

# MANCHESTER ESSEX REGIONAL HIGH SCHOOL

## 2022-2023 COURSE OF STUDIES

### ADMINISTRATION

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Mr. Dan Richards, Dean of Students

### DEPARTMENT CHAIRS

Ms. Beverly Low, Director of Guidance & College Counseling  
Ms. Jean Tarricone, Special Education  
Ms. Michelle Magana, World Languages  
Ms. Debra Isensee, English  
Ms. Kristi Umile, Science  
Ms. Lauren DuBois, Social Studies  
Mr. Daniel Lundergan, Mathematics

### DISCLAIMER STATEMENT

Subsequent to publication of this catalog, Manchester Essex Regional High School reserves the right to make changes in courses, program requirements, policy and regulations as circumstances, funding, and enrollment dictate. **There is no guarantee that any course listed in this catalog will be offered in any given semester.** The on-going work of aligning the curriculum with the state and national standards will, of necessity, result in changes in course content. Students and parents will be informed if changes in course content create a significant difference between the course descriptions as it appears in this *Course of Studies* and the revised course content.

## Table of Contents

ACCREDITATION STATEMENT .....	3
MANCHESTER ESSEX REGIONAL SCHOOLS – SCHOOL COMMITTEE.....	3
MISSION STATEMENT .....	4
INFORMATION FOR ACADEMIC PLANNING .....	6
GUIDANCE & SCHOOL COUNSELING MISSION STATEMENT .....	6
MASSACHUSETTS GUIDELINES FOR COLLEGE AND CAREER READINESS .....	6
MERHS GRADUATION REQUIREMENTS .....	7
MERHS COMMUNITY SERVICE REQUIREMENT .....	8
FOUR-YEAR PLAN .....	8
SPECIAL PROGRAMS FOR SCHOOL CREDIT .....	9
SCORE – SENIOR CHOICE OF RELATED EXPERIENCE: . .....	10
GUIDELINES FOR POST-SECONDARY PLANNING .....	10
INDICATORS OF STUDENT SUCCESS.....	12
GUIDELINES FOR COURSE CHANGE REQUESTS .....	13
INDIVIDUAL STUDENT FOUR YEAR PLAN.....	15
VISUAL ARTS DEPARTMENT.....	16
BUSINESS EDUCATION .....	20
ENGLISH .....	23
MATHEMATICS .....	39
MUSIC DEPARTMENT .....	45
PHYSICAL EDUCATION AND HEALTH .....	48
SCIENCE.....	50
SOCIAL STUDIES DEPARTMENT.....	60

## **Accreditation Statement**

Manchester Essex Regional High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

## **Manchester Essex Regional Schools – School Committee**

Ms. Sarah Wolf, Chairperson  
Mr. Eric Bourke  
Mr. Matt Harrington  
Ms. Kate Koch-Sundquist  
Mr. Chris Reed  
Mr. Ken Warnock  
Ms. Theresa Whitman

Ms. Pamela Beaudoin, Superintendent of Schools

# Mission Statement

## Mission

*The Mission of the Manchester Essex Regional School District (MERSD) is to provide a high quality, comprehensive, student-centered educational experience that prepares them for a post-secondary educational or service experience, a career, and life as an engaged member of society.*

## Vision

*MERSD, with the partnership and support of member communities, will provide educational opportunities and resources so that all students can realize their individual, unique, and highest potential, achieve academic excellence, value integrity and honesty, and become intellectually curious and critical thinkers.*

## Core Values

### Student Centered

We believe schools must establish a safe environment that supports the development of all students. Schools must engage all aspects of a child's development, including knowledge, a sense of self, emotional well-being, physical health, and skills and strategies to negotiate an ever-changing and unpredictable world.

### Student Achievement

We believe MERSD should foster a learning environment that encourages academic achievement, social and emotional freedom and engagement, collaboration and creative problem-solving; the skills to confront new ideas with both rigor and sensitivity, and the awareness to and ability to extend the skills beyond the academic core to include experiential learning, the arts, cultural awareness, and physical and social emotional health.

