middle school team model and allows our freshmen a comfortable transition to high school. These teachers have the freshmen and share a free period that allows for collaboration and the development safety nets for at risk students.

Saugus High School offers a small group special-education academic skills class in grades 9 -12. Grades 9-12 offer small group English Language Arts, Pre-Algebra, Algebra I and Geometry. Grade 9 also offers small group Science and a small group Social Studies class. Our High School special-education services in English, Math, Science, Social Studies, and Reading are offered as a 70-minute course, which is the equivalent to regular education course offerings. The average class size is between 8 to 15 students with one special-education teacher and one paraprofessional.

The Life Skills program at Saugus High School is maturing as a major component of the culture of the school district. This program services students with intellectual impairments. The students require a self-contained program consisting of studies directed towards developing skills and abilities that will allow the students to increase their independent living skills. The focus of the curriculum in the classroom is to develop life skills and functional daily living skills as well as pre-vocational and vocational training. The primary method of instruction for students in this classroom is hands-on activity placing learning into a meaningful context through the use of real-life materials and experiences. The pre-vocational and vocational component of the life skills classroom enables our students to make connections with the community and open doors for future employment.

A self-contained program for students with behavioral challenges exists for grades 9-12 at Saugus High School. Students participate in a combination of small group teacher directed lessons as well as on-line course work. Students have access to behavioral incentives to improve attendance and work productivity.

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Saugus High School also has a Transition program for students who are between the ages of 18-22. This program is self-contained with a current enrollment of five students, one teacher and two paraprofessionals. Students are provided daily instruction within the classroom setting in English, Math, Vocational Experience and Life Skills. Speech and Language, Occupational Therapy and Physical Therapy are integrated throughout the day within the classroom setting as appropriate.

For the Life Skills and Behavioral Programs we are not using spaces that were original designed for those purposes. We are using classrooms that were originally home economics or industrial arts rooms that have been modified to meet the needs of our students.

D. In the chart below, use “Y” or “N” to indicate if the listed technology offerings are available adding cells and rows as appropriate:

School	Desktop Computers	Laptop Computers	Tablets	Smart Board/ Smart Projectors	Printers	WiFi WAN/LAN
Belmonte Saugus Middle School	Y	Y	Y	Y	Y	Y
Douglas Waybright Elementary School	Y	Y	Y	Y	Y	Y
Lynnhurst Elementary School	Y	Y	Y	Y	Y	Y
Oaklandvale Elementary School	Y	Y	Y	Y	Y	Y
Saugus High School	Y	Y	Y	Y	Y	Y
Veterans Memorial Elementary School	Y	Y	Y	Y	Y	Y
Ballard Early Childhood Center	Y	Y	Y	Y	Y	Y

Using the space below, provide additional information for any of the aforementioned offerings marked with a “Y”.

**Belmonte Middle School:**

67 Desktops in use be Staff, 75 N-Computing thin desktops are used in labs, 221 Chromebooks in 8 carts used by Students, Most classrooms are equipped with an Interactive projector (Epson BrightLink or SmartBoard), Building is equipped with limited amount of strategically placed printers and high volume Copiers. 25 Wireless Access points are installed in the building (wireless density needs improvement)

**Douglas Waybright Elementary School:**

24 Desktops used by Staff and Students, 51 Chromebooks used by Students, Most classrooms are equipped with an Interactive projector (Epson BrightLink or SmartBoard), Building is equipped with limited amount of strategically placed printers and high volume Copiers. 8 Wireless Access points are installed in the building (wireless density needs improvement)

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**Lynnhurst Elementary School:**

35 Desktops used by Staff and Students, 66 Chromebooks used by Students, Most classrooms are equipped with an Interactive projector (Epson BrightLink or SmartBoard), Building is equipped with limited amount of strategically placed printers and high volume Copiers. 5 Wireless Access points are installed in the building (wireless density needs improvement)

**Oaklandvale Elementary School:**

17 Desktops used by Staff and Students, 74 Chromebooks used by Students, Most classrooms are equipped with an Interactive projector (Epson BrightLink or SmartBoard), Building is equipped with limited amount of strategically placed printers and high volume Copiers. 5 Wireless Access points are installed in the building (wireless density needs improvement)

**Saugus High School:**

188 Desktops (90 in Computer labs and 98 used by Staff), 60 N-Computing thin desktops are used in labs, 259 Chromebooks in 10 carts used by Students, Most classrooms are equipped with an Interactive projector (Epson BrightLink or SmartBoard), Building is equipped with limited amount of strategically placed printers and high volume Copiers. 32 Wireless Access points are installed in the building (wireless density needs improvement)

**Veterans Memorial Elementary School:**

68 Desktops used by Staff and Students and 30 Desktops in a Lab, 127 Chromebooks used by Students, Most classrooms are equipped with an Interactive projector (Epson BrightLink or SmartBoard), Building is equipped with limited amount of strategically placed printers and high volume Copiers. 16 Wireless Access points are installed in the building (wireless density needs improvement)

**Ballard Early Childhood Center:**

14 Desktops used by Staff and Students, 19 iPad tablets are in use by Students, Most classrooms are equipped with an Interactive projector (Epson BrightLink or SmartBoard), Building is equipped with limited amount of strategically placed printers and high volume Copiers. 4 Wireless Access points are installed in the building (wireless density needs improvement).

### SECTION THREE: Proposed Program, Grade Configuration, Teaching Methodology for the Priority Statement of Interest School

A. Using the chart below indicate proposed changes to the information as provided in Section Two adding or editing cells and rows as appropriate.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Veterans Memorial Primary Elementary School, Grades K- 2	K-Theme-based Non-Fiction Units 1-2.5days x30min 2-4days x30min Alternating Sci./Soc. Units 3-5daysx30min Alternating Sci./Soc. Units 4-2daysx50min 5-3daysx40min	All Grades (except ½ day K) 1dayx40min	All Grades (except ½ day K) 1day x40min	All Grades (except ½ day K) 1dayx40min	All Grades 1day x25min	Kids Come First Program 5daysx4.5hrs.	K-11-11:25 1 -11:30-11:55 2-12-12:55
Belmonte Upper Elementary School 3-5	Gr.3-3x30/week Gr. 4-4x45/week Gr.5-5x40/week	1 day week x 45 min	1-day week x 45 min for ½ year	2 days week x 45 min  *Adaptive P.E. per IEP's	Bi-Mos. 20 Minutes /class	Kids Come First Program 5daysx4.5hrs	3 Seatings 3-11:10-11:30 4 11:35-11:55 5- 12:20-12:35
Saugus Middle School, Grades 6- 8 (In a combined facility with SHS)	every student has 48 minutes of science per day	Drama and art are trimester courses that meet every other day in grades 6 through 8	Chrous and band are elected chorus and meet all year every other day. Music is scheduled for students who are not in band or chorus and meets all year every other day.	100% of students have Physical education all year every other day	N/A	N/A	3 lunches for 30 minutes each. Students sit by homeroom, generally speaking.
Saugus High School 9-12 (In a combined facility with Saugus Middle School)	50 minutes per day 3 year requirement	Electives 1 year requirement	Electives 1 year requirement	Electives 4 year requirement	N/A	N/A	4 lunches for 25 minutes; easily adaptable for SHS/MS model

B. Is the District considering joining a Collaborative? Yes ☐ No ☒

If yes, please provide the name of the Collaborative \_\_\_\_\_

Is the District considering hosting a Collaborative? Yes ☐ No ☒

Is the District considering offering Pre-Kindergarten? Yes ☐ No ☒

Is the District considering a Kindergarten fee? Yes ☐ No ☒

If yes, please provide the proposed fee structure \_\_\_\_\_

Is the District considering providing transportation? Yes ☒ No ☐

If yes, please provide the name of the proposed provider It depends on who is awarded the transportation contract at the time.

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C. In the space below expand upon proposed changes to current grade configurations, districting, teaching methodology, programs, transportation, fees and technology. Indicate if any school facilities would be vacated, down-sized or re-organized. Indicate if changes to current staffing would result (increase/decrease).

As part of our SOI process last year, we investigated the possibility of creating a district with a Primary Elementary (K-2), an Upper Elementary (3-5), a Middle School (6-8) and a High School (9-12) in hopes that we might be able to build a (6-12) Middle/High Building that shared common spaces (Café; Gym) but with separate classroom spaces to separate grades 6-8 and grades 9-12, with some overlap for student in eighth grade. Our Current Configuration is that we have an Early Childhood Center PK with 100 students, Four Elementary Schools, Waybright Elementary (212 students), Lynnhurst Elementary (255), Oaklandvale Elementary (233 Students) and Veteran's Elementary School, our largest elementary school at (547 students). Our secondary schools are comprised of Belmonte Middle School (678 students) and Saugus High School (703 students).

The reason we are interested in investigating a new grade configuration based if we are selected to build a new Middle/High School complex, is so that we would have programmatic consistency and equitable supports for all students throughout their experience within the Saugus Public Schools from Pre K through high school graduation. We would have focused interventions and wrap around supports for all elementary students and we would be able to have grade level consistency, teaming and training with imbedded PLC's that would assist with many. The reality is that most of our neediest elementary students are located in the Veterans Elementary School due to its size, modern facility (newest full construction 2002) and due to the limitations and access issues in the other smaller elementary schools. This has created longstanding district inequality in delivering the benefits of a "neighborhood elementary education" to ALL of the students in the neighborhood. We feel that we can offer comprehensive services to all students in the Veterans School for Primary Elementary (563 students), the Belmonte would become an Upper Elementary (660 students) and we would be able to expand our Pre-K program, with the goal of providing reduced cost Pre-K at Lynnhurst Elementary School for up to 250 students. This would result in two buildings closing immediately, The Roby Administration Building and the Ballard Early Childhood Center, and would also allow us to convert the other buildings for school or community purposes such as a All Day Kindergarten, Community Education Center, or a New Youth and Recreation Center with its own classrooms, stage, fields and gym at the Waybright Elementary School and the Oaklandvale Elementary School. This proposed change would require substantial redistricting and transportation changes within the district, although a majority of the students in the district walk already walk to school and this consolidation may lead to an additional bus route. There would not be a decrease of teaching staff needed for the 6-12 middle/high school model nor in the original 9-12 High School model, but there would be an anticipated reduction in support staff (custodians, clerical, café) as students/ staff would be concentrated in fewer locations. The teaching methodologies would

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remain the same throughout the district, with the exception that we would be able to offer more consistent programming between the primary and upper elementary schools and more vertical teaming and integrating of staff in the middle high school. For example, in grades 6-12, students would have more opportunities for quality elective classes in the performing and fine arts due to the sharing of specialists at the same site. Students in 8<sup>th</sup> grade would be able to enter SHS's Academy program earlier, by taking math and foreign language classes at SHS by integrating the High School and Middle School schedules.

Current Schools	6-12 Middle/High
Belmonte Saugus Middle School	Saugus Middle/ High School (1,400)
Douglas Waybright Elementary School	Belmonte Upper Elementary (660)
Lynnhurst Elementary School	Veterans Memorial Elementary (570)
Oaklandvale Elementary School	Lynnhurst Pre-K (up to 250)
Saugus High School	Oaklandvale Vacated/ Community
Veterans Memorial Elementary School	Ballard Vacated/ Community
Ballard Early Childhood Center	Waybright Vacated/ Community
Roby School Admin Building	Roby Vacated/ Community

D. Using the space below, indicate any proposed changes to current technology offerings (e.g. "One to One" technology, WiFi hotspots, laptop carts, etc.).

#### SECTION FOUR: Space - District's Priority

##### HIGH SCHOOL

A. Complete current information in the table provided below adding or editing cells and rows as appropriate:

<u>ROOM TYPE</u>	<u>No. of Rooms</u>	<u>Comments</u>
<b><u>CORE ACADEMIC SPACES</u></b>		
Math	8	Each Math teacher has their own classroom. These classrooms are just standard rooms and could be used for any non-lab subject.
Science	2	There are two classrooms that are being used as science labs because they have sinks and counters.
Science Labs	7	There are seven rooms that are designed as labs. Four were designed in the 1950s and are well undersized. Three were build in the early 1970s and are bigger but lack services and do not have ADA designed lab stations

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<b><u>ROOM TYPE</u></b>	<b>No. of Rooms</b>	<b>Comments</b>
<i>Social Studies</i>	7	<i>Each Social Studies teacher has their own classroom. These classrooms are just standard rooms and could be used for any non-lab subject.</i>
<i>English</i>	7	<i>Each ELA teacher has their own classroom. These classrooms are just standard rooms and could be used for any non-lab subject.</i>
<i>Foreign Language</i>	7	<i>Each World Language teacher has their own classroom. These classrooms are just standard rooms and could be used for any non-lab subject.</i>
<i>Computer Labs</i>	2	<i>These are labs that are available for classroom teachers to bring their students. There are no scheduled classes in these rooms.</i>
<i>Computer Classroom</i>	3	<i>These three labs have teachers that teach such classes as CAD, computer programming, web design, publication and design classes.</i>
<i>Vocational Classroom</i>	1	<i>There is one functioning industrial arts classroom that is completed outdated but is being used to teach wood shop. There is a second room that is used by the community.</i>
<b><u>SPECIAL EDUCATION</u></b>	8	<i>There are eight rooms dedicated to SPED services. One services the alternative program, two service life skills program and the other 5 are standard classrooms used by SPED staff to provide services.</i>
<b><u>ART &amp; MUSIC and DRAMA</u></b>	5	<i>There are three visual art room, one band room, and one drama room. Of the three art rooms, only one was original designed as an Art classroom the other two were converted classroom. Both the band room and drama room were designed specifically for those functions.</i>
<b><u>HEALTH &amp; PHYSICAL EDUCATION</u></b>	3	<i>There are three classrooms for wellness education. These are just traditional classroom located near the gym area.</i>
<i>Gymnasium</i>	3	<i>There are three gyms all slightly different. There is a main gym that has seating for 500 people. There is a second gym that is just a gym without seating. The third gym is a small multi-purpose room with a connected weight room.</i>

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<b><u>ROOM TYPE</u></b>	<b>No. of Rooms</b>	<b>Comments</b>
<b><u>MEDIA CENTER</u></b>	1	<i>There is one learning common which serves as a library but also has computer stations.</i>
<b><u>DINING &amp; FOOD SERVICE</u></b>	1	<i>There is one cafeteria for students and a small teacher café next to it. There is one kitchen that serves both rooms. The student café currently seats 400 students.</i>
<b><u>MEDICAL SUITE</u></b>		
Nurses' Office	1	<i>There is one Nurse's Suite consisting of an entry room, office and two rooms for providing services.</i>
<b><u>ADMINISTRATION &amp; GUIDANCE</u></b>	1	<i>There is one main area that contains a clerically greeting area, principal's office, 5 small guidance offices, and a small conference room.</i>
	4	<i>There are 4 offices outside of the Main Office/Guidance Suite that serve has offices for the APs, AD, and ETL.</i>

B. If not offered within the District's Priority Statement of Interest school, indicate in the space provided below where the District's collaborative, special education, art, music, health/physical education, media center, dining/food service and technology spaces are offered.

#### **SECTION FIVE: Safety and Security Statement**

Has the District formulated a school specific Multi-Hazard Evacuation Plan (Section 363 of the FY 02 State Budget) for each school under the superintendent's supervision?

Yes ☒ No ☐

What was the date of the last review with local public safety and law enforcement officials?

Date: 12/4/14

## SECTION SIX: Attachments

Please attach to this completed questionnaire any Executive Reports or Conclusions of reports or studies that relate to accreditation, an assessment of facility conditions and/or findings as issued by the Department of Elementary and Secondary Education (DESE). Below, please list the documents attached (as applicable).

### **Documents attached:**

NEASC Report dated March 20, 2015

Saugus High School Program of Studies 2015-2016

**Also please refer to the following attachments contained in the original SOI submitted April 2014:**

Attachment A - SMMA Facility Assessment w/pictures - April 7, 2014

Attachment B - Tappe Existing Conditions Report - 2002

Attachment C - Certified Access Monitor Report - March 21, 2012

Attachment D - AHERA Re-inspection Report - 2012

Attachment E - NEASC Report 2011

Attachment E2 - NEASC Correspondence 2012 and 2013

Attachment F - Mission of Saugus Public Schools - 2009

Attachment G1 - Siemens/National Grid Energy Report - March 2014

Attachment G2 - EMC Energy Report - March 2014

Attachment H - Saugus High School Mission Statement 2012

Attachment I - District Improvement Plan 2011-2014

Attachment J - SHS School Improvement Plan for 2014-2015

Attachment K - SHS Current and Future Energy Use Analysis - 2014

Attachment L - Saugus High School Enrollment April 3, 2014

Should you have any questions about this questionnaire, please contact  
Project Coordinator Sarah Blache at:

Massachusetts School Building Authority  
617-720-4466  
[www.massschoolbuildings.org](http://www.massschoolbuildings.org)



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS  
COMMITTEE ON PUBLIC SECONDARY SCHOOLS

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March 20, 2015

Michael Hashem  
Principal  
Saugus High School  
1 Pearce Memorial Drive  
Saugus, MA 01906

Dear Mr. Hashem:

The Committee on Public Secondary Schools, at its January 25-26, 2015 meeting, reviewed the Special Progress Report of Saugus High School and continued the school's accreditation. While the Committee acknowledges the school's progress as noted below, until all concerns have been satisfactorily resolved the school remains on warning for the Standard for Accreditation on Community Resources for Learning.

The Committee was pleased to learn of the following:

- the commitment to complete curriculum maps or curriculum guides for all courses
- the provision of working fume hoods in chemistry labs
- the provision of eyewash stations in all science classrooms
- the continued progress being made in pursuit of funding for a new school building
- the realignment of administrative roles and responsibilities at both the district and building level
- the establishment of a special education program to service and support the needs of post-graduates, ages 18-22

In addition to responding to the three (3) recommendations highlighted in the Committee's July 28, 2014 notification letter, the school's Five-Year Progress Report, due March 1, 2016, should provide detailed information on action taken to address the additional highlighted recommendations identified following the review of the Special Progress Report:

- resolve all remaining safety concerns as outlined in the Two-Year Progress Report
- provide an update on the school district's application to MSBA seeking approval of monies to resolve repairs and renovations to the current building
- submit any alternative plans to fully resolve all remaining facilities issues in the event that the application to MSBA is not approved

Michael Hashem  
March 20, 2015  
Page Two

- ensure that grouping patterns provide all students with equitable opportunities to realize their academic potential and master the school's 21<sup>st</sup> century learning expectations
- ensure cross-disciplinary opportunities for all students as a result of common planning time
- provide adequate and dependable funding for sufficient equipment, instructional materials, technology support, staffing, and school programs

Directions for preparing the Five-Year Progress Report are available at <http://cpss.neasc.org> under the "Ongoing Accreditation" tab. One of the required components of the Five-Year Progress Report is the submission of the school's current core values, beliefs, and learning expectations to reflect the 2011 Standard. Information related to the development/revision of the school's document is available at <http://cpss.neasc.org> under the "Getting Started" tab.

School officials are reminded that all valid recommendations in the evaluation report should have been completed or be in final stages of implementation when the school submits its Five-Year Progress Report. Inadequate progress to complete valid recommendations could result in a request for additional Progress Reports or a downgrading of the school's accredited status. The Committee requests that it be kept apprised of any substantive changes in the school no later than sixty (60) days following their occurrence. For your convenience we have enclosed a copy of the Substantive Change Policy. As well, please notify the Committee office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to [cpss-air@neasc.org](mailto:cpss-air@neasc.org).