### Equity

We believe our schools must strive to create a just and equitable environment that respects individual differences and the diversity of our communities, country, and world.

### Family & Community Partnerships

Schools are a reflection of their communities. We believe that providing a quality education that prepares our students for an unpredictable world is a shared responsibility, fostered by partnerships among the schools, families, educational non-profits, businesses and the community-at-large.

### Resources

We believe the District and our community partners should collaborate to provide the necessary funding to equip our students with the essential critical thinking, analytic, communication, and problem-solving skills they need to be productive, contributing members of our local and global communities and deliver on the promise of our students' potential.

## Vision of the Graduate

Empathetic Global Citizen  
Responsible Collaborator  
Critical Thinker  
Effective Communicator  
Personally Accountable  
Social/Emotional Awareness  
Innovative and Creative

## MERHS Vision of a Graduate

### Global Citizen

- Understands and accepts different cultures and beliefs
- Seeks out and participates in a variety of cultural experiences
- Participates in meaningful community service
- Demonstrates an awareness of current events
- Recognizes cause and effect within a variety of global and social systems
- Understands the importance of acting as a responsible citizen

### Collaborator

- Acknowledges and respects perspective of others
- Participates actively and equitably in group settings
- Seeks appropriate resources to carry out responsibility as part of a group
- Can identify and work towards a common goal
- Advocates for ideas while resolving conflict within a group

### Critical Thinker

- Recognizes and questions implicit/explicit bias
- Evaluates ideas, information and sources for validity, relevance and impact
- Reasons and weighs evidence from multiple perspectives to reach conclusions
- Recognizes patterns and can make inferences
- Draws appropriate conclusions
- Synthesizes information to solve problems and draw appropriate conclusions

### Communicator

- Demonstrates responsible digital communication
- Expresses ideas in a purposeful and confident manner both verbally and in writing
- Writes and speaks clearly for a variety of audiences and purposes
- Employs active listening
- Acknowledges multiple perspectives
- Considers impact of written and spoken word
- Advocates for self and others

### Self Aware Individual

- Accountable for one's own words and actions
- Practices academic integrity
- Practices self-care skills
- Overcomes academic and personal barriers to meet personal goals
- Demonstrates empathy
- Expresses emotions in a meaningful way
- Strives to maintain life balance

### Innovators and Creators

- Demonstrates open-ended thought
- Willingness to take academic risks
- Displays curiosity
- Demonstrates habits of mind that identify the requisite skills and knowledge needed to solve a complex problem.
- When faced with a problem, recognizes and understands failures and seeks alternate solutions independently
- Employs resiliency in the face of a challenge

## **Information for Academic Planning**

The following materials should provide students and parents with the information needed to build a solid academic plan for the high school years, with dual goals of meeting graduation requirements and designing a program that challenges each student to meet his or her full potential. Strong planning requires ongoing communication among students, parents, teachers and school counselors. We welcome your questions and encourage individual meetings with your child's counselor as needed.

## **Guidance & School Counseling Mission Statement**

The mission of the Guidance & School Counseling (GSC) Department is to provide a comprehensive and developmental school counseling program of services that promotes the academic, social/emotional, and career potential of all students. Through counseling, advocacy, collaboration, leadership, and systemic change, counselors navigate students to become life-long learners, responsible community members, and to achieve personal excellence.

Because of the wide variety of opportunities at Manchester Essex Regional High School, as well as the diversity of entrance requirements of thousands of postsecondary schools and vocations, it is imperative that the student seek the advice and assistance of his/her school counselor in selecting the courses that are appropriate to the student's and parent's expectations.

The GSC team presents informational group seminars with materials designed to meet the developmental needs appropriate to students at each specific grade level. The GSC office strongly encourages students to make appointments to discuss any issues which might arise.

- Students may make appointments with their assigned counselor by signing up in the appointment book in the GSC office. Except in cases of emergency, students may only schedule appointments during non-academic blocks. Appointments may also be made before or after school.
- Parents may contact their child's counselor directly by telephone or e-mail to arrange a meeting..

## **Massachusetts Guidelines for College and Career Readiness**

The Massachusetts High School Program of Studies (MassCore) is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Developed by an advisory group from the K-12, higher education and business sectors, MassCore maintains flexibility for students and high schools while allowing core requirements. Courses included in MassCore should be rigorous, engaging and based on appropriate Massachusetts Curriculum Frameworks/ higher education recommendations. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

*The recommended program of studies includes: four years of English, four years of math, three years of a lab-based science, three years of history, two years of the same World language, one year of an arts program and five additional: "core" courses such as business education, health and /or technology. Mass Core also includes additional learning opportunities including Advanced Placement classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work based learning.*

## MERHS Graduation Requirements

A total of 110 credits are required for graduation, along with successful completion of all areas of competency examinations required by the Commonwealth of Massachusetts, 40 hours of Community Service, completion of Senior Choice of Related Experience (SCORE) and attendance at MERHS for at least one semester.

### Specific requirements

<u>Subject Area</u>		<u>Credits</u>
English	4 years	20
World Language	2 years	10 (two years in same language)
Mathematics	4 years	20
Science	3 years	15
Social Studies	3 years	15 (must include US History I & II)
Physical Education	4 years	10
Community Service	40 hours*	10 hours per year
State Competency Exams (successful completion of the ELA, Math and Science exams)		

The remainder of the required 110 credits may be taken in elective areas.

\*Maybe adjusted for the Class of 2023 due to pandemic

**Students who fail a required course must repeat the course the following year.** Students who fail a course but have maintained an average of at least 50% during the school year may be eligible to attend summer school to recover lost credit. Prior to enrolling in a course the student must have signed approval by his or her Guidance Counselor, teacher and department chair. Students earning an average less than 50% will be required to repeat the full-year course at MERHS unless exception is granted by Principal.

## MERHS Community Service Requirement

Manchester Essex Regional High School believes in educating the whole person. Each student of MERHS is encouraged to characterize respect, responsibility, integrity and compassion with his/her own vision and style. It is through quality citizenship and service for others that students will make a positive contribution to their community and the world.

Community service is voluntary work without pay to a non-profit agency/organization, an individual or a group in need. Starting with the summer before freshman year, students will begin to earn a minimum of 40 documented hours of community service. Some examples of community service programs include working with animal shelters, local hospitals, nursing homes, hospice services, museums, schools, Scouts, peer tutoring, Green Team, mission trips, libraries and local community organizations.

Community service information and forms are available in the Guidance office or on the Guidance website. The Guidance office sends a weekly bulletin to students and parents as community service opportunities become available throughout the school year and summer.

## Four-Year Plan

Students are encouraged to take as intensive a four-year program as possible. All students are encouraged to go beyond minimum requirements in the core areas. Students are strongly urged to take a World language throughout their high school years. Currently two years of a World language is required as a minimum requirement for admission to college. In addition, many colleges have a third or fourth year expectation for the admitted students. Most core courses are year-long and award five credits. Electives may be year-long or semester courses of 2.5 credits. Each student is required to enroll in 35 credits per year.

A suggested four year plan is as follows: Please see detailed **Course Pathways** in the course description section of the program of studies.

### Grade 9 Schedule

	<b>Credits</b>
English 9	5
Social Studies	5
World Language	5
Math	5
Science	5
Health & PE	2.5
Elective (year/semester course(s))	7.5
<b>Total:</b>	<b>35</b>

### Grade 10 Schedule

	<b>Credits</b>
English 10	5
Social Studies	5
World Language	5
Math	5
Science	5
Health & PE	2.5
Elective (year/semester course(s))	7.5
<b>Total:</b>	<b>35</b>



<b><u>Grade 11 Schedule</u></b>	<b>Credits</b>
English 11	5
Social Studies	5
World Language	5
Math	5
Science	5
Physical Education (alternate options available)	2.5
Elective (year/semester course(s))	7.5
	<b>Total: 35</b>