The school's warning status will be reviewed when the Committee considers the Five-Year Progress Report. Consistent with the Committee's follow-up procedures, the Five-Year Progress Report should include an electronic signature of the principal and chair of the school's Follow-Up Committee and be sent electronically to the Committee office at the following address: [cpssreports@neasc.org](mailto:cpssreports@neasc.org). As well, please notify the Committee office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to [cpss-air@neasc.org](mailto:cpss-air@neasc.org).

Sincerely,



Janet D. Allison

JDA/sb  
Enclosure

cc: Michael C. Tempesta, Superintendent, Saugus Public Schools  
Wendy Reed, Chair, Saugus School Committee  
Robert E. Littlefield, Chair, Committee on Public Secondary Schools



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS

**SUBSTANTIVE CHANGE POLICY**

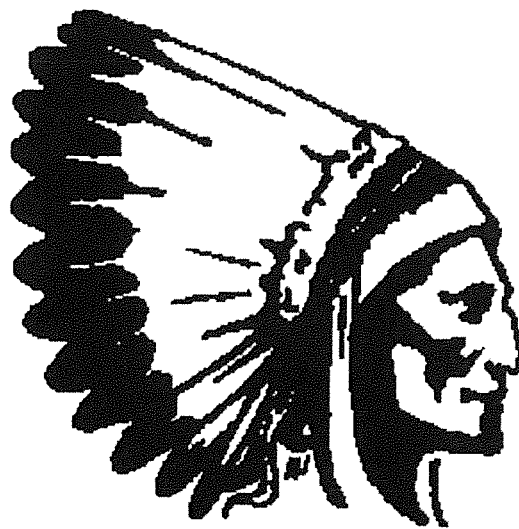
Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding
- cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

(9/08)

# Saugus High School

“Make a Choice for Excellence”



## Program of Studies

2015-2016

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## Introduction

This booklet is your guide to planning your program for the next year and beyond with the help of your parents and our staff. You should plan a sound educational program through your senior year based on your personal goals, needs and interests. Saugus High School offers a wide variety of electives from which you may choose; on the other hand, we also have a number of requirements for graduation which must be kept in mind at all stages of planning.

Saugus High School

781-231-5027

Saugus High School Principal,

**Mr. Michael Hashem**

ext. 1101

*Saugus High School Assistant Principal,*

**Ms. Lucy DiNatale**

ext. 1104

*Saugus High School Assistant Principal/Athletic Director*

**Mr. Michael Nelson**

ext. 1115

*Saugus High School Assistant Principal and Humanities Director*

**Mr. Brendon Sullivan**

ext. 1112

Director of Guidance,

**Ms. Leanne Mottola**

ext. 1110

Saugus High School Guidance

ext. 1110

Saugus Middle School Guidance

781-231-5060

*Director of Pupil Personnel,*

**Ms. Lisa Howard**

781-231-5007

# **WE BELIEVE!!!**

**WE BELIEVE THAT OUR STUDENTS ARE THE FUTURE**

**WE BELIEVE THAT OUR SCHOOL IS MORE THAN JUST A BUILDING**

**WE BELIEVE THAT OUR TEACHERS DO MORE THAN JUST TEACH**

**WE BELIEVE THAT WE CAN REACH OUR FULL POTENTIAL**

**WE BELIEVE THAT WE CAN MAKE A DIFFERENCE IN OUR COMMUNITY**

**WE BELIEVE THAT WE CAN SUCCEED**

**WE BELIEVE IN EACH OTHER**

**WE BELIEVE IN OURSELVES**

## **WE BELIEVE IN SACHEM PRIDE**

### ***ACADEMIC***

AT SAUGUS HIGH SCHOOL ***WE BELIEVE*** THAT OUR STUDENTS CAN REACH THEIR FULL POTENTIAL. THROUGH THE EDUCATIONAL PROCESS STUDENTS WILL THINK CRITICALLY AND COMMUNICATE EFFECTIVELY. MEETING THIS EXPECTATION WILL PRODUCE STUDENTS WHO ARE 21<sup>ST</sup> CENTURY LEARNERS.

### ***CONNECTING EDUCATION TO THE FUTURE***

AT SAUGUS HIGH SCHOOL ***WE BELIEVE*** THAT OUR STUDENTS' ACTIONS HAVE A DIRECT EFFECT ON THEIR FUTURE. THROUGH THE EDUCATIONAL PROCESS STUDENTS WILL BE RESPONSIBLE, PREPARED, AND MOTIVATED. MEETING THIS EXPECTATION WILL PRODUCE STUDENTS WHO ARE COLLEGE AND CAREER READY.

### ***BUILDING RELATIONSHIPS***

AT SAUGUS HIGH SCHOOL ***WE BELIEVE*** THAT OUR STUDENTS' SOCIAL INTERACTIONS CONNECT TO THEIR EDUCATIONAL SUCCESS. THROUGH THE EDUCATIONAL PROCESS STUDENTS WILL BUILD EFFECTIVE RELATIONSHIPS THROUGH RESPECT, TOLERANCE, AND COURTESY. MEETING THIS EXPECTATION WILL PRODUCE STUDENTS WHO ARE THOUGHTFUL GLOBAL CITIZENS.

***WE BELIEVE!!!***

SCORE/ CATEGORY	MASTERING	PROFICIENT	NEEDS IMPROVEMENT
ACADEMICS	STUDENT MEETS AND SURPASSES EXPECTATIONS BY EXEMPLIFYING A STRONG SENSE OF ACADEMIC SERIOUSNESS.	STUDENT MEETS THE EXPECTATIONS BY EXEMPLIFYING A SENSE OF ACADEMIC SERIOUSNESS THAT IS COMMON AMONG HIS/HER PEERS.	STUDENT DOES NOT MEET THE EXPECTATIONS OF EXEMPLIFYING A COMMON SENSE OF ACADEMIC SERIOUSNESS.
CONNECTING EDUCATION TO THE FUTURE	STUDENT NOT ONLY UNDERSTANDS THE CONNECTION BETWEEN HIS/HER CUMULATIVE EFFORT IN SCHOOL AND HIS/HER FUTURE, BUT ALSO USES THAT UNDERSTANDING TO HELP GUIDE HIS/HER DECISION MAKING.	STUDENT SEEMS TO UNDERSTAND THE CONNECTION BETWEEN HIS/HER CUMULATIVE EFFORT IN SCHOOL AND HIS/HER FUTURE. HE/SHE MAY ALSO UNDERSTAND HOW THAT CONNECTION MIGHT IMPACT HIS/HER FUTURE.	STUDENT DOES NOT UNDERSTAND THE CONNECTION BETWEEN CUMULATIVE EFFORT IN SCHOOL AND HIS/HER FUTURE.
BUILDING RELATIONSHIPS	STUDENT BUILDS AND MAINTAINS STRONG RELATIONSHIPS WITH PEERS, STAFF MEMBERS, AND OTHERS ASSOCIATED WITH OUR SCHOOL OR COMMUNITY.	STUDENT ATTEMPTS TO BUILD RELATIONSHIPS WITH PEERS, STAFF MEMBERS, AND OTHERS ASSOCIATED WITH OUR SCHOOL OR COMMUNITY.	STUDENT DOES NOT HAVE, NOR HAS HE/SHE ATTEMPTED TO BUILD, RELATIONSHIPS WITH PEERS, STAFF MEMBERS, AND OTHERS ASSOCIATED WITH OUR SCHOOL OR COMMUNITY.

### ***Graduation Requirements:***

1. Credits Required - 120 credits total to graduate  
Students must be registered for a minimum of 35 credits per year
2. Subjects to be passed:

English	20 credits	(4 years)
Mathematics	20 credits	(4 years)
Social Studies	15 credits	(3 years)
Science	15 credits	(3 years)
Wellness	10 credits	(4 years)
Fine Arts	5 credits	(1 year)
World Language	10 credits	(2 years of same language)

A minimum of 20 credits must be passed during the student's senior year.
3. In addition to the requirements listed above, twelve (12) hours of community service per year for a 4-year minimum of 48 hours.
4. MCAS Requirement  
**All students must pass the MCAS test in Math, English Language Arts and Science. Math and ELA require a minimum score of 240. Science requires a passing score of 220. Any student earning a 220 to 238 on the Math or ELA test will be placed on an Education Proficiency Plan (EPP). This will require the student to take addition courses and/or tests in the content area in which they do not meet the passing score. Students failing to meet the minimum score of 220 will be placed on an Individual Student Success plan to help them meet the passing score. This plan will require students to attend MCAS remediation course offered throughout the year.**

***Advanced Placement (AP) Courses:*** Saugus High School offers a variety of Advanced Placement (AP) courses. These courses give students the opportunity to take college-level courses while still in high school. Advanced Placement courses are rigorous and designed for students who wish to be challenged intellectually. Subjects are studied in greater depth and detail, with students expected to develop and support their arguments and perspectives. Development of writing skills, problem-solving techniques, and study habits essential for college academics provides an advantage to students successfully completing AP courses.

Advanced Placement courses currently planned for 2013-2014 at Saugus High School include:

AP Biology	AP Physics B Course 2
AP Calculus AB	AP Physics C
AP Calculus BC	AP Psychology
AP Chemistry	AP Spanish Language
AP Computer Science A	AP Statistics
AP English Language & Composition	AP US Government & Politics
AP English Literature & Composition	AP US History
AP Environmental Science	AP World History
AP Physics B Course 1	

Students taking AP courses at Saugus High School are required to take the corresponding AP exam administered at school in May. The fee for each exam is currently \$89.00, with fee reduction or waiver available for qualified students. Failure to complete the exam will lead to removal of the AP designation for the course on the student's transcript.

Several additional AP courses may be available through Virtual High School.

Most colleges and universities in the United States (as well as in thirty other countries) award college credit and/or advanced placement through qualifying AP exam scores. This allows students the possibility of moving into upper-level courses, pursuing a double major, or gaining time to study abroad while in college.

***Honors (H) Courses:*** Saugus High School currently offers our students a wide variety of honors level courses. Honors level courses are designed to provide students with a rigorous curriculum that is introduced at an accelerated pace. These courses are designed to challenge students academically and help them to develop critical thinking and problem solving skills.

***College Prep (CP) Courses:*** Saugus High School offers wide variety of college prep courses spanning a range of content areas. Students will follow curriculum designed to follow the Common Core State Standards as well as state level content standards. The students will be instructed using various instructional strategies designed to prepare students for college success.

### ***Course Changes***

Students may make course changes during summer vacation. Changes made after the start of school may be allowed after parents/guardians contact the teacher and it is decided that the student is misplaced in the course. Students should discuss all matters of this nature with parents, counselors and teachers before making a decision.

### ***Sequential Subjects***

In order to continue in sequential subjects, students must have received a passing grade in the preceding courses or pass a pre-requisite to qualify for placement.

### ***English***

1. All students must successfully pass 4 years of English (Non-Elective) in order to graduate. It is strongly recommended that students who fail English take advantage of summer school opportunities and maintain their position in their class.
2. English failed at the end of the freshman or sophomore year will necessitate either passing the course at an approved summer school with a grade of "70" or better, or repeating the course. English failed at the end of the junior year may be made up at an appropriate summer school with a grade of "70" or may be taken concurrently with Senior English if it fits into the student's schedule. Students should meet with their Guidance Counselor as soon as possible to see if this is an option for his or her senior year.

### ***Social Studies***

1. To meet the three year requirement for graduation, all students will pass US History I, US History II, and World History II.

### ***Science***

1. To meet the three year requirement for graduation, all students will pass Biology, Chemistry, and one additional year of lab science.

### ***Mathematics***

1. Students are required to complete 4 years in mathematics courses, including the completion of Geometry and Algebra 2.
2. It is strongly recommended that students who fail any math course take advantage of summer school opportunities and maintain their position in their class.
3. Students on Educational Proficiency Plans (EPP) are required to complete the Integrated Math for Proficiency course.
4. Seniors are encouraged to take Personal Finance as a senior elective in mathematics.

### ***World Language***

1. All students are required to pass a minimum of two years of one world language.
2. A third year of the same world language is strongly recommended.
3. Students aspiring to a highly selective college are recommended to elect a fourth year.

### ***Fine Arts***

The courses offered in the Fine Arts Department are meant to enhance, broaden and enrich the student's background in visual and performing arts. Most classes will attempt to foster lifelong appreciation, understanding and interest. Students are required to explore the world of fine arts by taking a minimum of 5 credits in the fine arts area.

### ***Wellness***

All students must pass 10 credits of Wellness in four years. For the next four years students will be required to pass a combination of Physical Education, Health Education, and Wellness. Students not physically capable of handling this program must submit a written statement from a medical doctor in order to be excused. Medical excuses must be renewed yearly and presented with the approved Final Course Selection. Included in Wellness, students are required to fulfill their community services hours for that year concurrently.

### ***Human Sexuality Curricula***

Parental/Guardian Notification Regarding Human Sexual Education and Human Sexuality Curricula. The Saugus Public School system has implemented a K-12 Comprehensive Health Education component with HIV/AIDS and human sexuality education programs occurring at the 9-12 grade level. Our School Committee has approved our curriculum to ensure the present and future health of our students. If you wish to review the curriculum or remove your son/daughter from its instruction in part or whole, please contact the building principal to schedule an appointment.

# 4-Year Credit/Course Projection Sheet

## Graduation Requirements Contract

Name: \_\_\_\_\_ Current Credits: \_\_\_\_\_ YOG: \_\_\_\_\_ Date: \_\_\_\_\_

### English (4 years/20 credits)

English 1 \_\_\_\_\_ 5  
English 2 \_\_\_\_\_ 5  
English 3 \_\_\_\_\_ 5  
English 4 \_\_\_\_\_ 5

### Social Studies (3 years/15 credits)

U.S. History I \_\_\_\_\_ 5  
U.S. History II \_\_\_\_\_ 5  
World History II \_\_\_\_\_ 5

### Math (4 years/20 credits)

Algebra \_\_\_\_\_ 5  
Geometry \_\_\_\_\_ 5  
Algebra 2 \_\_\_\_\_ 5  
Math \_\_\_\_\_ 5  
Math \_\_\_\_\_ 5

### Science (3 years/15 credits)

Biology \_\_\_\_\_ 5  
Chemistry \_\_\_\_\_ 5  
Physics \_\_\_\_\_ 5

### Wellness (4 years/10 credits)

Wellness 1 \_\_\_\_\_ 2.5  
Wellness 2 \_\_\_\_\_ 2.5  
Wellness 3 \_\_\_\_\_ 2.5  
Wellness 4 \_\_\_\_\_ 2.5

### Fine Arts (1/2 year/2.5 credits)

\_\_\_\_\_ 2.5  
\_\_\_\_\_ 2.5

### World Language (2 years/10 credits)

\_\_\_\_\_ 5  
\_\_\_\_\_ 5

Credits Needed to Graduate: 120 credits

Courses/Credits Needed to Graduate:

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### Community Service (48 HOURS)

FRESHMEN 12 HOURS \_\_\_\_\_  
SOPHOMORE 12 HOURS \_\_\_\_\_  
JUNIORS 12 HOURS \_\_\_\_\_  
SENIORS 12 HOURS \_\_\_\_\_

### MCAS

Math \_\_\_\_\_  
ELA \_\_\_\_\_  
Science \_\_\_\_\_

EPP: (circle) Math ELA

\*Student Signature: \_\_\_\_\_

Counselor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*To Student: Your signature indicates that you are fully aware of the courses needed for your graduation and that you are completely responsible for fulfilling your requirements.



### ***Admission to Post-Secondary Schools***

During the school year, admissions officers from many schools and colleges visit our school. These visits are posted on Naviance & students can sign up online. Interested juniors and seniors are given the opportunity to meet with these college representatives and discuss their colleges with them. The most important part of a student's college application is their high school transcript. The transcript includes each course a student has taken and the final grade they earned. Colleges see first and second term grades during a student's senior year.

Students should check specific entrance requirements on college's websites. Guidance Counselors will assist students with the college planning process. College-bound students should plan their schedules with sufficient credits in each subject area to meet the requirements of colleges they are interested in.

College-bound students must remember that they are competing with students from all over the world when it comes to applying to colleges and universities. Students are encouraged to build a strong academic transcript to better their chances for acceptance into certain institutions. Colleges also take into account standardized test scores, co-curricular activities, letters of recommendation, essays, enrichment programs and summer school attendance.

#### ***General requirements for most four year liberal arts colleges/universities are:***

- 4 years of English
- 4 years of College-Prep Math
- 3-4 years of one World Language
- 3 years of Social Studies
- 3 years of Science, preferably Biology, Chemistry and Physics including 2 years in a lab.
- Specialized electives recommended

#### ***College requirements for most highly selective colleges/universities or scientific programs (engineering) are:***

- 4 years of English
- 4 or more years of College-Prep Math
- 4 or more years of Science, usually Biology, Chemistry and Physics including 2 years of a lab.
- 4 or more years of one World Language
- 3 years of Social Studies
- Specialized electives recommended (Computer Aided Design)

#### ***Requirements usually expected of nursing applicants are:***

- 4 years of English
- 4 years of College-Prep Math
- 4 years of Science, preferably Biology, Chemistry and Physics including 2 years in a lab.
- 3 years of Social Studies
- 3 or more years of one World Language (recommended)
- Specialized electives recommended (Anatomy & Physiology)

#### ***Minimum requirements for technical institutions are:***

- 4 years of English
- 3-4 years of College-Prep Math

3-4 years of Science, preferably a course in Chemistry and Physics  
 2-3 years of Social Studies  
 Specialized electives recommended

***Massachusetts State College Admission Standards***

The State Colleges and the Massachusetts Board of Higher Education require the following college-preparatory academic units as a minimum:

4 years English  
 4 years Mathematics (Algebra I, II & Geometry)  
 3 years Science (2 years of lab science)  
 3 years Social Studies  
 3-4 years World Language  
 2 years College Preparatory Electives

***Profile of SHS Graduates***

	CLASS of 2014	CLASS of 2013	CLASS of 2012	CLASS of 2011	CLASS of 2010
Four Year Colleges and Universities	65.3%	65.6%	59.2%	69.5%	67.3%
Two Year Colleges and Community Colleges	23.8%	24.8%	29.6%	23.5%	20.4%
Other Education	2.1%	5.1%	3.3%	2.2%	2.3%
Military	4.8%	1.9%	2.7%	2.8%	4.1%
Work	2.1%	1.9%	1.9%	.5%	4.1%
Undecided	1.4%	.6%	3.3%	1.1%	1.8%

***Guidance Program***

The Saugus High School Guidance Department works cooperatively with students, parents and faculty on academic planning, course selection, personal/developmental issues, transition concerns, and the career/college search process. Counselors assist students in working toward their academic potential and encourage social and co-curricular experiences that provide opportunities for personal growth and independence. Students are encouraged to be self-advocates and seek out assistance whenever necessary. Parents are encouraged to contact their child's Guidance Counselor for assistance in a student's transition to school, educational planning or if they have any questions or concerns relating to school. Guidance Counselors are available to meet by appointment and can be contacted via e-mail and telephone. Contact information is available on the Saugus High School Guidance website.

Students will be participating in assigned guidance seminars throughout the school year. These seminars will focus on different topics based on grade level.

**Grade 9:** Study skills, goal setting, co-curricular activities, time management, learning styles, Naviance introduction.

**Grade 10:** Career and college planning, resume building, PSAT review, testing information, and Naviance review.

**Grade 11:** PSAT review, Naviance, college and career searches, college admissions planning, testing information, resume building, stress management

**Grade 12:** Naviance, college and career searches, college essays, resume building, application process; interviewing skills, post high school planning, scholarships, stress management

Counselors also work individually with students throughout their high school career on a variety of topics including: academic planning, transition, learning styles, decision making, coping strategies, goal setting, school and community involvement, personality profiles, career exploration, testing, and college planning. Various group meetings for parents are scheduled each year as well. In the spring, counselors meet individually with students to help them choose elective courses based on postsecondary interests.

The SHS Guidance Department also hosts a college fair in the cafeteria every June. Sophomore, juniors and parents are welcomed to attend. Announcements will be posted prior to the event. **Students and parents may be surveyed after various activities to provide feedback which will be used to plan future programs.**

The Saugus High School Guidance Department incorporates technology into its program with its use of Family Connection from Naviance, a web-based service which is designed especially for students and parents. Family Connection is a comprehensive website that you can use to help in making decisions about courses, colleges, and careers. Family Connection is linked with Counselor's Office, a service that is used in the Guidance Office to track and analyze data about college and career plans, so it provides current information that's specific to our school.

Family Connection allows students and families to:

- **Receive important e-mails** – Family Connection lets us share important information with you and your child about up-coming meetings and events, local scholarship opportunities, and other Web resources for college and career information. In addition, the site includes a link that your child can use to send us an e-mail message.
- **Get involved in the planning and advising process** – Build a resume, complete on-line inventories regarding career searches, personality types, and learning styles. You can also manage timelines and deadlines for making decisions about colleges and careers.
- **Research colleges** – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past. Seniors can check their own rank & GPA as well.
- **College visits** – Find out which colleges are visiting our school & sign up to meet with college representatives. Students must pick up a Guidance pass & obtain their teachers' signed permission in order to miss class for these meetings. Students are responsible for making up any missed work.
- **Scholarships** – Local scholarships from area businesses & organizations are posted weekly and there is also a link for the National Scholarship Search from Sallie Mae.

To visit our school's Family Connection site, go to: <http://connection.naviance.com/saugus>. Parent registration codes can be obtained by contacting their student's Guidance Counselor.

## *Testing*

College Entrance Examination Board Tests (CEEB) include the Scholastic Aptitude Test (SAT) and the American College Testing Assessment (ACT) and are done on a voluntary basis. Students who plan to attend college should take advantage of all test opportunities in order to check their educational progress. It is the responsibility of the students and parents to watch for testing announcements and to follow directions for registration. **Students are encouraged to take advantage of the four free score reports at each registration.** All test scores must be sent to colleges directly from the College Board or ACT program. The Saugus High School CEEB code: 221-885. New security measures have been implemented by the Collegeboard so students need to follow directions carefully when they register online. Students on free or reduced lunch should ask their Guidance Counselor about fee waivers.

**Sophomores, and Juniors:** The Preliminary Scholastic Aptitude Tests and National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a two-hour practice version of the College Board SAT. The examination gives juniors the chance to qualify for National Merit Scholarship Corporation scholarship programs. Students should take the exam to receive feedback on their strengths/weaknesses on skills necessary for college, to see how their performance on an admissions test might compare with that of other students applying to college and to help them prepare for SAT Program tests. The tests are scheduled for mid-October and is only administered once per school year; there is no make-up exam if the PSAT is missed. SHS offers a Wednesday administration for all juniors and sophomores in order to access AP Potential. This option is subject to funding. Otherwise students will be offered the standard Saturday administration of the exam.

**Juniors and Seniors:** The SAT Reasoning Test is required by most colleges, including the Massachusetts State Universities. The test has three sections: Critical Reading, Math, and Writing, with a combined maximum score of 2400. Students are encouraged to take the SAT in the spring of their junior year and again during the fall of their senior year. Students who plan to apply to college Early Action/Decision should take the SAT's twice in the spring of the junior year. Practice tests are available on the College Board website and an SAT Prep Program is offered by SHS periodically. **The setup of the SAT is due to change in Spring 2016. Students can find more information about the new SAT at [www.Collegeboard.org](http://www.Collegeboard.org).**

The SAT Subject Tests focus on specific subject areas and are required by more selective colleges. It is strongly recommended that students check college admissions requirements and discuss testing options with their Guidance Counselor. Students may take up to three subject tests on one SAT testing day and the maximum score for each test is 800. Subject Tests may not be taken on the same day as an SAT reasoning test; a student must choose one or the other. Students can register for the SAT Reasoning Test and the SAT Subject Tests via the College Board website [www.collegeboard.org](http://www.collegeboard.org).

The ACT is also a widely accepted college entrance exam which assesses high school students' general educational development and their ability to complete college-level work. The choice tests cover four skill areas; English, mathematics, reading, and science. The writing test is optional and it measures skills in planning and writing a short essay. Students can register at, and send their score reports from, [www.ACTstudent.org](http://www.ACTstudent.org).

## *Career Exploration Program*

Saugus High School offers grade 11 and 12 students the opportunity to participate in the ASVAB Career Exploration Program. The ASVAB is a comprehensive career exploration and planning program that includes a multiple aptitude test battery, an interest inventory, and various career

planning tools. It is designed to help all students, not just those with an interest in the military, explore their strengths and weaknesses and begin to think about different career options. For more information go to: <http://www.asvabprogram.com>. The ASVAB will be offered annually to juniors and students and parents are strongly encouraged to watch for announcements.

### ***Military***

Military recruiters visit SHS frequently during the school year via cafeteria visits and small group meetings if requested by the student.

### ***Rank & GPA***

Class rank is cumulative over four years and is weighted on the basis of achievement level. Class rank is based on GPA.

GRADE	AP	H	CP	GRADE	AP	H	CP
97-100	5.3	4.8	4.3	77-79	3.3	2.8	2.3
93-96	5.0	4.5	4.0	73-76	3.0	2.5	2.0
90-92	4.7	4.2	3.7	70-72	2.7	2.2	1.7
87-89	4.3	3.8	3.3	67-69	2.3	1.8	1.3
83-86	4.0	3.5	3.0	65-66	2.0	1.5	1.0
80-82	3.7	3.2	2.7	Below 65	0	0	0

### ***Financial Aid & Scholarships***

College tuition is on the rise and families need to take advantage of all resources available to finance higher education. Applying for federal financial aid includes completing and submitting the Free Application for Federal Student Aid (FAFSA). Colleges use information from the FAFSA to determine a student's "financial aid package," which may include: grants or scholarships which do not need to be repaid; low-interest loans to be repaid after the student leaves college and work-study which is part-time work on a college campus. As a service to parents, the SHS Guidance Department sponsor two Financial Aid Presentations with resource persons from the local community. These presentations assist families in college financial planning and the preparation of the FAFSA and the College Scholarship Service (CSS Profile for private colleges).

Families need to obtain a Federal Student Aid Pin at [www.pin.ed.gov](http://www.pin.ed.gov) before filing the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The FAFSA can be filed on or after January 1<sup>st</sup>; families should always file the FAFSA! Beware of scams; it should never cost money to file the FAFSA. Parents can file the CSS Profile in the fall of their student's senior year and should watch for specific financial aid deadlines! Students should contact college Financial Aid Offices if they have questions about the financial aid process. Please note that Guidance Counselors can only provide general information regarding financial aid. Parents and students can go to [www.MEFA.org](http://www.MEFA.org) for financial aid assistance.

The Guidance Office receives notices of local scholarships during the school year. Criteria for awards may vary but are usually based on academic achievement, test scores, entrance examinations, essays, school and community service, and leadership qualities. Scholarship announcements are publicized on Naviance. It is especially important for families to inquire about scholarship opportunities offered by employers, church and community groups...etc.

## *College Planning Guidelines for Students:*

### **Grade 9:**

- Take challenging classes! If you struggle in a subject, attend after school help sessions with your teacher or seek out peer tutoring. You are responsible for your grades and attendance!
- Get involved in sports, clubs and your community to help you explore your career interests.
- Talk to your Guidance Counselor about classes, career interests, standardized tests and plans for after high school.
- Keep a list of your awards, honors, work experience, and co-curricular activities.
- Use Naviance to take the Learning Styles Inventory, start building a resume, and search different careers.
- Always check your e-mail for important announcements and be sure all of your social media accounts are appropriate!
- **Work hard all year! Colleges see final grades for ALL years of high school!**

### **Grade 10:**

- Meet with your Guidance Counselor to check on your graduation requirements and to discuss colleges and their admissions requirements.
- Seek out leadership roles whenever possible.
- Use Naviance to take the career interest profiler and personality inventory and explore different post-graduation options.
- Prepare to take the PSAT and/or SAT Subject Tests. Talk with your Guidance Counselor for more information. PSAT and SAT signups are online!
- Always check your e-mail for important announcements and be sure all of your social media accounts are appropriate!
- **Work hard all year! Colleges see final grades for ALL years of high school! Your GPA is based on all four years of high school!**

### **Grade 11:**

- Meet with your Guidance Counselor to check on your graduation requirements and to use Naviance to work on your college search.
- In September, register for the PSAT/NMSQT online.
- Go to college fairs, such as the National College Fair in the spring ([www.nacacnet.org](http://www.nacacnet.org)) and talk to college representatives. Contact colleges to request information about admissions requirements, including required tests and financial aid!
- Register for the SAT, Subject Tests and/or ACT in the spring. Watch for deadlines!
- Decide whether you're going to apply early action/early decision or regular decision. Deadlines will approach quickly during your senior year. **Early Decision is binding! You can only apply to one school this way. Early Action is not binding and you are able to apply to multiple schools using this method.**
- Look on Naviance & check in with your Guidance Counselor to find out about college visits, special events, open houses, and scholarships opportunities!
- Ask teachers who know you well if they can write your letter of recommendation & provide them with the appropriate forms.
- **Visit colleges!** This is the best way to figure out which type of college is for you. Check websites and ask about tours and take the time to talk to students on campus. Bring the College Visit Checklist with you!

- Always check your e-mail for important announcements and be sure all of your social media accounts are appropriate!

#### Grade 12:

- Meet with your Guidance Counselor to check on your graduation requirements and to discuss your plans for after graduation. Check with colleges you are interested in to see what tests they require and keep a calendar of application deadlines.
- Talk with your parents about their expectations and yours, financial considerations, etc.
- Contact your Guidance Counselor frequently to touch base in regards to post-graduation planning. **Communication is very important!** Let your Guidance Counselor know if you plan to apply to schools early decision or early action. Early action/decision deadlines can start as early as the end of October!
- Use resources in the Guidance Office & Naviance to check/sign up for college visits. If you plan to play sports in college, be sure to register with the NCAA Clearinghouse.
- Register for the SAT/Subject Tests/ACT. Make sure to send your scores to colleges directly from the College Board. You can send your score reports by going to: [www.collegeboard.org](http://www.collegeboard.org). **Make sure to take advantage of your four free score reports when registering!**
- Attend open houses and arrange college visits & interviews in the fall of your senior year. Write thank you notes and e-mails after college interviews & meetings with admissions representatives.
- Ask teachers if they can write you a letter of recommendation in person. Provide them with a request form, activities resume & ample time to compose them! (At least 2 weeks). Then send them an invitation via Naviance. Also, ask your Guidance Counselor to write you a letter of recommendation and provide him/her with a completed Guidance Questionnaire. Write thank you notes to teachers who wrote you letters of recommendation!
- All colleges require an *official transcript* of your high school grades which must be submitted to colleges by your Guidance Counselor. In most cases, your counselor will do this electronically through Naviance.
  - Set up a Common Application account at [www.COMMONAPP.org](http://www.COMMONAPP.org).
  - Log into Naviance and link it to your Common App account. Add colleges to your list and request transcripts electronically via Naviance.
- **Read directions carefully!** College applications can have different essay questions and testing & program requirements. Mistakes can reflect very poorly on your candidacy for admission.
- Work hard all year! Colleges see 1<sup>st</sup> & 2<sup>nd</sup> term grades. Fight senioritis...colleges can rescind your acceptance if your final grades drop drastically!
- Attend financial aid nights with your parents & watch for **financial aid deadlines**. The FAFSA can be filed after January 1<sup>st</sup>. Check Naviance & the SHS Guidance website for important financial aid websites and local scholarships. Contact college financial aid offices or [www.mefa.org](http://www.mefa.org) if you have questions or concerns about your financial aid package.
- Continue to visit colleges to help make your final decision. Review college acceptances and submit your deposit by May 1<sup>st</sup>.
- Inform your Guidance Counselor of admissions decisions. Update your decisions in Naviance.
- Always check your e-mail for important announcements and be sure all of your social media accounts are appropriate!

### *Guidelines for Parents:*

- Parents should keep an eye on grades via X2, study habits, and also talk to your child about their goals after high school. Help your child clarify goals and priorities.
- Be sure your student has and checks an appropriate e-mail account frequently for important announcements. Also, please be sure all of their social media accounts are appropriate!
- Openly discuss future plans, including financial concerns and any restrictions with your child. This should be done early in the school selection process so that everyone is on the same page.
- Encourage your child to develop independence! They are responsible for balancing homework, sports, work, and other activities. Students should be seeking out help if they are having trouble in school. Self-advocacy is key!
- Contact your child's Guidance Counselor with any questions regarding graduation requirements or post graduation planning.
- Check the SHS Guidance website & Naviance for important information regarding scholarships, financial aid opportunities, standardized tests, and career exploration.
- Check your e-mail, phone messages, Naviance and SHS website and speak with your child periodically about college bulletins and information distributed in school.
- Attend college fairs. Prepare questions for college representatives ahead of time & let your child do the talking!
- Visit colleges at every opportunity! The experience of walking on to a college campus will help students as they plan for their future and figure out what type of college they are best suited for.
- Attend financial aid nights and plan ahead for college and other financial expenses.
- Be aware of deadlines!
- Keep records of all contacts with schools – phone calls, names or representatives, meetings, etc.
- Assist your child with payment of sending testing scores from [www.collegeboard.com](http://www.collegeboard.com) and college application fees on-line or by sending in a check with application packets.
- Attend financial aid night & watch for **financial aid deadlines**. The FAFSA can be filed after January 1<sup>st</sup>. Check Naviance & the SHS Guidance website for important financial aid websites and local scholarships. Contact college financial aid offices or [www.mefa.org](http://www.mefa.org) if you have questions or concerns about the financial aid package.
- Remain positive and encourage your child to work hard in achieving success!

### *Virtual High School*

Saugus High School offers online courses through the Virtual High School program. VHS is a non-profit organization that collaborates with schools to offer online high school courses to students from across the country and around the world. By joining VHS, Saugus High School has been able to expand its College Prep, Honors, and Advanced Placement course offerings.

Priority is given to seniors as space is limited for the VHS program. VHS courses appear on the student's high school transcript and the grades are figured into rank & GPA. Students who are interested in enrolling in a VHS class can see their Guidance Counselor to begin the application process. Classes are offered at no cost to the student and are taken as part of their daily schedule.

Students enrolled in a VHS course are required to log in five times per week, complete all readings and assignments, submit written assignments, and participate in class discussions with classmates and the course teacher online. In addition to gaining knowledge about course material, students will also learn valuable skills that will help them in college, such as multimedia presentation skills, effective online



research tactics, and time management. The successful VHS student is self-motivated, tech savvy, has effective written communication skills, and the ability to learn independently.

### ***NovaNET Credit Recovery Program***

Selected students will utilize the NovaNET online learning application to recover credits toward graduation. NovaNET is a self-paced, comprehensive, standards-based online courseware. Instruction and assessment will take place online. Credit for the course will be awarded upon successful completion of the NovaNET course module. NovaNET requires a minimum of 80% mastery to award credit. However, space is limited to students, who must complete the application process, and are deemed most likely to experience success.

First priority for admission to this program will be for students who are eligible to graduate in 2016. The cost is \$275 per course or 2 for \$500, this must be paid online through unipay, a direct link is available on the SHS website. The remaining seats available will be given to students who failed a large number of required classes along with approval from the principal. As students complete their Credit Recovery coursework, additional seats will be filled on a rolling admission basis.

Students will be considered for the Credit Recovery Program based on the recommendation of their Administrator or Guidance Counselor. Students wishing to apply to the Saugus High School Credit Recovery Program must complete the Application Form and Credit Recovery Contract. The Contract must be signed by the student and a parent/guardian. In addition, students must meet with their Guidance Counselor to review their transcripts, Assistant Principal for discipline reports and attendance in order to be accepted. Failure to meet the terms and conditions of the Credit Recovery Contract may result in removal from the program.

### ***Special Programs***

#### ***Student Center***

**Course # 1020**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all grades for students on IEP plans.*

Students interested in receiving additional academic help may report to the Student Center during a directed study period where staff and/or student instructional aides will provide assistance. Students enrolled full time will be eligible for up to 5 credits as determined by the team.

#### ***SEI Academic Support***

**Course # 1035**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all grades for students enrolled in the ELL program.*

At the High School level a certified ESL teacher instructs ELL students in a course whose curricula reflect students' fluency levels, grades 9-12. This is an Academic Support Course offering explicit instruction in all of the language domains (listening, speaking, reading, writing, grammar) and placing a strong emphasis on development of academic language proficiency. Students are able to earn core academic credit.

#### ***Life Skills***

**Course # 648**

**5 Periods**

**5 Credits**


*Prerequisites: Students are assigned to this course based on their Individualized Education Plans.*

This course is design for students with individual education plans who need additional instruction for post high school endeavors. Basic skills in reading, math and writing will be stressed using a variety of information and hands-on related work that will provide for independent living.

### ***Office Aides***

*Prerequisite: Open to grade 12 students. Limit 2 per period per office.*

Students, who are interested in a working in one of the schools offices, may apply to work as an Office Aide. Application and request should come through the Principal's office. **This course is eligible for school community service credit.**




## *The Saugus High School Academy for the Advanced Program of Studies Overview*

The Academy for the Advanced Program of Studies was founded to challenge gifted and highly motivated students through a rigorous series of courses culminating in college-level Advanced Placement classes and a specialized endorsement upon graduation. The Academy is designed with two academic concentrations or pathways in mind:

1. Humanities pathway emphasizing world language, cultures, history, and literature.
2. Science, Technology, Engineering and Mathematics (STEM) pathway.

Prior to entering Saugus High School, students will apply to participate in the Academy for the Advanced Program of Studies. Freshmen are accepted into the program based on past MCAS results, teacher recommendations, an application essay, and middle school transcripts. Each year, the review committee accepts students who meet or exceed performance benchmarks in each of the established criteria outlined above. Once accepted, students must maintain a final grade of 78 in all courses in order to remain in the Advanced Program. Students who fail to meet this expectation may still follow the Academy Program of Studies, but will not receive the Academy designation upon graduation.



All courses in the academy meet rigorous honors or Advanced Placement expectations. Successful completion of the Advanced Program of Studies at Saugus High School will provide students with collegiate level coursework and the necessary skills for success at elite colleges and universities. The overall goal of the Academy for the Advanced Program of Studies is to challenge students in becoming engaged critical problem-solvers, self-motivated learners with a relentless work-ethic, and mature young adults with the desire to take on collegiate level coursework necessary to succeed at elite colleges and universities.

Please see the charts below outlining the Humanities and STEM pathways for the Advanced Academy. During the freshman and sophomore years, the coursework is similar. Once students get to be juniors and seniors, the paths begin to diverge as students approach either an Advanced Endorsement for STEM or the Humanities.