<b><u>Grade 12 Schedule</u></b>	<b>Credits</b>
English 12	5
Social Studies	5
World Language	5
Math	5
Science	5
Physical Education (alternate options available)	2.5
Electives	<u>7.5</u>
4 <sup>th</sup> Quarter Senior Year Internship (SCORE)	
	<b>Total: 35</b>

**Total possible credit opportunities: 140 credits**

## **Special Programs for School Credit**

Students are afforded opportunities to earn credits outside the traditional school curriculum through the following programs; all options must be pre-approved by the Guidance Department and the Principal.

- 1. Work Study:** An academic/work option for students who wish to acquire job training/experience in an area closely related to their strongest scholastic aptitudes and/or intended career. Students must be entering their junior or senior year to qualify and should apply for consideration to the Guidance Department. Transportation must be arranged by the student. Continued participation in the program dependent upon good academic standing in other classes. Up to 10 elective credits may be earned each year. More information is available in the Guidance Office. This class may only be taken Pass/Fail.
- 2. Teaching Assistant:** Available to 11<sup>th</sup> and 12<sup>th</sup> grade students who maintain a 30 credit course load and have demonstrated mastery in a subject area who wish to work cooperatively with a teacher in lesson planning, classroom activities, individual tutoring and modeling good scholarship. Up to 5 credits will be awarded per year. All Teaching Assistants are graded Pass/Fail.
- 3. Independent Study:** Developed at the initiative of an individual student who wishes to investigate a topic independently, especially if a need cannot be met within the regular curriculum. Such a course requires consultation with a teacher who is willing to supervise the work and permission of a Guidance Counselor, the Department Chairman, and the Principal. Credit will vary and course may only be taken Pass/Fail.
- 4. College Courses/Dual Enrollment:** May be taken by any student who meets the criteria established by the college. All such courses may be included on a student's transcript with the notation that high school credit was or was not granted. The school will assume no costs for tuition for any course. Dual Enrollment with state universities may offer free tuition.
- 5. Exchange Programs:** Either abroad or through U.S. private schools and organizations. This option is recommended only for those students in strong academic standing who can complete all requirements for graduation (especially 4 years of English) within the framework of the program. Detailed information regarding the proposed curriculum and credentials of the program must be provided in writing in the advance stages of planning, and approval must be in writing from the Principal before the exchange begins. See the Guidance Counselor to initiate this process.

6. **Online Courses:** From an accredited institution may be taken with prior approval by department chairs and principal.
7. **SCORE – Senior Choice of Related Experience:** SCORE is a five-week internship program that releases seniors from regular classes to carry out hands-on learning projects in the career fields of their choice. It is a bridge between the familiar world of school and peer group and the largely unknown world of work and adulthood. Through SCORE, seniors have an opportunity to learn by doing, to assess possible careers, acquire job skills, clarify what further training they need, and finally put to use what they have learned in their years of schooling. Students must have their proposed projects approved by a review board of teachers and administrators.

## **Guidelines for Post-Secondary Planning**

Students planning to pursue post-secondary education should take into consider the following guidelines:

### **Liberal Arts College**

Following are typical requirements for admittance to a four year liberal arts college.

<b>English</b>	<b>4 Years</b>
<b>History/Social Science</b>	<b>3 Years</b>
<b>Mathematics</b>	<b>3 – 4 Years</b>
<b>World Language</b>	<b>3 – 5 Years</b>
<b>Lab Science</b>	<b>2 – 3 Years</b>

### **Massachusetts State College and University of Massachusetts**

For admittance to a Massachusetts State College or University 17 college preparatory courses distributed as follows are required. (A course is equivalent to 1 full school year of study. Courses count toward the distribution only if passed.)

<b>English</b>	<b>4 Years</b>	
<b>Mathematics</b>	<b>4 Years</b>	<b>Algebra I &amp; II, Geometry or Trigonometry, or comparable coursework. Enrolled in mathematics during final year of high school.</b>
<b>Sciences</b>	<b>3 Years</b>	<b>Must include 3 lab courses</b>
<b>Social Sciences</b>	<b>2 Years</b>	<b>Must include 1 course in United States history</b>
<b>World Language</b>	<b>2 Years</b>	<b>2 Years in a single language; 3 or more years recommended</b>
<b>Elective Subjects</b>	<b>2 Years</b>	<b>Electives should come from the above subjects or from the Arts &amp; Humanities or Computer Science</b>

### **Four-Year Science or Engineering Majors**

<b>English</b>	<b>4 Years</b>	
<b>History/Social Sciences</b>	<b>2 Years</b>	
<b>Math</b>	<b>4 Years</b>	<b>Completion through Calculus</b>
<b>World Language</b>	<b>2 Years</b>	<b>World Language at some schools may be optional, but is more desirable to have been enrolled</b>
<b>Lab Science</b>	<b>3-4 Years</b>	<b>Including Physics</b>

### **Nursing Programs**

Same requirements as for Liberal Arts, however students must have taken courses in Biology and Chemistry. Physics and/or Human Anatomy & Physiology are recommended.

### **Two Year/Community Colleges**

A Manchester Essex Regional High School diploma is typically the only requirement except for specialized programs which may have specific requirements.

### **Technical Schools**

Requirements may vary, but following are typical standards. Technical schools are occupationally oriented. Courses from the Business and Technology Department provide outstanding opportunities for students.

<b>English</b>	<b>4 Years</b>	
<b>History/Social Sciences</b>	<b>1-2 Years</b>	
<b>Math</b>	<b>3-4 Years</b>	<b>Completion through Concepts of Algebra II</b>
<b>Science</b>	<b>2-4 Years</b>	<b>Completion of Chemistry</b>

## Indicators of Student Success

Each student who graduates from MERHS is prepared to go on to higher education. On average, over 90% of our graduates elect to go directly to college; others opt for an interim experience, the military or employment. Our entire curriculum, therefore, is a college preparatory program with room for individuals to work at different levels in all the core areas, according to their particular strengths and weaknesses. In the 9<sup>th</sup> and 10<sup>th</sup> grades two levels are offered: College Prep and Honors. In the 11<sup>th</sup> and 12<sup>th</sup> grades Advanced Placement courses are added, so that a total of three levels are available for the last two years of high school. Levels represent the different academic standards offered in our courses; the definitions below are those standards represented by indicators teachers have found to be useful and observable. Decisions regarding placement are made on an individual basis, using teacher recommendations, grades from prior courses, placement and standardized test scores where applicable, and input from the student, parents, and the guidance counselor. **Students and parents may use these indicators as guidelines.** Student's ability to manage classroom work as well as required written homework assignments and studying time will vary depending on the student's academic strengths and time management skills. Please take these factors into consideration.

	<b>Advanced Placement (AP)</b>	<b>Honors (H)</b>	<b>College Preparatory (CP)</b>
<b>Reading and Communication Skills</b>	Reads college-level materials at independent level.  Communicates sophisticated concepts with confidence and clarity.	Reads above-grade-level materials at independent and instructional levels.  With support, communicates sophisticated concepts with clarity and confidence.	Reads grade-level materials at the independent and instructional levels. Read above-grade-level materials at instructional level.  Working toward communicating sophisticated concepts with confidence and clarity.
<b>Pace of Instruction</b>	Accelerated, college-level pace.	Rigorous pace that assumes mastery of pre-requisite content.	Challenging pace appropriate for college preparation.
<b>Independence and Initiative</b>	Requires high level of independence and the initiative to go beyond course requirements.	Requires high level of independence and the initiative to pursue course requirements with passion.	Student draws upon teacher support with the goal of increasing his or her level of independence.
<b>Volume of Outside Work (actual time is dependent on student time management, course requirements and other external factors)</b>	<b>These times may vary and are dependent upon course requirements and student strengths</b>		
	Expect substantial independent work for each AP course.	Expect up to 1 hour of work per night for each honors course.	Allow for up to 1 hour of work per night for each CP course.