\*Students from the Classes of 2016 and 2017 can choose either program.

## The Saugus High School Academy for the Advanced Program of Studies Classes of 2018 and 2019

<b>Freshman Year</b>	<b>Sophomore Year</b>
US History Honors	AP US History or Honors US History 2
Freshman Honors English	Sophomore Honors English
Biology Honors	Chemistry Honors
Geometry Honors	Algebra 2 Honors
Spanish 2 Honors or World Language 1	Spanish 3 Honors or World Language 2
Wellness I/ Elective	Wellness/Elective
Elective	Elective

### **Requirements for the Humanities Pathway**

Besides following the outline prescribed for freshman and sophomore year, a student enrolled in the Humanities Pathway will have to meet the following requirements.

- A total of 5 Advanced Placement (AP) courses.
- At least 4 of those AP courses must be in the content areas related to Humanities.
- At least 1 of those AP courses must be in the content area of ELA.
- At least 1 of those AP courses must be in the content area of Social Studies.
- Four years of World Language courses at the high school.
- Latin is strongly recommended in addition to Spanish 2 Honors
- Meet all of the other graduation requirements for Saugus High School

### **Requirements for the STEM Pathway**

Besides following the outline prescribed for freshman and sophomore year, a student enrolled in the STEM Pathway will have to meet the following requirements.

- A total of 5 Advanced Placement (AP) courses.
- At least 4 of those AP courses must be in the content areas related to STEM.
- At least 1 of those AP courses must be in the content area of Mathematics.
- At least 1 of those AP courses must be in the content area of Science.
- At least three years of World Language courses at the high school.
- One year of a Computer Technology and/or Technology Education courses at the high school.
- Meet all of the other graduation requirements for Saugus High School

# The Saugus High School Academy for the Advanced Program of Studies Classes 2016 and 2017

Humanities Track		Six (6) AP courses required	
Freshmen	Sophomore (1 AP required**)	Junior (2 AP required)	Senior (3 required**)
US History Honors	AP US History	AP World History	AP Elective
Geometry Honors	Algebra 2H	Pre-Calculus H	AP Calculus AB / AP Stats/Stats CP
Biology Honors	Chemistry H	Honors or AP Science	AP Elective
English Honors	English H 023	AP English Language	AP English Literature
Latin 1	Latin 2	Latin 3H	Latin 4H
Wellness 1/Fine Arts	Wellness 2/ Fine Arts	Wellness 3 / Elective	Wellness 4 / Elective
Spanish 2H	Spanish 3H	Spanish 4H	Elective/Elective

STEM Track		Physical Science		Six (6) AP courses required	
Freshmen	Sophomore	Junior (3 AP required**)	Senior (3 AP required**)		
US History Honors	AP US History or US 2H	AP World History or World H	AP Math/Science Elective		
Geometry Honors	Pre-Calculus H	AP Calculus AB	AP Calculus BC		
Biology Honors	Elective/Fine Arts	AP Physics B	AP Physics C		
English Honors	English 023	Eng. 33H or AP English Language	English 43H, or AP Eng Lit or AP End Lang		
Algebra 2H	Chemistry H	AP Computer Science	Advanced CAD* required		
Wellness 1/Fine Arts	Wellness 2 /Honors Programming	Wellness 3 / Elective	Wellness 4 / Elective		
Spanish 2H or WL 1	Spanish 3H or WL 2	Spanish 4H or WL 3	Elective/Elective		

STEM Track		Life Science		Six (6) AP courses required	
Freshmen	Sophomore (1 AP required**)	Junior (2 AP required**)	Senior (3 AP required**)		
US History Honors	AP US History or US 2H	AP World History or World H	AP Elective		
Geometry Honors	Pre-Calculus H	AP Calculus AB	AP Statistics		
Biology Honors	Chemistry H	Physiology Honors	AP Elective		
English Honors	English 023	Eng. 33H or AP English Language	English 43H, or AP Eng Lit or AP Eng Lang		
Algebra 2H	AP Environmental	AP Chemistry	AP Biology		
Wellness 1/Fine Arts	Wellness 2/ Fine Arts	Wellness 3/AP Lab	Wellness 4/AP Lab		
Spanish 2H or WL 1	Spanish 3H or WL 2	Spanish 4H or WL 3	Elective/Elective		

Students must choose which STEM path to take in the spring of 9th grade

\*Chart subject to change

## Advanced Placement Contract

### Dear Parents/Guardians and Student:

In order to enroll in an Advanced Placement (AP) course both the student and parent/guardian must read, consent to, and sign this agreement. Signing this agreement indicates a commitment on the part of the student to follow the requirements and demands of this course. It should be understood that AP courses require critical thinking and reading as well as problem solving skills. The rigor of the course models that of a college freshman level curriculum. Students are expected to be dedicated in their studies and students should expect to complete assignments and assessments that are geared to high order thinking. AP courses follow a national curriculum designed to prepare students to successfully take and achieve a passing score on the AP exam in May. All students enrolled in AP courses are required to take the respective AP exam in May.

### Expectations

Advanced Placement courses are designed to prepare students for the academic rigor of college. Students are expected to attend class prepared and to participate in all of the classroom activities. Given the academic rigor, the student need to have solid work habits and strong organizational skills, as well as, being self motivated in their studies. We believe at Saugus High School that every student has the potential to take and find success an AP course and we encourage all students to enroll in at least one AP course during their high school career.

### Homework and Assignments

Due to the advanced nature of AP courses, there is an expectation of daily homework and long range assignments designed to help the students develop critical thinking and reading skills and supplement in-class instruction. Students are often assigned readings or long term projects that require them to plan their time carefully so that they are not overwhelmed by deadlines. There are often occasions when students are required to work on long term and short term assignments at the same time. Self-discipline and the ability to manage time effectively will be necessary for success in these courses.

### The AP Examination

All students enrolled in the AP course are required to take The Advanced Placement exam, which is administered in May, at their *own* expense. The exam fee is approximately \$90 and is to be paid online the via the Unipay website. Students must submit this signed contract, with payment, to the appropriate Curriculum Director. Students, who miss the exam due to an emergency illness, must have a doctor's note regarding the illness and submit it the following day in order to take the make-up exam. Otherwise, students will take the final exam for the course and receive college prep level credit in lieu of AP credit.

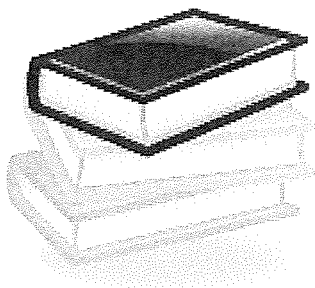
My child and I have read the material above and we understand the level of work required and the policies which this course entails. **We understand that both the payment & this signed contract are to be submitted to the appropriate Curriculum Director. Deadline TBA.**

Course Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_



# English

## ***English 10***

**Course # 010**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 9 students only. Students are recommended for and assigned to this course.*

This course is designed for students who need intensive individualized help in the skill areas of reading, vocabulary, writing, spelling, grammar and dictionary skills. *This course does not meet NCAA eligibility criteria.*

## ***English 12 CP***

**Course # 012**

**5 Periods**

**5 Credits**

*Prerequisite: Open to Grade 9 students.*

This course focuses on improving oral and written composition skills. Reading material will include assigned modern and classic novels, as well as short story, drama, and poetry selections from the anthology, *Prentice Hall Literature, Penguin Edition for Massachusetts: Grade 9*. Grammar is taught both functionally and formally. The functional or usage portion is regarded as an intrinsic part of the writing program. Study skills are taught through classroom instruction and through the use of the library's resources. Vocabulary is presented in conjunction with the reading program. All vocabulary work will help prepare students for the MCAS and SAT examinations. Analytical writing and the five paragraph essay are emphasized in preparation for the MCAS examination.

## ***English 13H***

**Course # 013**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 9 students with teacher recommendation.*

In this course emphasis is placed on written composition in a variety of types: critiques, essays, narratives, expositions and exercises practicing techniques involved in writing research papers. Study skills, critical thinking skills, and library/research skills are fundamental to this course.

Reading materials cover both modern and classic selections in a wide range of genres, including selections from the anthology, *Prentice Hall Literature, Penguin Edition for Massachusetts: Grade 9*. Critical thinking and inferring skills are stressed among the reading comprehension skills. Standard literary terminology is included as a basis for interpreting literature: e.g., theme, tone, symbolism, figurative language, etc. Reading beyond classroom assignments is encouraged.

Vocabulary is an important component of this course and is taught in context with the reading assignments.

Grammar is taught both formally and functionally. The functional or usage portion is regarded as an intrinsic part of the writing program. The standard five paragraph essay is an essential component in preparing the students for the MCAS Long Composition.

### ***English 20***

**Course # 020**

**5 Periods**

**5 Credits**

*Prerequisite: Open to Grade 10 students only. Students are recommended for and assigned to this course.*

The course is designed for students who need intensive individualized help in the skill areas of reading, vocabulary, writing, spelling, grammar and dictionary skills. *This course does not meet NCAA eligibility criteria.*

### ***English 22 CP***

**Course # 022**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 10 students upon successful completion of Freshmen English*

This course addresses all four genres; fiction, non-fiction, poetry and drama. Readings include works by a variety of writers with selections drawn from authors such as Shakespeare, Fitzgerald, Golding, Lee, Wharton, Houston, and Bradbury. Selections are also assigned from the anthology, *Prentice Hall Literature, Penguin Edition for Massachusetts, Grade 10*. Provision is made for a wide choice of outside readings to supplement the compulsory offerings. The careful study of functional grammar, structure, usage, punctuation, and vocabulary is offered in order to provide for successful experiences in written and oral composition. Expository writing is emphasized; analytical writing and the five paragraph essay are reviewed in preparation for the MCAS Examination.

### ***English 23H***

**Course # 023**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 10 students with teacher recommendation.*

This course has been designed for the student who has demonstrated a strong aptitude and interest in English language arts. All four genres; fiction, non-fiction, poetry and drama are addressed through assigned novels and selections from the anthology, *Prentice Hall Literature, Penguin Edition for Massachusetts: Grade 10*. Succinct, targeted writing and the five paragraph essay are practiced in preparation for the MCAS Examination. A premium is placed on intensive class discussion. In addition, creative writing, narrative writing, and poetic expression are emphasized. Provision is made for a wide choice of outside readings to supplement the compulsory offerings.

### ***English 30***

**Course # 030**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 11 students only. Students are recommended for and assigned to this course.*

The course is designed for students who need intensive individualized help in the skill areas of reading, vocabulary, writing, spelling, grammar and dictionary skills with additional emphasis on verbal and written expression. *This course does not meet NCAA eligibility criteria.*



### ***English 32 CP***

**Course # 032**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 11 students upon successful completion of Sophomore English*

This course offers a survey of readings from American literature as well as an intensive study of *Hamlet* and the Shakespearean tradition exercises in vocabulary building are continued through the reading assignments. Grammar is taught both functionally and formally, especially in preparation for the SAT Test.

A research paper makes use of the basic skills taught in English 22 and goes on to include the research form, integration of quotations, argumentation, effective development, critical study, proper citation and overall organization.

### ***English 33H***

**Course # 033**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 11 students with teacher recommendation.*

English 33H is designed for those students who have achieved satisfactory progress in English 23 and those who have demonstrated outstanding ability in English 22. The main stress will be a study of American literature from 1620 to the present, as well as an intensive study of *Hamlet* and the Shakespearean tradition. Special attention will be paid to the shifting base of literary thought and literary style as they reflect a shift in basic American thought. Composition work will stress critical essays. Special consideration will be given to arrangement and development of ideas and transition between paragraphs. In grammar, the basic rules will be discussed individually with students who demonstrate weakness in a given area. Additional concepts such as parallelism and faulty reference will be taught to the class as a whole. Vocabulary study in English 33 will stress word building through use of common prefixes, roots and suffixes. Special attention is given to the preparation of students for the SAT Test.

### ***AP English Language and Composition***

**Course # 035**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 12 students with teacher recommendation. Serves as a Senior English requirement.*

The AP Language and Composition course engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. This course will emphasize the expository, analytical and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing aptitude in any context. Its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. As well as engaging in a variety of writing tasks, students will also read a wide variety of prose styles from many disciplines and historical periods to gain understanding of the connections between interpretive skill in reading and writing. This course assumes that students already understand and use Standard English grammar, which will serve as the foundation from which stylistic development will be nurtured.

### ***English 40***

**Course # 040**

**5 Periods**

**5 Credits**

*Prerequisites: Grade 12 students only. Students are recommended for and assigned to this course.*

The course is designed for students who need intensive individualized help in the skill areas of reading, vocabulary, writing, spelling, grammar and dictionary skills with emphasis on consumer related reading and writing skills. *This course does not meet NCAA eligibility criteria.*

### ***English 41 CP 1***

**Course # 041**

**5 Periods**

**5 Credits**

*Prerequisite: Open to Grade 12 students.*

This course will be literature based to include intensive, individualized help with reading, writing and a research assignment. In addition, there will be practice in spelling, punctuation and grammar usage. This course will also include selected readings in world literature as well as an in depth study of Shakespeare's *Macbeth* and the Shakespearean tradition.

Work dealing with student compositions is designed to facilitate the college application process and resume building. The completion of a Senior Portfolio reflective of each student's coursework is a course requirement. *This course does not meet NCAA eligibility criteria.*

### ***English 42 CP 2***

**Course # 042**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 12 students upon successful completion of Junior English*

This course includes selected readings in world literature as well as an intensive study of *Macbeth*. Work is continued in short stories and poetry. There is guided reading in a variety of modern novels. Reading and writing experiences are planned to give students an opportunity to improve their powers of logical reasoning and their skill in critical analysis of what they read. Sources, themes, essays and argumentative composition are stressed. SAT materials are reviewed in the early part of the senior year. There is a focus on the college application process and resume building. The completion of a Senior Portfolio reflective of each student's coursework is a course requirement.

### ***English 43H***

**Course # 043**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 12 students with teacher recommendation.*

The study of literature will stress literary forms and the devices by which an author achieves preeminence in his craft. The majority of the reading selections will be from world literature, with an emphasis on English authors. Composition will deal with the work as a whole: the meshing of vocabulary and development of ideas to achieve a particular end. Topics chosen for composition will give the students the greatest possible latitude for creative self-expression and critical evaluation. A number of critical essays and research projects will be issued in conjunction with the study of literature. Grammar will be reviewed as needed. The study of two Shakespearean plays, including *Macbeth* and continued study of the Shakespearean tradition will also be included. The college application process and resume building will be addressed in the early part of the year. The completion of a Senior Portfolio reflective of each student's coursework is a course requirement.

### ***AP English Literature and Composition***

**Course # 045**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 11 students with teacher recommendation. Serves as a Junior English requirement.*

The Advanced Placement course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide meaning and pleasure for their readers. Students will consider a work's structure, style and themes as well as the use of figurative language, imagery, symbolism, and tone. Emphasis will be given to the development of skill in treating abstract concepts and to the honing of the students' composition skills. Resume building and the college application process will be addressed in the early part of the year. Students enrolled in the course will take the AP English Literature and Composition Exam in May. The completion of a Senior Portfolio reflective of each student's coursework is a course requirement.

### ***Studies in Mystery and Horror***

**Course # 052**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all students.*

This half-year course allows students to study the genre of mystery and horror through analysis of specific literary works, student created materials, and relevant films. Students will be able to explore the key elements of mystery through detective stories, deductive reasoning, and suspense. Students will be able to explore the key elements of horror through gothic fiction, science fiction, and psychological disorders.

### ***The History and Elements of Film***

**Course # 054**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all students.*

This half-year course will allow students to study the mechanics behind analyzing film, by considering how films are put together. The course will also study the evolution of film from the silent era up to the present day. Several classic and modern films will be viewed and discussed as examples. This course will be designed to allow students to view and discuss films critically with a historical perspective.

### ***The Writer's Workshop***

**Course # 064**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all interested students.*

*The Writer's Workshop* is an intensive writing course designed for serious, self-motivated students. The course provides students with models and exercises in fiction, creative nonfiction, and poetry. The class stresses the writing process, and constructive peer review. The overarching goal of the course is to help students develop an "authentic voice" in their writing.

While students will be required to complete a variety of writing exercises and activities, there will also be ample time for students to devote to their own writing projects. Students will compile a writing portfolio that will demonstrate their growth as a writer. This is not a remedial writing course, and students will be expected to exhibit a high-level of interest and motivation in the subject.

### ***That's So High School***

**Course # 066**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

In this half-year course, students will focus on the contemporary high school experience. We will ask questions such as: How do you balance the goals you have for yourself with your responsibility to others (family, friends, town)? Why do discrimination and bullying occur? How can people overcome obstacles to achieve goals and discover who they are? The class will read recent novels and nonfiction texts, and will watch films including documentaries about high school and society. Projects will include: a map of your future, creative writing, comic strips, an interview, and a mock trial.

### ***Harry Potter in Context***

**Course # 067**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

In this half-year course, students will read novels from J.K. Rowling's *Harry Potter* series and will explore themes related to these novels, including bullying, diversity, tolerance/intolerance, friendship, and heroism. Students will also examine the novels in context by researching their position as banned books, their place in popular culture, and their connections to other texts and cultural influences.

### ***The Modern Bard***

**Course # 053**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students 9-12*

The half-year elective course is designed for students to experience the comedies of William Shakespeare. Students will be challenged to take the Bard's classic plays and move them into today's modern era. Project based exploration involving: reading, writing, creating, watching, and performing will allow students to develop new, modern views of Shakespeare's comedies. We will study former modernizations that have been created in plays and films to contrast them with our own modern ideas. "Truth will out" as we specifically examine two of the Bard's plays and by the end of the course students will certainly have discovered that "all the world's a stage."

### ***The Dawn of New Genre: The Birth of Dystopia and the History of Science Fiction***

**Course # 055**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students 9-12*

The Dystopian genre has become widely popular over the last few years because of the young adult hits such as "The Hunger Games" and "Divergent," but this genre has been growing from its science fiction origin for centuries. When and how did science fiction make the jump to a technological and prophetic future? This course will be a semester long journey into the past to discover the origin and reasons for the birth of the dystopia genre and how the surge of technology has helped the genre grow. Together, we will look at the concepts of good vs. evil, hope vs. despair, creation vs. destruction, the idea of God vs. technology and the prophetic nature of dystopian authors.

\*This course will be built around student-led discussions and writing based activities.

### ***Journalism***

**Course # 091**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all students who enjoy writing and talking to people.*

This course is designed to provide students the opportunity to research, interview and write about newsworthy topics of their choice. Students will prepare news and sports articles in addition to features and editorials. Writing for this

class will be featured in “The Sachem Times,” an online news-source on the Saugus High School website. Additionally, students will be active participants in bi-weekly press conferences for “Sachem Times Live,” a program that airs on Saugus Community Television (SCTV). This course can be taken for honors credit based on a discussion with the teacher.

### ***Advanced Journalism***

**Course # 092**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all students who have successfully completed Journalism and enjoy writing and talking to people.*

This course is designed to provide students the opportunity to research, interview and write about newsworthy topics of their choice. Students will prepare news and sports articles in addition to features and editorials. Writing for this class will be featured in “The Sachem Times”, an online news-source on the Saugus High School website. Additionally, students will be active participants in bi-weekly press conferences for “Sachem Times Live,” a program that airs on Saugus Community Television (SCTV). This course can be taken for honors credit based on a discussion with the teacher.

### ***Mythology***

**Course # 490**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This class is an introduction to classical mythology. Students will explore ancient Greek and Roman stories about the lives of gods, goddesses, heroes and heroines and the universe. The course will illustrate the influence of these myths on the art, literature and culture of the modern world. This course presents an inter-disciplinary approach which considers literary and artistic themes from such diverse perspectives as theology, sociology, anthropology and history.



# Social Studies

## ***United States History I (1763-1877)***

**Course # 110**

**5 Periods**

**5 Credits**

*Prerequisite: Grade 9 students are recommended and assigned to this course. This course is designed for students requiring intensive specialized instruction in a small group setting.*

In U.S. History I students examine the historical and intellectual origins of the United States during the Revolution and Constitutional eras. Students study the basic framework of American democracy and the basic concepts of American government, as well as America's westward expansion, the establishment of political parties, economic and social change, sectional conflict, and the Civil War, and Reconstruction. The reading of primary source documents is a key feature of the two-year set of U.S. History standards. This course expands the Grade 5 curriculum. Curriculum at that grade level gives students their first concentrated study of the formative years of U.S. History. *This course does not meet NCAA eligibility criteria.*

## ***United States History I (1763-1877) CP***

**Course # 112**

**5 Periods**

**5 Credits**

*Prerequisite: Open to grade 9 students.*

In U.S. History I students examine the historical and intellectual origins of the United States during the Revolution and Constitutional eras. Students study the basic framework of American democracy and the basic concepts of American government, as well as America's westward expansion, the establishment of political parties, economic and social change, sectional conflict, and the Civil War, and Reconstruction. The reading of primary source documents is a key feature of the two year set of U.S. History standards. This course expands the Grade 5 curriculum. Curriculum at that grade level gives students their first concentrated study of the formative years of U.S. History.

## ***United States History I (1763-1877) Honors***

**Course # 113**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 9 students with teacher recommendation.*

In U.S. History I Honors students examine, in depth, the historical and intellectual origins of the United States during the Revolution and Constitutional eras. Students study the basic framework of American democracy and the basic concepts of American government, as well as America's westward expansion, the establishment of political parties, economic and social change, sectional conflict, and the Civil War, and Reconstruction. The reading of

primary source documents is a key feature of the two-year set of U.S. History standards. This course expands the Grade 5 curriculum. Curriculum at that grade level gives students their first concentrated study of the formative years of U.S. History.

### ***United States History II (1877 - Present)***

**Course # 120**

**5 Periods**

**5 Credits**

*Prerequisite: Grade 10 students are recommended and assigned to this course. This course is designed for students requiring intensive specialized instruction in a small group setting.*

In U.S. History II students analyze the causes and consequences of the Industrial Revolution and America's growing role in international relations. Students study the goals and accomplishments of the Progressive movement and the New Deal. Students also learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of World War II for American life. Finally students study the causes and course of the Cold War, important economic and political changes during the Cold War, such as the Civil Rights movement, and recent events and trends that have shaped modern-day America. The reading of primary source documents is a key feature of the two-year set of U.S. History standards. *This course does not meet NCAA eligibility criteria.*

### ***United States History II (1877-Present) CP***

**Course # 122**

**5 Periods**

**5 Credits**

*Prerequisite: Grade 10 students.*

In U.S. History II students analyze the causes and consequences of the Industrial Revolution and America's growing role in international relations. Students study the goals and accomplishments of the Progressive movement and the New Deal. Students also learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of World War II for American life. Finally students study the causes and course of the Cold War, important economic and political changes during the Cold War, such as the Civil Rights movement, and recent events and trends that have shaped modern-day America. The reading of primary source documents is a key feature of the two-year set of U.S. History standards.

### ***United States History II (1877-Present) Honors***

**Course # 123**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 10 students with teacher recommendation.*

In U.S. History II students analyze, in depth, the causes and consequences of the Industrial Revolution and America's growing role in international relations. Students study the goals and accomplishments of the Progressive movement and the New Deal. Students also learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of World War II for American life. Finally students study the causes and course of the Cold War, important economic and political changes during the Cold War, such as the Civil Rights movement, and recent events and trends that have shaped modern-day America. The reading of primary source documents is a key feature of the two-year set of U.S. History standards.

### ***World History II (1500-Present)***

**Course # 130**

**5 Periods**

**5 Credits**

*Prerequisite: Grade 11 students are recommended and assigned to this course. This course is designed for students requiring intensive specialized instruction in a small group setting.*

In World History II students study the rise of the nation state in Europe and the economic and political roots of the modern world, including the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and European imperialism in Africa, Asia, and South America. They also examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, the Russian and Chinese revolutions, the rise of nationalism, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. This course is a continuation of Ancient/Classical Civilizations in Grade 7 and World History I in Grade 8. *This course does not meet NCAA eligibility criteria.*

### ***World History II (1500-Present) CP***

**Course # 132**

**5 Periods**

**5 Credits**

*Prerequisite: Open to Grade 11 students.*

In World History II students study the rise of the nation state in Europe and the economic and political roots of the modern world, including the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and European imperialism in Africa, Asia, and South America. They also examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, the Russian and Chinese revolutions, the rise of nationalism, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. This course is a continuation of Ancient/Classical Civilizations in Grade 7 and World History I in Grade 8.

### ***World History II (1500-Present) Honors***

**Course # 133**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 11 students with teacher recommendation.*

In World History II students study, in depth, the rise of the nation state in Europe and the economic and political roots of the modern world, including the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and European imperialism in Africa, Asia, and South America. They also examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, the Russian and Chinese revolutions, the rise of nationalism, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. This course is a continuation of Ancient/Classical Civilizations in Grade 7 and World History I in Grade 8.

### ***AP United States History***

**Course # 134**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 10 students with teacher recommendation. Serves as a Sophomore Social Studies requirement. Also open to seniors as an elective with teacher recommendation.*

The AP course in U.S. History is designed to provide students with analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The textbooks will be supplemented by readings in the form of documents, essays, and books on special themes. Students will be expected to take notes from printed materials and lectures or discussions, write essay examinations and write analytical and research papers with clarity and precision. Summer reading is required.

This course is open to highly motivated students who are willing to meet the level of effort and performance necessary to be prepared for the AP examination, which will be given in the spring.



### ***AP World History***

**Course # 135**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 11 students with teacher recommendation. Serves as a Junior Social Studies requirement. Also open to seniors as an elective with teacher recommendation.*

The AP course in World History is designed to provide students with analytic skills and factual knowledge necessary to deal critically with the problems and materials in World History. The textbooks will be supplemented by readings in the form of documents, essays, and books on special themes. Students will be expected to take notes from printed materials and lectures or discussions, write essay examinations and write analytical and research papers with clarity and precision. Summer reading is required.

This course is open to highly motivated students who are willing to meet the level of effort and performance necessary to be prepared for the AP examination, which will be given in the spring.

### ***Foundations of American Government***

**Course # 140**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This course will examine the origins of American Government at the local, state, and national government. Students will explore the functions and practices of government using the seminal documents of American History such as the Constitution, the Declaration of Independence, multiple Supreme Court decisions, and others. Students will also examine important aspects of state and local government as they relate to our modern world. As a requirement of this course, students will attend public meetings, view examples of the political process at all three levels of government, and examine the influences of new technologies in the political arena.

### ***Geography 2.0: Understanding the World in a Digital Age***

**Course # 141**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

In order to build global diversity and understanding, it is important for students to be familiar with the world around them. This course is aimed at examining the geography of the world and of our nation. Students will utilize the latest technologies to explore and research different regions of the planet from a social, economic, political, and physical perspective. This course will also examine the role that social media has played in figuratively shrinking the planet and increasing educational, political, social, and economic change.

### ***Sociology***

**Course # 142**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in Grades 11 and 12.*

This course presents a framework of understanding today's society. This course begins with an analysis of man in the environment of his culture and his society. Particular emphasis is given to the culture concepts. Further study is given on the effect of culture in shaping the personality. This concept is the key to understanding not only other people but also ourselves. This course gives attention to particular institutions and social problems—dating, family, marriage, divorce, and juvenile delinquency.

### ***Contemporary Citizen***

**Course # 143**

**5 Periods**

**5 Credits**

*Prerequisite: Open to students in Grade 11 or 12.*

This course is open to all students who desire to become informed citizens capable of obtaining and acting upon civic understanding and information. This course is strongly recommended to those students seeking careers in law, law enforcement, political science, public administration, and journalism.

### ***History of the U.S. through Film***

**Course # 146**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in grade 11 and 12.*

Students will examine the history of the United States by viewing a variety of motion pictures and documentaries. Beginning with the French and Indian War (Last of the Mohican) and continuing through some of the United States most intriguing moments, students will be exposed to history through a medium in which they are comfortable. Students will also be exposed to a variety of different styles of filmmaking and will be asked to judge the historical accuracy of the films and to look for biases in the films.

### ***Teaching History through Graphic Novels***

**Course # 153**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in Grade 11 or 12.*

The course objective is to teach various periods of twentieth century history using graphic novels, pieces of literature that illuminate historical periods using a different medium. The use of graphic novels will allow students to witness history from a literary and personal perspective often lacking in traditional history courses. Periods studied will be the Iranian Revolution of 1979 and the development of Islamic fundamentalism, the genocides of the Holocaust, the Balkan crisis, the Arab/Israel conflict, and the Cold War. Supplemental materials, such as lecture, films, and primary sources will be used to provide historical context for the historical period being studied. Novels may include the following: MAUS, Persepolis, The Watchmen, Palestine, and Safe Area: Gorazde.

### ***Contemporary Law***

**Course # 154**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in Grade 11 or 12.*

This course provides the student with a sampling of the law such as contracts, torts, domestic relations, criminal law, and constitutional law. Whenever possible, the case law method of teaching is used, as it would be in a law school. In addition, students may have an opportunity to take part in the Massachusetts Bar Assoc. statewide mock trial competition.

### ***Philosophy***

**Course # 158**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in grades 11 and 12*

This course will engage students in thinking about some of the fundamental questions that confront humanity: How do we know right from wrong? Do we have the right to tell each other what to do? Do we have free will, or is the future already determined? What is thought? How do we know the things we know? Why are we here? This will be a discussion-oriented class in which students will develop their own answers to these questions, and learn how some of history's greatest thinkers answered them. Students in this class will be expected to contribute to class discussions, read assigned text, keep a journal, and write reflection papers on assigned topics.

### ***The Psychology of Sports***

**Course # 159**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all students.*

This course explores the relationship of competitive and recreational sports to social and cultural aspects of society. Sport is analyzed as an important social institution that influences and is influenced by the larger society. Topics will include issues concerning ethics, race, gender, deviance, and social problems, and youth socialization with regard to sports.

### ***Introduction to Psychology Honors***

**Course # 160**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in grades 10-12 with teacher recommendation.*

This course is an introduction to the human mind and behavior. Students learn the language and methodology of psychology. They will discuss the history and development of modern psychological thought and theories; human physiology, particularly of the brain; conditioning and the learning process; stages of development, including the ideas of Freud and other key figures; what happens during sleep and other states of consciousness; familial and social relationships, including the long-term effects of child abuse; abnormal and aberrant behavior including alcoholism and drug addiction and personalities; psychology and the law; and a variety of related topics.

### ***Child Psychology***

**Course # 161**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in grades 10-12.*

After a brief prologue on the history and methods of modern psychology, students study early childhood development through the works of the masters in the field, from Jean Piaget to Jerome Kagan of Harvard. The course will emphasize practical applications of child psychology by studying the different stages of child development. Students will read about and discuss best practices in childcare, and how and why they work. Students will define and examine child abuse, its consequences, and how to prevent it. Course materials will draw from books, scholarly journals and newspapers; movies and television shows; and whenever possible, practical experiences.

### ***Abnormal Psychology***

**Course # 162**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in grade 11 and 12.*

After a brief prologue on the history and methods of modern psychology, students will examine what happens when our brains malfunction from emotional and/or physical causes. Students will cover topics ranging from depression to schizophrenia, and a wide variety of treatments ranging from psychotherapy to pharmaceuticals. Students will investigate important issues like the controversy over genetic vs. environment causes of psychiatric disorders. They will debate and discuss drug and alcohol misuse, the short-and long-term effects of child abuse, mental illness among the homeless, and other important issues of our times. Course materials will be drawn from books, scholarly journals and newspapers; movies and television shows; and whenever possible, personal experiences.

### ***AP Government and Politics***

**Course # 163**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 11 and 12 students with teacher recommendation.*

This year-long course gives students an analytical perspective on government and politics in the United States. It includes the study of general concepts in political science as well as an examination and evaluation of American political history. Topics covered include the constitutional basis of the U.S. government; political culture and socialization; political parties, interest groups, and the media; national institutions and informal sources of political power; the development of public policy; and civil rights and liberties.

### ***AP Psychology***

**Course # 165**

**5 Periods**

**5 Credits**

*Prerequisites: Open to Grade 11 and 12 students with teacher recommendation. Students are encouraged to have taken Introduction to Psychology Honors.*

The AP course in Psychology introduces students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, phenomena associated with each of the major sub fields within psychology. Students will also learn about the methods psychologists use in their science and practice. This course is open to highly motivated students who are willing to meet the level of effort and performance necessary to be prepared for the AP examination, which will be given in the spring.

### ***The American Conspiracy Honors***

**Course # 166**

**5 Periods**

**5.0 Credits**

*Prerequisite: Open to students in grades 11-12 with teacher recommendation.*

Students in this honors course will learn the skill of investigative historical study and apply those skills to conspiracy theories in American history. As part of this course, students will be exposed to how historiography has influenced and, in many cases, given credibility to these theories. Students will use a combination of primary and secondary sources to analyze the events of several American conspiracies including the Masonic foundation of American democracy, the assassination of Presidents Lincoln and Kennedy, and the attacks of September 11<sup>th</sup>.

### ***The Holocaust***

**Course # 167**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to students in Grades 10-12.*

In this elective course, students will focus on the causes of the Holocaust. Students will examine the history of anti-Semitism and the European hatred toward the Jews leading up to the Holocaust, the rise of the Nationalist Socialist Party (Nazi) and Adolf Hitler in Germany. Through teacher and guest lectures, memoirs, documentaries, featured films, projects, and field trips, the horrors of the ghettos and concentration camps will be shared. The answer to the Jewish question in Europe with the implementation of the “final solution” and death camps will also be examined. Furthermore, students will investigate the aftermath of the Holocaust. Topics such as the Nuremburg Trials, anti-Semitism in Europe and the United States following World War II, and the creation of the Neo-Nazi Party in today’s world will be explored.

***Language, Cultural Diversity, and Psychology***

**Course # 168**

**5 Periods**

**2.5 Credits**

*Prerequisite: Open to all students.*

This course explores the nature of human language to help students grapple with important issues that we face in the 21<sup>st</sup> century: how to understand and appreciate human psychology and cultural diversity. The acquisition and use of language are among the most complex tasks carried out by the human mind, and language itself is connected to every aspect of social interaction. This course will employ lectures, discussion, film, problem-solving activities, readings, writing assignments, experiments and demonstrations to help students investigate language to discover important truths about who we are and how our diverse cultures are connected to each other. Topics covered include how languages are acquired and how they are organized in the brain; “nature” vs. “nurture” views of the human mind; the “hidden nature” of the rules of language; language and cultural difference; prejudice, racism and politics; the history of languages; language and how people think; and language and biology.

***From JFK to Barack Obama: Our World from Elvis to Lady Gaga***

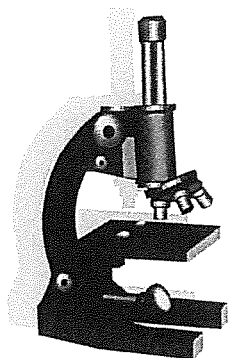
**Course # 169**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to students in Grades 10-12.*

The course would describe, discuss, and analyze many of the most important events and ideas that shaped the United States and the world over the last fifty years. The cultural shift that the United States has experienced has been tremendous and this course would examine how those changes have impacted our nation and the world. A particular emphasis would be placed on understanding popular culture and trends as a means to study our past, our present, and potentially our future.



# Science

## ***Success in Biology***

**Course # 200**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of grade 9 Biology, but a failure to pass the MCAS Biology Exam.*

This single-semester course is a review of Biology topics included on the MCAS Biology test for those students whose original performance on the examination was below the required score for passing. Included in the course will be a review of scientific methods, the characteristics of life, cellular organization, the flow of energy and nutrients in ecosystems, photosynthesis and cellular respiration, genetics, evolution, diversity of life and systems of the body. Practice with actual MCAS questions and instruction in the best approach to standardized test-taking will be employed to improve performance on the MCAS Biology retest.

## ***Biology***

**Course # 210**

**5 Periods**

**5 Credits**

*Prerequisites: Students are recommended and assigned for this course.*

This is a first year science course that introduces concepts fundamental to an understanding of science, and introduces biology as a particular branch of science. The course develops an understanding of the biology strands following the Massachusetts curriculum frameworks. *This course does not meet NCAA eligibility criteria.*

## ***Biology CP***

**Course # 212**

**5 Periods**

**5 Credits**

*Prerequisites: Open to grade 9 students.*

The life sciences investigate the diversity, complexity, and interconnectedness of life on earth. This course stresses the basic unity of life from the simplest cell to man. The learning strands include: The Chemistry of Life, Structure and Function of Cells, Genetics, Human Anatomy and Physiology, Evolution and Biodiversity and Ecology. Students participate in laboratories in all of the above topics.

### ***Biology H***

**Course # 213**

**5 Periods**

**5 Credits**

*Prerequisite: Open to grade 9 students with teacher recommendation.*

The course and laboratory component are designed to provide a survey of biological principles for students who are interested in the subject and have demonstrated high motivation. Students will explore various topics that include: The Chemistry of Life, Structure and Function of Cells, Genetics, Human Anatomy and Physiology, evolution and Biodiversity and Ecology. The ability to work independently and deal with abstract concepts is expected.

### ***Chemistry***

**Course # 220**

**5 Periods**

**5 Credits**

*Prerequisites: Students are recommended and assigned for this course.*

This is the second year science course. Students will explore the relationship of Chemistry to many of today's medical and ecological issues. They will apply basic chemical knowledge of the structure of matter and energy relationships to the problems of living in a modern, technical society. The learning strands include: Properties of matter, Atomic structure, Periodicity, Chemical Bonding, Chemical reactions and stoichiometry, Gases and Kinetic Molecular theory, Solutions, Acids and Bases, Equilibrium and Kinetics, Thermo chemistry, and Oxidation-Reduction and Electrochemistry. *This course does not meet NCAA eligibility criteria.*

### ***Chemistry CP***

**Course # 222**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of grade 9 Biology.*

In this fast paced course, students will explore the relationship of Chemistry to many of today's medical and ecological issues. They will apply basic chemical knowledge of the structure of matter and energy relationships to the problems of living in a modern, technical society. The learning strands include: Properties of matter, Atomic structure, Periodicity, Chemical Bonding, Chemical reactions and stoichiometry, Gases and Kinetic Molecular theory, Solutions, Acids and Bases, Equilibrium and Kinetics, Thermo chemistry, and Oxidation-Reduction and Electrochemistry.

### ***Chemistry H***

**Course # 223**

**5 Periods**

**5 Credits**

*Prerequisite: Open to grade 10 students with teacher recommendation.*

This is an advanced course, which is organized around a central theme: the properties of matter are a consequence of its chemical structure. A balanced approach is presented in combining chemical theories and concepts with quantitative problems. Students will find this material challenging and will be encouraged to think independently throughout the course. Topics of study include scientific laboratory writing skills, factor-label method to problem solving, formula and equation writing, stoichiometry and the mole, atomic and molecular structure, periodicity of periodic table, gas laws, thermodynamics, equilibrium and acid/base chemistry, redox reactions, and chemical rates.



### ***Conceptual Physics CP***

**Course # 231**

**5 Periods**

**5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry.*

This is a full year course offered to students in their junior and senior year. Students will explore the relationship of Physics to many of today's current topics. They will apply basic principles of the physical world to study learning strands that include force and motion, conservation of energy and momentum, heat and heat transfer.

### ***Physics CP***

**Course # 232**

**5 Periods**

**5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry.*

This course and laboratory component provides students with a working knowledge of the physical world. Students will use the most modern technology available to develop concepts and improve problem-solving skills. This course can serve as an important component of college preparatory study. The learning strands are motion and forces, conservation of energy and momentum, heat and heat transfer, waves, electromagnetism and electromagnetic radiation.



### ***AP Physics B Course 1***

**Course # 234**

**5 Periods**

**5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry with teacher recommendation.*

Advanced placement Algebra based physics course with a focus on kinematics; Newton's laws of motion, torque; rotation motion and angular momentum; gravitation and circular motion; work, energy and power; linear momentum; oscillation, mechanical waves and sound; introduction to electric circuits. The course follows the College Board syllabus for AP physics B Course 1

### ***AP Physics B Course 2***


**Course # 238**

**5 Periods**

**5 Credits**

*Prerequisites: Open to students in grades 12 with successful completion of AP Physics Course 1 with teacher recommendation.*

Advanced placement Algebra based physics course with a focus on fluid statics and dynamics with kinetic theory, PV diagrams and probability; electrostatics; electric circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; topics in modern physics. The course follows the College Board syllabus for AP physics B Course 2



### ***AP Physics C***

**Course # 239**

**5 Periods**

**5 Credits**

*Prerequisites: Open to students in grades 12 with successful completion of AP Physics Course 1 and AP Calculus AB with teacher recommendation.*



Advanced placement Calculus based Physics. The course follows the College Board syllabus for AP Physics C and is equivalent to a full year of university calculus based physics. The course covers mechanics and electricity and magnetism in full detail, has a strong laboratory component, and emphasizes student problem solving strategies.

### ***Anatomy and Physiology H***

**Course # 243**

**5 Periods**

**5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry with teacher recommendation.*

The course combines lectures, hands-on activities, projects and laboratory exercises in order to provide a thorough understanding of human anatomy and physiology. The important relationships between structure and function at the level of cells, tissues, organs and organ systems are emphasized.

### ***AP Biology***

**Course # 245**

**5 Periods**

**5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry with teacher recommendation.*

This course and laboratory component provide for study at the most advanced conceptual level. In addition to the regular class work, students will design and execute an original research investigation independent of class time. The topics of the course are molecules and cells, heredity and evolution, organisms and populations, structure and function of plants and animals and ecology. Students who work successfully in this course are required to take the Advanced Placement Examination in Biology.

### ***AP Biology Lab***

**Course # 246**

**5 Periods**

**2.5 Credits**

*Prerequisites: Must be taken in conjunction with AP Biology 245.*

This laboratory component accompanies AP Biology and provides for laboratory and experimental study at the most advanced conceptual level.

### ***AP Environmental Science***

**Course # 275**

**5 Periods**

**5 Credits**

*Prerequisites: Open to students in grades 10, 11 and 12 with successful completion of Biology with teacher recommendation.*

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

### ***AP Chemistry***

**Course # 255**

**5 Periods**

**5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry with teacher recommendation.*

Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Therefore, it is based on a predetermined, fast paced, syllabus.

Topics include concepts in physical chemistry, organic chemistry, structure of matter, chemical bonding, equilibrium, acid-base theory, and an extensive laboratory program.

Students taking this class are expected to work at a fast pace and exhibit good laboratory and organizational skills as well as effective study habits. Students who work successfully in this course are required to take the Advanced Placement examination in Chemistry.

### ***AP Chemistry Lab***

**Course # 256**

**5 Periods**

**2.5 Credits**

*Prerequisites: Must be taken in conjunction with AP Chemistry 255.*

This laboratory component accompanies AP Chemistry and provides for laboratory and experimental study at the most advanced conceptual level.

### ***Environmental Science***

**Course # 270**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry.*

This course is a half-year introductory elective course offered to students in their junior and senior year. The course will survey basic aspects of environmental studies including the concepts such as; pollution, population growth, availability of resources, and competition. Specific attention will be paid to interaction between various organisms and their unique environment. Students will participate in laboratories in many of the included concepts.

### ***Astronomy***

**Course # 271**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry.*

This half-year introductory elective course will explore space phenomena such as massive black holes, explosive supernovas, alien life killer asteroids and many basic objects that make-up our universe. Students will become fluent in star and constellation identification.

### ***Marine Biology***


**Course # 272**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry.*

This half-year introductory elective course will dive into concepts of marine biology such as the, origins of the oceans and how they work, marine ecology topics such as marine food webs, the inhabitants of the ocean from



plankton to killer whales, the biology of how these organisms survive in the ocean, and the significance of the oceans to our global ecosystem.

***Forensics***

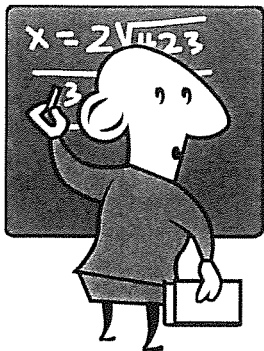
**Course # 274**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to students in grades 11 and 12 with successful completion of Biology and Chemistry.*

This course is designed to challenge students with topics such as fingerprinting, DNA analysis, blood typing and spattering, trajectories (for ballistics as well as blood spattering) comparative anatomy, and chemical analysis of drugs, poisons, and trace evidence, and the dynamics of Physics. Students will learn about the careers involved with Forensic Science and will play mock roles as experts in the field to solve crimes. The students will all be given the tools to interpret data and techniques involved for both chemical and biological analysis of evidence.



# Mathematics

## *Algebra 1*

**Course # 310**

**5 Periods**

**5 Credits**

*Prerequisites: Students are recommended and assigned to this course.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra One class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of algebra algorithms. This course is designed for students that require intensive individualized help in mastering basic mathematical facts and operations, with an emphasis on mathematical applications. This Algebra I course develops a strong foundation in patterns, relationships, and number sense. Topics include solving linear equations, inequalities, graphing, systems of equations, and exponential functions. Reinforcement and a real-world context strengthen the skills of less abstract learners and make math more meaningful. Quadratic equations, factoring, and rational expressions, are explored as time allows. Technology will be used as a tool to encourage investigation and modeling. There will be MCAS preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing. *This course does not meet NCAA eligibility criteria.*

## *Algebra 1 CP*

**Course # 312**

**5 Periods**

**5 Credits**

*Prerequisites: Open to grade 9 students.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra One CP2 class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of algebra algorithms. Critical thinking skills and the use of technology are also a primary focus. The concepts in this level course are introduced at a moderate pace to allow students of various ability levels to find success. This course will investigate real numbers, percentage problems, linear equations and inequalities, linear functions, systems of linear equations, absolute value equations and inequalities, laws of exponents, polynomials, rational expressions, quadratic functions, radical functions, and measures of central tendency. These modern courses in first year algebra emphasize function and relations as the foundations for algebraic structure. Applications will be provided through a wide variety of open-ended, non routine problems. Calculators and computers will be utilized to develop conceptual understanding. There will be MCAS preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing.

## **Geometry**

**Course # 320**

**5 Periods**

**5 Credits**

*Prerequisites: Students are recommended and assigned to this course. Students must have a passing grade in Algebra 1 and teacher recommendation.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Geometry class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of geometric algorithms. This course is designed for students that require intensive individualized help in mastering basic mathematical facts and operations, with an emphasis on mathematical applications. This course will investigate foundations of Geometry, parallel and perpendicular lines, triangles, congruence, polygons, quadrilaterals, similarity, perimeter, circumference, area, volume, surface area, circles, transformational geometry, geometric reasoning, and right triangles. Technology will be used as a tool to encourage investigation and modeling. There will be MCAS preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing. *This course does not meet NCAA eligibility criteria.*

## **Geometry CP**

**Course # 322**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Algebra 1 CP.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Geometry CP2 class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of geometric algorithms. Critical thinking skills and the use of technology are also a primary focus. The concepts in this level course are introduced at a moderate pace to allow students of various ability levels to find success. This course will investigate foundations of Geometry, parallel and perpendicular lines, triangles, congruence, polygons, quadrilaterals, similarity, perimeter, circumference, area, volume, surface area, circles, transformational geometry, geometric reasoning, right triangles, and trigonometry. These modern courses in geometry emphasize concepts involving both geometry and measurement as the foundations for geometric structure. Applications will be provided through a wide variety of open-ended, non routine problems. Calculators and computers will be utilized to develop conceptual understanding. There will be MCAS and SAT preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing and SAT tests. A scientific calculator is required for all students.

## **Geometry Honors**

**Course # 323**

**5 Periods**

**5 Credits**

*Prerequisite: Open to grade 9 or 10 students with successful completion of Algebra 1 and teacher recommendation.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Geometry Honors class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of geometric algorithms. Critical thinking skills and the use of technology are also a primary focus. The concepts in this level course are introduced at an accelerated pace and the students are expected to understand more advance geometric concepts. This course will investigate foundations of Geometry, parallel and perpendicular lines, triangles, congruence, polygons, quadrilaterals, similarity, perimeter, circumference, area, volume, surface area, circles, transformational geometry, geometric reasoning, right triangles, and trigonometry. These modern courses in geometry emphasize concepts involving both geometry and measurement as the foundations for geometric structure. Applications will be provided through a wide variety of open-ended, non routine problems. Calculators and computers will be utilized to develop conceptual understanding.

There will be MCAS and SAT preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing and SAT tests. A scientific calculator is required for all students.

### ***Algebra 2***

**Course # 330**

**5 Periods**

**5 Credits**

*Prerequisites: Students are recommended and assigned to this course. Students must have a passing grade in Geometry and teacher recommendation.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra Two class reflects NCTM standards, Massachusetts Curriculum Frameworks, and real world applications of algebra algorithms. This course is designed for students that require intensive individualized help in mastering basic mathematical facts and operations, with an emphasis on mathematical applications. The concepts in this class will begin with an in depth review of basic algebraic concepts. This course also extends all of the concepts and properties of numbers to include the irrational and complex numbers. Concept of function is applied to the quadratic, exponential, and logarithmic functions. These concepts will be covered as time allows. Calculators and computers will be utilized to develop conceptual understanding. There will be MCAS preparation skills and drills presented to prepare each student for success in tenth grade MCAS testing and SAT tests. *This course does not meet NCAA eligibility criteria.*

### ***Foundations of Algebra 2 CP***

**Course # 331**

**5 Periods**

**5 Credits**

*Prerequisites: A grade of 65-69 in Geometry CP or teacher recommendation.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra Two CP1 class reflects NCTM standards, Massachusetts Curriculum Frameworks, real world applications of algebra algorithms. Critical thinking skills and the use of technology are also goals. This course assumes satisfactory completion of Algebra One. The concepts in this level course are introduced at a slower pace to allow students of various ability levels to find success. The study of Algebra Two begins with a thorough review of elementary algebra, and includes an extension of all basic properties of the rational numbers. Stress is placed on solution of open sentences in one variable of all types (i.e., absolute value, compound sentences, quadratics by factoring, and inequalities). The linear open sentence in one variable is analyzed. Operational skill in using rational algebraic expressions is strengthened through problem solving and applications. Applications are provided through solutions of a wide variety of open-ended, non-routine, real world problems. The concept of function is developed so that the students will have an understanding of the general properties and behavior of classes of functions. This course also extends all of the concepts and properties of numbers to include the irrational and complex numbers. Concept of function is applied to the quadratic, exponential, and logarithmic functions. Skill in solving open sentences and word problems as well as facility in operating radical and exponential expressions is emphasized. Permutations, combinations, the binomial theorem, arithmetic and geometric sequences, matrices, and conic sections are presented as time permits. Calculators and computers will be utilized to develop conceptual understanding. The use of computer utilities in graphing techniques will be used for solving equations and inequalities. SAT preparation skills and drills will be developed and reinforced according to the SAT testing calendar. A graphing calculator is strongly recommended for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator. *This course does not meet NCAA eligibility criteria.*

### ***Algebra 2 CP***

**Course # 332**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Algebra 1.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra Two CP2 class reflects NCTM standards, Massachusetts Curriculum Frameworks, real world applications of algebra algorithms. Critical thinking skills and the use of technology are also goals. This course assumes satisfactory completion of Algebra One. The concepts in this level course are introduced at a moderate pace to allow students of various ability levels to find success. The study of Algebra Two begins with a thorough review of elementary algebra, and includes an extension of all basic properties of the rational numbers. Stress is placed on solution of open sentences in one variable of all types (i.e., absolute value, compound sentences, quadratics by factoring, and inequalities). The linear open sentence in one variable is analyzed. Operational skill in using rational algebraic expressions is strengthened through problem solving and applications. Applications are provided through solutions of a wide variety of open-ended, non-routine, real world problems. The concept of function is developed so that the students will have an understanding of the general properties and behavior of classes of functions. This course also extends all of the concepts and properties of numbers to include the irrational and complex numbers. Concept of function is applied to the quadratic, exponential, and logarithmic functions. Skill in solving open sentences and word problems as well as facility in operating radical and exponential expressions is emphasized. Permutations, combinations, the binomial theorem, arithmetic and geometric sequences, matrices, and conic sections are presented as time permits. Calculators and computers will be utilized to develop conceptual understanding. The use of computer utilities in graphing techniques will be used for solving equations and inequalities. SAT preparation skills and drills will be developed and reinforced according to the SAT testing calendar. A graphing calculator is strongly recommended for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

### ***Algebra 2 Honors***

**Course # 333**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Algebra 1 with teacher recommendation.*

The primary goal of this course is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This Algebra Two Honors class reflects NCTM standards, Massachusetts Curriculum Frameworks, real world applications of algebra algorithms. Critical thinking skills and the use of technology are also goals. This course assumes satisfactory completion of Algebra One. The concepts in this level course are introduced at an accelerated pace and the students are expected to understand more advance algebraic concepts. The study of Algebra Two begins with a thorough review of elementary algebra, and includes an extension of all basic properties of the rational numbers. Stress is placed on solution of open sentences in one variable of all types (i.e., absolute value, compound sentences, quadratics by factoring, and inequalities). The linear open sentence in one variable is analyzed. Operational skill in using rational algebraic expressions is strengthened through problem solving and applications. Applications are provided through solutions of a wide variety of open-ended, non-routine, real world problems. The concept of function is developed so that the students will have an understanding of the general properties and behavior of classes of functions. This course also extends all of the concepts and properties of numbers to include the irrational and complex numbers. Concept of function is applied to the quadratic, exponential, and logarithmic functions. Skill in solving open sentences and word problems as well as facility in operating radical and exponential expressions is emphasized. Permutations, combinations, the binomial theorem, arithmetic and geometric sequences, matrices, and conic sections are presented as time permits. Calculators and computers will be utilized to develop conceptual understanding. The use of computer utilities in graphing techniques will be used for solving equations and inequalities. SAT preparation skills and drills will be developed and reinforced according to the SAT testing calendar. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

### ***Integrated Math for Proficiency***

**Course # 340**

**5 Periods**

**5 Credits**

*Prerequisites: Students are recommended and assigned to this course. Students must have a passing grade in Algebra 2 and teacher recommendation or Specialist approval to accommodate a student's EPP.*

The primary goal of this class is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This course reviews and integrates the study of algebra and geometry. The concepts in this level course are introduced at a slower pace to allow students of various ability levels to find success. Successful completion of this course fulfills the fourth year of mathematics requirement of students' Educational Proficiency Plans. Additional topics include sampling, reasoning, models, linear systems, matrices, quadratic functions, polynomial functions, coordinate geometry, quadrilaterals, probability, logic, similar and congruent triangles and figures in space. Real life situations are used to reinforce and extend mathematical skills and strengthen overall competence in college preparatory mathematics. SAT preparation skills and drills will be developed and reinforced according to the SAT calendar. *This course does not meet NCAA eligibility criteria.*

### ***Integrated Math for Proficiency CP***

**Course # 341**

**5 Periods**

**5 Credits**

*Prerequisites: A passing grade in Algebra 2 CP or Director approval to accommodate a student's EPP.*

The primary goal of this class is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This course reviews and integrates the study of algebra and geometry. The concepts in this level course are introduced at a slower pace to allow students of various ability levels to find success. Successful completion of this course fulfills the fourth year of mathematics requirement of students' Educational Proficiency Plans. Additional topics include sampling, reasoning, models, linear systems, matrices, quadratic functions, polynomial functions, coordinate geometry, quadrilaterals, probability, logic, similar and congruent triangles and figures in space. Real life situations are used to reinforce and extend mathematical skills and strengthen overall competence in college preparatory mathematics. SAT preparation skills and drills will be developed and reinforced according to the SAT calendar. *This course does not meet NCAA eligibility criteria.*

### ***Advanced Algebra and Trigonometry CP***

**Course # 342**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Algebra 1, Geometry and Algebra 2.*

The primary goal of this class is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. This course explores previous algebraic topics more in-depth as well as introduces new topics in advanced algebra and trigonometry. The concepts in this level course are introduced at a moderate pace to allow students of various ability levels to find success. Additional topics include modeling problem situations, exploration of functions, conic sections, sequences and series, advanced functions, polar coordinates, trigonometry, and periodic functions. Real life situations are used to reinforce and extend mathematical skills and strengthen overall competence in college preparatory mathematics. SAT preparation skills and drills will be developed and reinforced according to the SAT calendar.

### ***Pre-Calculus Honors***

**Course # 343**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Algebra 1, Geometry and Algebra 2 with teacher recommendation.*

The primary goal of this class is to teach mathematics in accordance with our school's Mission and Expectations for Student Learning. The concepts in this level course are introduced at an accelerated pace and the students are expected to understand more advance mathematical concepts. This course provides a rich preparation for college courses in a calculus, abstract algebra, as well as some probability. This course can also serve as a terminal course for students who do not plan to continue their study of mathematics. Topics included: Number patterns, equations, inequalities, functions, graphs, complex numbers, exponential and logarithmic functions, properties of circular and trigonometric functions. Selected topics from analytic geometry and a brief introduction to calculus will be included



as time allows. Calculators and computers will be utilized to develop conceptual understanding. SAT preparation skills and drills will be developed and reinforced according to the SAT testing calendar. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

### ***AP Calculus AB***

**Course # 345**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Pre-calculus with teacher recommendation.*

This course follows the topics outlined for Calculus AB as described by the College Board Advanced Placement Program. It includes topics of functions, asymptotic and unbounded behavior, continuity, and limits. Concepts involving derivatives will also be introduced. These concepts include basic derivatives concepts, derivatives at a point, derivatives as a function, second derivatives, and application of derivatives, curve sketching, and computation of derivatives. The third major concept is integrals. Topics of integrals include interpretations and properties of definite integrals, applications of integrals, the Fundamental Theorem of Calculus, techniques of anti-differentiation, application of anti-differentiation and numerical approximations of definite integrals. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84, TI-89, or TI-Nspire graphing calculator. Students will be expected to use the graphing calculator to perform the four requirements as defined in the AP Program. These requirements are plotting graphs of a function in the appropriate viewing window, finding the zeros of functions, numeric calculation of derivatives, and numerical calculations of definite integrals.

### ***AP Calculus BC***

**Course # 347**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Calculus AB with teacher recommendation.*

This course will explore the key concepts, methods, and applications of single-variable calculus including all topics covered in AP Calculus AB (functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus) as well as additional topics in differential and integral calculus, such as parametric, polar and vector functions, and series. The students will become familiar with concepts, results, and problems expressed in multiple ways including graphically, numerically, analytically, and verbally. Use technology to help solve problems, experiment, interpret results, and support your conclusions. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84, TI-89, or TI-Nspire graphing calculator. Students will be expected to use the graphing calculator to perform the four requirements as defined in the AP Program. These requirements are plotting graphs of a function in the appropriate viewing window, finding the zeros of functions, numeric calculation of derivatives, and numerical calculations of definite integrals.

### ***Personal Finance***

**Course # 352**

**5 Periods**

**2.5 Credits**

*Prerequisites: This course is encouraged for all seniors.*

Personal Finance is designed to educate students about sound money management skills and the financial planning process. This course is geared towards helping students begin to develop positive behaviors that are necessary to attaining financial maturity and achieving a secure future. Now, more than ever, making sound financial decisions is extremely important. Topics covered include: creating a personal financial plan, creating a personal budget, proposing personal savings and investing plan, managing and handling debt, using financial services, insurance and how career choices affect one's financial plan. All students are expected to participate in classroom discussions, partake in group activities and do all assigned projects.

### ***Entrepreneurship***

**Course # 354**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students*

Entrepreneurship is a course designed to introduce students to the process of establishing a small business. This course helps student's gain an understanding of the marketing, economic, finance and management necessary to start and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, determining feasibility of an idea utilizing research, developing a plan to organize and promote the business and its products/services, and finally, to understand the capital required, the return on investment desired, and the potential for profit. Guest speakers, field trips, case studies, projects and other hands on activities will be utilized in this course.

### ***Fundamentals of Accounting***

**Course # 355**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students in grades 9-12 with completion of Algebra 1.*

Students will learn and apply industry-standard computer programs to perform recordkeeping and accounting procedures. The accounting concepts acquired will prepare students with the financial tools needed to keep records in a business or to take accounting. Because comprehensive computer skills are vital to business and industry in our rapidly changing technological, global society, students will focus on technology used to analyze and manage information using a variety of software applications. They will demonstrate competency by utilizing multiple skills, processing data effectively, and producing quality information.

### ***AP Statistics***

**Course # 365**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Algebra 1, Geometry and Algebra 2 with teacher recommendation.*

This course follows the topics outlined for Statistics as described by the College Board Advanced Placement Program. Major themes encompass exploring data, patterns and departures from patterns, anticipating patterns, producing models using probability and simulation, planning a study, deciding what and how to measure, statistical inferences, and confirming models. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

### ***Statistics and Discrete Structures CP***

**Course # 366**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Algebra 1, Geometry and Algebra 2.*

The primary goal of this course is to teach mathematics in accordance with our school's mission and expectations for student learning. The course explores in depth the collection and organization of data, descriptions and analysis of patterns and investigation of inferential statistics. The students will apply the concepts of statistics to social and academic issues directly related to high school students. They will be directly involved in the collection of real life data, the development of presentations, and statistical analysis of their results. The students will present their findings to their peers for the purpose of improving the culture at Saugus High School. Topics include hypothesis testing with large and small samples, correlation, regression analysis, and chi-squared analysis. Discrete topics such as recursion, fractals, graph theory, cryptography, fair division, and election theory will reinforce a complete

foundation in finite mathematics. A graphing calculator is **required** for this course. The suggestion calculator is a TI-84 and TI-Nspire graphing calculator.

***Success in Math***

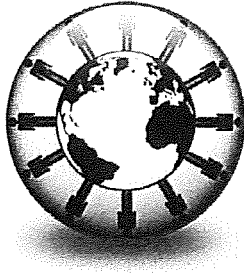
**Course # 370**

**5 Periods**

**2.5 Credits**

*Prerequisites: Students will be selected by past performance on previous MCAS exams*

Students will be provided an opportunity for review and practice in areas of the curriculum which are emphasized on the MCAS exam. These include number sense and operations, patterns, relations, and functions, geometry, measurement, data analysis, statistics, and probability. There will also be a focus on test-taking fundamentals. These include the format of the MCAS test, multiple choice questions basic strategies, short answer questions basic strategies, open response questions basic strategies, calculator use, and the scoring of the exam.



# World Language

## ***Spanish 1 CP***

**Course # 412**

**5 Periods**

**5 Credits**

*Prerequisites: Open to all students.*

This course is designed to develop student proficiency in speaking, listening, reading, and writing Spanish, and to increase students' knowledge and appreciation of the diverse cultures of the Spanish-speaking world. Emphasizing communication, the course employs a variety of activities to promote learning and application of the target language. Students in this course are expected to perform at an average pace and skill level.

## ***Spanish 2 CP***

**Course # 422**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Spanish 1 with teacher recommendation for incoming grade 9 students.*

This course provides a brief review of the communicative functions acquired in Spanish 1. New speech patterns, vocabulary, and controlled conversational situations are introduced in order to help students work toward Spanish fluency. Students in this course are expected to perform at an average pace and skill level.

## ***Spanish 2H***

**Course # 423**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Spanish 1 with teacher recommendation.*

This course continues to build on the communicative skills developed in level 1. New vocabulary, idioms, tenses, and speech patterns are introduced, including "independent" usage and complex sentences which increase throughout the year. The class pace is accelerated and a higher-level of student skill development is expected.

## ***Spanish 3***

**Course # 432**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Spanish 2.*

This course provides a systematic review, and further development of, all communicative functions. Students are engaged in more advanced composition, research, and aural and oral training. Literature introduced includes short stories by Latin American and Spanish authors.

### ***Spanish 3H***

**Course # 433**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Spanish 2 with teacher recommendation.*

This course provides a thorough review of content from level 2H and continues development of the four language skills. Extensive new vocabulary and speech patterns are introduced, and emphasis is placed on reading for content, and on independent communication of ideas through original statements involving new materials, and through written compositions. The class pace is accelerated and a higher-level of student skill development is expected.

### ***Spanish 4***

**Course # 442**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Spanish 3.*

This course promotes further development of the four language skills, and employs the target language in the exploration of areas including biography, culture, politics, and economics. Themes covered by course literature include love, death, patriotism, adventure, conflicts, and legends.

### ***Spanish 4H***

**Course # 443**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Spanish 3 with teacher recommendation.*

This course is a combination of oral, aural, reading, and written work, and makes use of testing materials aimed at promoting fluency in the target language.

### ***Spanish 5H***

**Course # 429**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Spanish 4 or Spanish 4H.*

In this course, students will increase Spanish language proficiency through the study of various authentic resources such as television commercials, newspaper articles, music, and films. This course will also review advanced grammatical structures in a practical context. Students will be exposed to further in-depth study of Hispanic history and culture. This course is intended for students who have successfully completed four years of language study.

### ***AP Spanish Language***

**Course # 445**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Spanish 4 with teacher recommendation.*

This course, emphasizing the use of language for active communication, has the same objectives as Spanish 5H, and provides students with additional readings and more in depth comprehension work in preparation for the required AP exam. This course emphasizes student creativity and self-expression while providing for more in-depth development of skills in five specific areas of the target language: conversation, composition, grammar, history and literature. Students are expected to attain the following objectives:

- A. to understand spoken Spanish in various contexts in both written and oral discourse;
- B. to develop a Spanish vocabulary sufficiently ample for reading newspapers and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary;
- C. to be able to express oneself in Spanish coherently, resourcefully, and with reasonable fluency and accuracy, in both speech and writing.

Course content may reflect intellectual interests shared by the students and teacher in such areas as the arts, current events, literature, and sports. Course materials may include audio and video recordings, films, newspapers, and magazines. Extensive training in the organization and writing of compositions is included.

### ***Italian 1***

**Course # 451**

**5 Periods**

**5 Credits**

*Prerequisite: Open to all students.*

This course helps students develop skills in speaking, listening, reading and writing in Italian. Grammar for understanding the language is an essential part of the course, along with an exposure to elements of Italian culture.

### ***Italian 2***

**Course # 462**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Italian 1.*

This course continues to develop skills in speaking, listening, reading, and writing Italian, and builds on level 1 by introducing new tenses and vocabulary. Multimedia offerings are used to present a broad cultural background of the Italian nation and language.

### ***Italian 2H***

**Course # 463**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Italian 1 with teacher recommendation.*

This course continues to develop skills in speaking, listening, reading, and writing Italian. New vocabulary, idioms, tenses, and speech patterns are introduced. The class pace is accelerated and a higher-level of student skill development is expected.

### ***Italian 3***

**Course # 472**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Italian 2.*

This course provides a systematic review of all grammatical constructions previously taught, and develops skills of advanced composition, research and conversation. Course literature includes short stories in Italian.

### ***Italian 3H***

**Course # 473**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Italian 2 with teacher recommendation.*

This course provides a thorough review of content developed in Italian 2H, and continues development of the four language skills. Extensive new vocabulary and speech patterns are introduced, and emphasis is placed on reading for content, and on independent communication of ideas through original statements involving new materials, and through written compositions. The class pace is accelerated and a higher-level of student skill development is expected.

### ***Italian 4H***

**Course # 474**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Italian 3 with teacher recommendation.*

This course emphasizes the use of language for active communication, focusing on improving speaking skills in a variety of contexts; and on further development of reading skills using newspaper and magazine articles and other selected texts; and on writing with greater coherence, fluency and accuracy.

### ***Latin 1H***

**Course # 480**

**5 Periods**

**5 Credits**

*Prerequisite: Open to all students with teacher recommendation.*

Latin I is an introduction to the Latin language and Roman civilization. Instruction at the first year level will emphasize grammar, vocabulary and translation. Students will also study the Greek and Roman mythology and acquaint themselves with the major heroes, monsters and epics in this genre.

### ***Latin 2H***

**Course # 481**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Latin 1 with teacher recommendation.*

Latin II: Students will continue their study of the Latin language and grammar while continuing to increase their vocabulary and their ability to translate. Students will also study the major events and figures of the Punic Wars and the era of the Roman Republic.

### ***Latin 3H***

**Course # 482**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Latin 2 with teacher recommendation.*

Students will continue their study of the fundamentals of the Latin language and grammar while continuing to increase their vocabulary and strengthen their ability to translate. The students will gain the skills to translate, comprehend and enjoy authentic Latin texts including Ovid's *Metamorphoses*. Students will learn the elements of

Roman poetry including common literary devices, meter, word order and sound patterns. The students will also study the major events and figures during the Augustan Age and how it relates to Roman Literature.

### ***Latin 4H***

**Course # 483**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Latin 3 with teacher recommendation.*

This course aims to enable students to read, understand and enjoy the poetry of two of the most famous love poets from Antiquity: Catullus and Horace. The students will study the poetry of these men and examine the use of literary devices, allusions, meter, and grammatical and syntactical concepts as they appear in the poetry of the authors. In addition, the students will examine the life and times of these poets as well as events that influenced these men and their poetry.

### ***Mandarin Chinese 1H***

**Course # 485**

**5 Periods**

**5 Credits**

*Prerequisite: Open to all students.*

This course is a combination of an introduction to Chinese language and culture. Emphasis is placed on the communication skills of listening, speaking, reading and writing. Over the course of the year, a variety of basic topics will be covered: how to use Chinese Pin Yin, how to recognize and write basic Chinese characters, basic Chinese radicals, greetings, introductions, numbers, time, the date, weather, pronouns, basic sentence structure, questions, verbs, and adjectives. Students will also learn about Chinese history and culture.

### ***Mandarin Chinese 2H***

**Course # 486**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Mandarin 1.*

Mandarin 2 continues to develop the communication skills of listening, speaking, reading and writing. More emphasis will be put on the production of speech and on listening. Students will also continue to study Chinese history and culture in greater depth. Lastly, **students** will deal with and be expected to use more complex grammar structures in writing and in speech.

### ***Mandarin Chinese 3H***

**Course # 487**

**5 Periods**

**5 Credits**

*Prerequisite: Successful completion of Mandarin 2.*


Mandarin 3 gives students the opportunity to continue to develop a lasting understanding of language and culture. As such, it integrates culture and meaningful conversation. *In addition, it introduces students to more complex grammar and vocabulary, such as idioms.* Students will expand their knowledge of written characters. They will use learned characters to write short passages using increasingly complex grammatical structures. They will also read texts in the target language to gain new information about Chinese history and culture (add).

### ***Mandarin Chinese 4H***

**Course # 488**

**5 Periods**

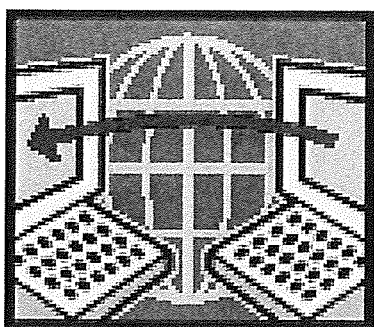




## 5 Credits

*Prerequisite: Successful completion of Mandarin 3.*

Mandarin 4 gives students the opportunity to further solidify and grow an understanding of language (characters, vocabulary, grammar, idioms) and culture. More emphasis is placed on exposure to and interpretation of authentic materials such as signs, newspaper excerpts, and radio clips. They will use learned characters and vocabulary to write short compositions and give oral presentations using increasingly complex grammatical structures. They will also continue to read texts in the target language to broaden their understanding of Chinese history and culture.



# Computer Technology

## *Intro to Media Design*

**Course # 533**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This course offers an introduction to students with an interest in digital imaging, photography, web design, and print design.

The course covers the background, fundamental concepts and essential skills required for beginning multimedia designers to create compelling meaningful content using the Adobe Suite software. Assignments are geared towards students' personal interests incorporating the use of big ideas. Students learn the tools, techniques and terminology to prepare them for further study in web illustration, animation, video or digital photo manipulation or editing. Students interested in becoming involved with the school yearbook, magazine, and websites, must take this course as a prerequisite.

## *Advanced Media Design*

**Course # 534**

**5 Periods**

**2.5 Credits**

*Prerequisite: Successful completion of Intro to Media Design with teacher recommendation. This course can be taken multiple times.*

In this class the students will work to retain the skills developed in the first course and work to achieve mastery of the more advanced skills. Through practice and projects the student should be able to independently produce media using all of their acquired designing skills. The students should be able to master a required task.

Productions in this class includes planning and organizing, developing leadership skills, writing, art/graphic design, advertising and photography involving school life, organization, clubs, academics, classes and sports.

Students will be responsible for creating the Saugus High School magazine, school related graphics, and maintaining school websites.

## *Publication and Design*

**Course # 532**

**5 Periods**

**5 Credits**

*Prerequisite: Open to grade 12 only. Successful completion of Intro to Media Design or teacher recommendation.*

This course offers a practical introduction to the conception, design and production of promotional print. Using industry standard software taught in course # 533, students will learn more advanced techniques such as manipulate type into artwork, designing logos, creating illustrations using computer imaging techniques and scanned images in their projects. Students will be responsible to produce the layout for the *Tontoquonian*, Saugus High School's yearbook, and to product marketable items such as: calendars with feature photos and graphics, business letterheads and cards, newsletters, handbooks, brochures and invitations. This class is also responsible for creating the senior video.

### ***Video Editing***

**Course # 544**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

Students will learn the basics of using a digital still and video camera. They will also learn to use a scanner in combination with video and pictures they have imported to create a variety of video projects. The video software that is taught in the class is Apples iMovie used to create video projects. Students will be responsible for filming co-curricular events after school hours as part of their portfolio and class participation.

### ***Introduction to Digital Photography***

**Course # 547**

**5 Periods**

**2.5 Credits**

*Prerequisites: Teacher Recommendation, Open to students in grades 10-12.*

This is a fun and exciting introduction into a new world of digital photography. Students are introduced to digital camera controls, image creation and workflow. In-class instructions and assignments cover non-automatic shooting modes, image storage capabilities, file types, menus, exposure, light, shutter effects, and creativity. Demonstrations and lectures are complemented by field trips around the school grounds. Students take their field images back to the digital lab, and learn to utilize Adobe Lightroom software for optimal image development and organization. Extensive hands-on class and fieldwork provides students with the knowledge and practice to become comfortable with digital SLR cameras and image processing.

### ***Honors Computer Programming***

**Course # 565**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This course will begin the formal introduction of the Java programming language. Topics to be covered will include input/output, data types, reading from text files, printing to screen and files, conditional statements, looping, and built-in functions. This is an Honors level course. Additional programs will be assigned and completed to receive Honors credits.

### ***Honors Computer Programming 2***

**Course # 567**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Honors Computer Programming*

This course continues the formal introduction of the Java programming language. The topics to be covered include: user created data types and functions, one and two dimensional arrays, nested looping structures, sorting, searching, array lists, object-oriented programming and classes.

***Help Desk***  
**Course # 568**  
**5 Periods**  
**2.5 Credits**

*Prerequisite: Teacher recommendation required.*

This course is designed to develop a technical knowledge and customer relations skills necessary to be a successful PC service technician. Students will be instructed in software installation, troubleshooting, hardware repair and installation, and in computer maintenance. On a daily basis, students will provide help desk technical assistance, follow-up diagnostics, repair and maintenance of school computers. *Course can be taken multiple times.*

***Computer-Aided-Design with AutoCAD***  
**Course # 571**  
**5 Periods**  
**2.5 Credits**

*Prerequisites: Open to all students.*

Concentrating on Architecture, instruction will be given in mastering various commands and drawing techniques. Topics are covered in an easy-to-understand sequence, and progress in such a way that allows the student to become comfortable with the commands as knowledge builds. Lab will be located in the shop where students will utilize knowledge gained with the construction of buildings.

***Advanced Computer-Aided-Design with AutoCAD***  
**Course # 572**  
**5 Periods**  
**5 Credits**

*Prerequisites: Successful completion of Computer Aided-Design with AutoCAD*

Concentrating on Mechanical Design, instruction continues the work started in AutoCAD. Students will become proficient in blueprint-reading and drawing.

***Honors Computer-Aided-Design with CREO 2.0***  
**Course # 573**  
**5 Periods**  
**5 Credits**

*Prerequisites: Successful completion of Advanced Computer-Aided-Design with AutoCAD with teacher recommendation*

Concentrating on the 3<sup>rd</sup> Dimension, students will be introduced to solid-modeling using the most up-to-date software available to designers and engineers.

***Advanced Video Editing***  
**Course # 575**  
**5 Periods**  
**2.5 Credits**

*Prerequisites: Successful completion of Video Editing or with a teacher recommendation.*

This course will provide students the opportunity to utilize knowledge obtained in Digital Imaging I to create and maintain a video resume and e-portfolio utilizing Apple's iMovie as well as other advanced movie editing software and digital media. Students will be responsible for teaming up with teachers in other departments to develop some type of cross curriculum projects where teachers will be able to utilize the students' expertise with the software as well as develop assignments that will utilize the technology used in this course. Students may be responsible for filming co-curricular events after school hours as part of their portfolio and class participation. *Only self-motivating students should enroll.*

## ***AP Computer Science A***

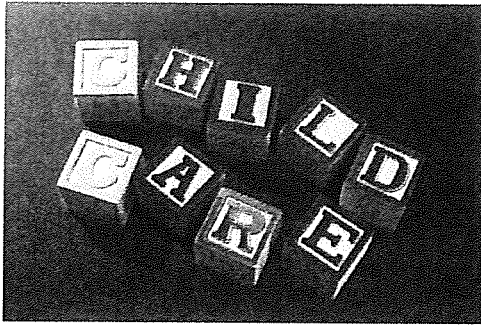
***Course # 577***

***5 Periods***

***5 Credits***

*Prerequisites: Successful completion of Honors Computer Programming and Honors Computer Programming 2 with teacher recommendation.*

The AP Computer Science A course is an advanced course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course.



# Child Care

## ***Child Lab***

**Course # 641**

**5 Periods**

**5 Credits**

*Prerequisites: Open to all students with teacher recommendation. Students need to have their own method of transportation to travel to the Ballard School.*

This is a full year course that offers the high school student a hands-on experience with pre-schoolers. New Beginnings is a preschool at the Ballard School. High school students are taught how to prepare lessons and plan circle time activities. Students have the opportunity to teach lessons to the 4 and 5 year olds enrolled in the program.

## ***Advanced Child Lab***

**Course # 642**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Child Lab with teacher recommendation.*

This is a full year course that offers the high school student a hands-on experience with pre-schoolers. New Beginnings is a preschool at the Ballard School. High school students are taught how to prepare lessons and plan circle time activities. Students have the opportunity to teach lessons to the 4 and 5 year olds enrolled in the program. *Course can be taken multiple times. Students need to have their own method of transportation to travel to the Ballard School.*

## ***Peer Leaders Program***

**Course # 660**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all interested students in grades 10-12.*

This is a half year course that offers high school students the chance to work hands-on in a substantially separate setting with peers who have intellectual disabilities. Students will be expected to work in the classroom, serve as a peer mentor and friend. Students will learn the importance of confidentiality and respect for all students. *Course can be taken multiple times.*



# Technology Education

## *Introduction to Woodworking*

**Course # 711**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This course includes basic information on carpentry, woodworking, furniture making and design as well as wood finishing. It is intended to help the student develop an understanding and appreciation of the tools, machines, and processes involved in woodworking. With a strong focus on the development and understanding of sound safety practices, the course will help the student design and construct wood products and become a more knowledgeable consumer as well.

## *Woodworking Technology*

**Course # 712**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Introduction to Woodworking.*

This course further stresses the development of proper shop attitudes. Student selected projects are designed to expand and strengthen the varied experiences the pupil was exposed to in Introduction to Woodworking. The strength and appearance of projects will be stressed. The latest techniques of finishing and finishing materials will be included.

## *Advanced Woodworking Technology*

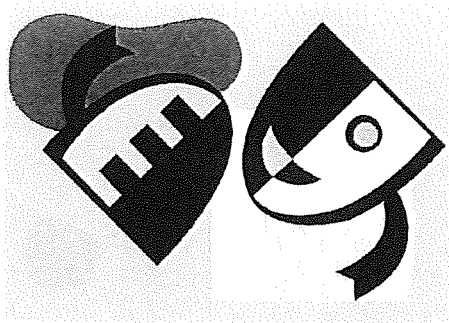
**Course # 713**

**5 Periods**

**5 Credits**

*Prerequisites: Successful completion of Woodworking Technology.*

This course is offered to expand the knowledge acquired from Introduction to Woodworking and Woodworking Technology. The selection of projects will be intended to incorporate the accepted joint construction with more emphasis the student's independent rate of progress. The setting up and operation of machines and portable power tools will continue on a more advanced level. An approach to production type projects and possible exceptions to the general rule of operation and procedures will be introduced.



# Fine Arts

**Credit is given to student members who meet their obligations pertaining to rehearsals and performance commitments. Students are encouraged to participate in Concert Band, Instrumental Ensembles, Concert Choir and Quartets. Practice schedules arranged.**

## *Chorus*

**Course # 800**

**5 Periods**

**5 Credits**

*Prerequisites: Open to all students 9-12 who are interested in singing. This class may be taken multiple times.*

This ensemble is general chorus of mixed voices (male & female) that performs music from a wide variety of musical styles. Performances may include, but are not limited to, school assemblies, civic/community programs, and annual concerts. Some rehearsals outside of the regular school day may be required. **Membership in this course is required to participate in after school select vocal groups or to audition for the district/all-state level chorus.**

## **Honors Chorus**

This is an honors level option for chorus and meets at the same time as the regular chorus. In addition to the regular requirements for chorus, students enrolled in the honors options will be required to complete an additional project each quarter. Projects may include, but are not limited to, the creation of program notes for concerts, quartets and/or small singing groups, and other option approved by the instructor. **Membership in this course is required to participate in after school select vocal groups or to audition for the district/all-state level chorus. Students may choose this honors option at the beginning of the school year with teacher approval.**

## *Band*

**Course # 801**

**5 Periods**

**5 Credits**

*Prerequisites: Proven basic instrumental skills either through participation in band in earlier grades or through private study. This class can be taken multiple times.*

The H.S. Band is a performance-based course of study. Performance opportunities include the marching band, the concert band, various seasonal "pep" bands, small ensembles, solo work and participation in a spring musical. Commitment to this class will not be limited to classroom time. Rehearsals and performances are frequently scheduled after school and attendance is mandatory. Students are responsible for the care and maintenance of all school-owned instruments and uniforms.

Transfer students who meet basic skills standards are invited to join auditions at the discretion of the instructor. Students who lack basic playing skills but have an interest in band participation may make arrangements with the instructor for lessons.



Performance opportunities in music festivals, exchange concerts and public forums locally and out of the community may require fund-raising to help defray the cost. Students are expected to participate. Credit is given to student members who meet their obligations pertaining to rehearsals and performance commitments. Students are encouraged to participate in Stage Band, Instrumental Ensembles and Orchestra. Practice schedule arranged.

### ***Learn How to Read Music!***

**Course # 802**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students (not participating in band).*

Have you always wanted to learn how to read music? Music is a lifelong pursuit and this class will give you the skills to be able to understand the basic fundamentals of reading musical notation. The skills taught in this class will be applied to playing various classroom instruments and composing simple songs.

### ***Basic Art***

**Course # 807**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This is an introductory class in materials and techniques. Fundamentals in drawing and paintings are stressed in combination with a wide variety of media and combinations of media. Open to all students regardless of experience or skills but who have a desire to express themselves in an artistic manner. Students are required to complete daily, in-class projects that have been assigned by the teacher. It is strongly suggested that only self-motivated students with the ability to work independently should enroll.

### ***Painting***

**Course # 808**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Basic Art and Drawing with teacher recommendation.*

This is a half-year introductory course that will explore a variety of painting techniques and mediums. Students will work with tempera, water-color, acrylic and possibly even oil paints. The class will look at and discuss the works and styles of other painters. Students will create original paintings of their own, as well as working on some large-scale murals throughout the school building. Students who enjoy painting, being creative, and are self-motivated should enroll in this course.

### ***Intermediate Art***

**Course # 809**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Basic Art or teacher recommendation.*

Continuation of Basic Art with same consideration of fundamentals. Students are introduced to problems in color, design, perspective still life drawing, sketching and painting. A course designed for those students who may feel they wish to investigate more of their artistic skills. At the end of each term, students will be required to research an artist and make a presentation to the class.

### ***Drawing***

**Course # 810**

## **5 Periods**

### **2.5 Credits**

*Prerequisites: Successful completion of Basic Art or teacher recommendation.*

This course will allow the student to develop skills step by step with exercises in contour drawing, gesture drawing, and the study of line, value, form, balance and composition. Subject matter will include, but is not limited to the natural world and the environment both immediate and vast. Students will be encouraged to allow a personal style to emerge as confidence and ability increase. Students will be urged to experiment with the concept of "abstraction" and "fantasy." Students need to keep a sketchbook, as well as complete ten "final" drawings per term. Work outside of class will be required.

## ***Printmaking***

### **Course # 811**

#### **5 Periods**

#### **2.5 Credits**

*Prerequisites: Successful completion of Basic Art.*

Printmaking is an art form that explores a variety of techniques where students will run designs through a hand-cranked printing press to create mass quantities of prints. Students will experiment with a number of unique printing types, including collagraph, monotype, etching, engraving and drypoint, low-relief linoleum and woodcut printing, and gloss medium transfers, all printed on a variety of papers and surfaces.

## ***Advanced Art***

### **Course # 812**

#### **5 Periods**

#### **5 Credits**

*Prerequisites: Successful completion of Intermediate Art with teacher recommendation.*

A must course for those students who are definitely considering an art career. Art history is included to develop aesthetic awareness. Variety is stressed in style, approach and use of materials. Students upon completion of study must present a portfolio of finest work.

## ***Independent Art Portfolio***

### **Course # 814**

#### **5 Periods**

#### **5 Credits**

*Prerequisites: Successful completion of Advanced Art with teacher recommendation and Supervisor/Director approval.*

Students will choose four projects per term:

- Imaginative Self-Portrait, (any media and numbers), ink
- New logo for a company or organization, ink
- Four page travel brochure (layout, ink illustrations, paste-up)
- Book jacket design, any media
- Design a tissue box or shoe box, any media
- Detailed drawing of a skull, any view, along with an illustration, which includes a skull, pencil one free choice (with instructor's approval) allowed as substitution for one project. A sketchbook of your ideas, miscellaneous sketches, unfinished work, doodles, etc. is to be passed in at end of each term.

## ***Video Editing***

### **Course # 544**

#### **5 Periods**

#### **2.5 Credits**

*Prerequisites: Open to all students.*

Students will learn the basics of using a digital still and video camera. They will also learn to use a scanner in combination with video and pictures they have imported to create a variety of video projects. The video software that is taught in the class is Apples iMovie used to create video projects. Students will be responsible for filming co-curricular events after school hours as part of their portfolio and class participation.

### ***Video Production***

**Course # 815**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Video Editing.*

In this class the students will be introduced to the basic skills of video production. Throughout the semester these skills should be developed and refined and to some degree mastered by the students. Then the students will be introduced to the more elaborate skills involved in video production and during the remainder of the course should work to be comfortable applying these skills at a basic level. At the conclusion of this course the students should have mastered the basic skills and be able to use with prompting the more advanced skills.

### ***Advanced Video Production***

**Course # 817**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Video Production. This course can be taken multiple times.*

In this class the students will work to retain that skills developed in the first course and work to achieve mastery of the more advanced skills. Through practice and projects the student should be able to independently produce video using all of their acquired video production skills. The students should be able to master a required task.

### ***Beginning Pottery***

**Course # 818**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Basic Art.*

This course is intended to give students an introduction to pottery materials and techniques. Included will be projects that cover the basics of clay such as; slab building, coil construction, pinch pots and throwing on the pottery wheel. Students will develop skills while exploring form and function, and the history of pottery.

### ***Advanced Pottery***

**Course # 819**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Beginning Pottery with teacher recommendation. This class can be taken multiple times.*

Building upon the skills developed in "Beginning Pottery," students will creatively apply their skills toward their artistic goals in Pottery II. In this pottery course, students will learn advanced, hand building, and glazing techniques as well as gaining better proficiency with the pottery wheel. Students will be required to complete an assignment using the potter's wheel, and other assignments contained in this syllabi. Prerequisite: Beginning Pottery

### ***Wheelthrowing***

**Course # 820**

## **5 Periods**

### **2.5 Credits**

*Prerequisites: Successful completion of Beginning Pottery and have a teacher recommendation.*

Wheelthrowing class will focus specifically on the area of pottery using the potter's wheel. Students will spend the term learning and perfecting the skill used to make functional pottery. We will also cover underglazing, glazing, surface texture and design.

## ***Introduction to Theatre***

### **Course # 821**

## **5 Periods**

### **2.5 Credits**

*Prerequisites: Open to all students*

This course is designed to introduce students to the many facets of Theatre Arts including theatre history, improvisation, script writing, and acting. Actor training activities include warm-up exercises for the body and voice as well as the study of characterization, motivation, concentration and relaxation. Acting experiences will include pantomimes, improvisations, dramatic readings, and memorized scenes. Students will be required to attend and create performances outside of the school setting.

## ***Advanced Acting Studio Honors***

### **Course # 825**

## **5 Periods**

### **2.5 Credits**

*Prerequisites: Successful completion of Introduction to Theatre #821 with a teacher recommendation. This course can be taken multiple times.*

This course is a continuation of Introduction to Theatre. Intensive training in voice, characterization, motivation, concentration and relaxation for the actor is the focus of this course. The curriculum includes extensive working monologues, scene work, script writing, and directing. Students will be required to attend and create various performances outside of the school setting each term.

## ***Technical Theater***

### **Course # 826**

## **5 Periods**

### **2.5 Credits**

*Prerequisites: Open to all students*

This half year course is designed to give students hands on technical theater experience. Instructional activities include: stage management, set design and construction, lighting and sound design and execution, properties and costume research, design and building and make-up design and application. Box office, program and marketing will be explored as well. Students will be required to design and run the technical aspects of class room projects and drama productions outside of the school setting.

## ***Women in Film***

### **Course # 827**

## **5 Periods**

### **2.5 Credits**

*Prerequisites: Open to all students*

This half year course will allow students to view 15-18 major motion pictures that are by, for and about women. Some outstanding classics as well as modern movies that are especially appropriate for family, teen and adult audiences will be studied and critically analyzed for the telling of the story from a feminine perspective. Students should come to understand the genre as another means of learning.

### ***Theatre Games and Improvisation***

**Course # 829**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students. This course can be taken multiple times.*

The purpose of this course is to provide an understanding of the fundamentals of theatrical improvisation through the use of theatre games and exercises. Students will be trained in the fundamental skills of the theater arts, including acting techniques, body control, voice, diction, pantomime, creating of character, projection of ideas and emotions, and acting of improvisational scenes.

### ***The History of Rock Music***

**Course # 837**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This class will study the evolution of rock music through the decades up to the present. Topics will examine how rock music was affected by history and vice versa. Discover who your favorite bands/artists were inspired by! Listening, class discussion and projects will be the core requirements of this class.

### ***Learn How to Play an Instrument!***

**Course # 838**

**5 Periods**

**2.5 Credits**

*Prerequisites: Successful completion of Learn How to Read Music!*

This class will teach students who have taken *Learn How to Read Music!* how to apply the concepts they learned in that class to an instrument. Students will learn proper technique and apply that to instrumental music. Performance and crossover opportunities with the SHS Band and Pep Band will also be available.

### ***Music Composition and Arranging***

**Course # 839**

**5 Periods**

**2.5 Credits**

*Prerequisites: Band member or successful completion of Learn How to Read Music!*

This course is designed for students who want to take their knowledge of music to the next level. This class will cover compositional techniques in the traditional and electronic areas. Students will use computer programs like *Finale* and *Garage Band* to write their own songs. The class will be rigorous and heavily project-based.

### ***Communications Workshop***

**Course # 065**

**5 Periods**

**2.5 Credits**

*Prerequisites: Open to all students.*

This half-year course is designed to help students develop and strengthen the skills of speaking, listening, and writing. Students will acquire skills necessary for successful job interviews, public presentations and appropriate electronic communication. Students will improve these skills by preparing and delivering a variety of speeches and presentations for different audiences and purposes, participating in small group and panel discussions, and evaluating professional speeches and those of their peers.



# Wellness

The Wellness Department offers modules in which the students learn fundamental health concepts and skills that foster healthy habits and behaviors. Through a combined and coordinated teaching of health education, physical education, and family and consumer science, starting in grade 9 and continuing through grade 12, these modules will enable the individual to make healthier lifestyle choices.

## ***Wellness 1***

**Course # 911**

**2.5 Credits**

**5 Periods**

*Prerequisites: Required for all freshman.*

*As a requirement of this course, students must complete a minimum of 12 hours of community service in order to be eligible to pass this course.*

## ***Wellness 2***

**Course # 912**

**2.5 Credits**

**5 Periods**

*Prerequisites: Required for second year students.*

*As a requirement of this course, students must complete a minimum of 12 hours of community service in order to be eligible to pass this course.*

## ***Wellness 3***

**Course # 913**

**2.5 Credits**

**5 Periods**

*Prerequisites: Successful completion of courses 911 and 912.*

*As a requirement of this course, students must complete a minimum of 12 hours of community service in order to be eligible to pass this course.*

Students will be instructed in the fundamental skills and the rules of a number of varied team activities including football, soccer, softball, volleyball, floor hockey and basketball. Students will also be exposed to non-competitive individual leisure sports. These activities include walking for health, weight training, aerobic exercise, and other selected activities. A classroom module on drug education and sexuality will be included along with CPR re-certification class. Students may also be exposed to a Scared Straight Program or other pro-active prevention programs.

## ***Wellness 4***

**Course # 914**

## **2.5 Credits**

### **5 Periods**

*Prerequisites: Successful completion of course 913.*

*As a requirement of this course, students must complete a minimum of 12 hours of community service in order to be eligible to pass this course.*

Students will be instructed in the fundamental skills and the rules of a number of varied team activities including football, soccer, softball, volleyball, floor hockey and basketball. Students will also be exposed to non-competitive individual leisure sports. These activities include walking for health, weight training, aerobic exercise, and other selected activities. A classroom module on drug education and sexuality will be included along with CPR re-certification class. Students may also be exposed to a Scared Straight Program or other pro-active prevention programs.

## ***Intro to Athletic Training***

### **Course # 915**

## **2.5 Credits**

### **5 Periods**

*Prerequisites: Open to students in grades 11 and 12 with teacher recommendation. This course does not meet wellness graduation requirements.*

Entry-level course designed to introduce the potential coach or athletic trainer to the field of athletic training. Basic care and prevention of athletic injuries will be dealt with in order to equip the coach or trainer with the knowledge to make intelligent decisions regarding common athletic injuries. It will also include some taping techniques. **External class hours are mandatory for successful completion of this course. Students will assist the athletic trainer during practices, games and office hours.**

## ***Intro to Sports Management***

### **Course # 917**

## **2.5 Credits**

### **5 Periods**

*Prerequisites: Open to students in grades 11 and 12 with teacher recommendation. This course does not meet wellness graduation requirements.*

Entry-level course designed to introduce this highly sought after field of study. Students will learn the different aspects of Sports Management, such as Athletic Administration, Sports Broadcasting, Sports Law, Sports Marketing, Public Relations, and Event/ Facility Management. External hours are required for successful completion of this course. Students will assist the Athletic Director during home game-day events with ticket sales, concessions, announcements, etc.

## ***Intro to Health Care***


### **Course # 920**

## **2.5 Credits**

### **5 Periods**

*Prerequisites: Open to students in grades 11 and 12 with teacher recommendation. This course does not meet wellness graduation requirements.*

This course is an introductory course for students who wish to pursue a career in a medical/health related occupation. Education requirements and job responsibilities for various health careers will be explored, along with basic concepts common to all health careers. These concepts include: medical terminology, basic anatomy and physiology, infection control, professionalism, legal and business aspects of health care and health care work environments.



## ***Stress Management***

**Course # 921**

**2.5 Credits**

**5 Periods**

*Prerequisites: Open to students in grades 11 and 12 with teacher recommendation. This course does not meet wellness graduation requirements.*

This course will provide an in-depth exploration of stress, its origins, physiological and psychological effects, and methods of stress management. Most of the course will be devoted to the practice of stress management/relaxation methods, including: deep breathing, meditation, progressive muscle relaxation, aromatherapy, yoga, and Tai Chi. Students will be asked to bring a yoga/exercise mat.