## **Advanced Placement Program:**

Many students are capable of completing college-level academics during high school. The College Board's Advanced Placement (AP) Program provides the curriculum for high schools and colleges to deliver such educational experiences. MERHS believes that any student seeking an academic challenge requiring analysis, synthesis, and evaluation of higher level subject matter are encouraged to consider AP courses. Summer work may be required for AP courses and students may be expected to attend a meeting in the spring, during the course selection process.

Enrolling in an AP course comes with a commitment to complete the course and a requirement to take the AP exam in May. The College Board sets a fee for each exam, and due to exam ordering deadlines, **AP students must pay their AP exam fees no later than October 1.** The College Board provides a fee reduction for students who meet the College Board's financial assistance criteria.

Students who complete an AP course and take the corresponding exam receive certain benefits for their academic efforts. They have the opportunity to attempt college-level work without the cost of college-level tuition, and their high school transcript reflects the AP distinction and weighting. To college admission officers, this is an indication of a motivated student with serious intent. A student may submit AP exam scores to his or her college of choice for consideration to receive pre-matriculation credit.

A student who is accepted into, but does not fully complete an AP course/does not take the exam, is not eligible for the benefits mentioned and will have the AP designation removed from his or her transcript. Colleges and universities routinely ask the school counselors to notify them of any changes in a student's courses/transcript when final grade reports are sent in June. A level change from AP to Honors would be noted.

Students are encouraged to be thoughtful about course selection and enroll in no more than three AP courses in one school year. A student wishing to enroll in more than three AP courses is required to meet with his/her school counselor to discuss course load and potentially complete an "AP Override Form."

## **Guidelines for course change requests**

### **1. Teacher Course Recommendations and Course Level Waivers**

In courses that are leveled, a student must receive a recommendation from her/his teacher for placement in an Honors or AP course. A student who is not recommended for an Honors or AP course may request to override the teacher recommendation by completing a Course Level Waiver form available in the Guidance office. Parents, students, teachers and counselors should engage in a conversation about the student's learning goals when considering an override of a teacher's recommendation. Submitting a completed form does not guarantee placement in the higher level course.

### **2. Course Withdrawal/Schedule Change Policy**

Dropping a course requires the approval of a student's parent/guardian, teacher and department chair. (If dropping a course would result in a student carrying fewer than 35 credits for the year, the drop will not be allowed unless an appropriate course can be added.) A student who drops a course during the year may not complete that course in summer school. The policies for withdrawing from courses or change levels are as follows:

- Courses dropped during the first three weeks of the school year (or semester for semester courses) will not post on the report card.

- Courses dropped after three weeks will have a grade reported for the quarter and a “WP” or “WF” recorded for the remaining quarters of the school year.
- The recognized add/drop period is designated for the first three weeks of school. Withdrawals occurring before the fourth week of school will not be noted on the transcript.
- Students wishing to add or drop a class must fully complete a **Drop/Add form**. These forms may be obtained from the student’s counselor. A student should follow his/her current schedule until the process is completed and a new schedule is generated.
- Upward level changes may occur during the first three weeks of the first quarter and within one week after first quarter grades are posted.
  - To move up a level, a student must complete a **Course Level Waiver form** and a **Drop/Add form**.
  - Course Level Waiver forms are reviewed by the corresponding department head, who will issue a decision regarding change of placement.
  - Any appeals regarding decisions in level change should be directed to the Principal.
- Downward level changes may occur during the first three weeks of the first quarter and within one week after the posting of first quarter grades.
  - To change a level, a student should complete a **Drop/Add form** and obtain all necessary signatures and information from teachers.
  - Any appeals regarding decisions in level change should be directed to the Principal.
  - A student waived into a higher level course must remain in the course until the end of quarter one.
- Level changes are not permitted during the third and fourth quarters, except with the approval of the Principal.

**PROGRAM OF STUDIES  
2022-2023**

Reminder to Students and Parents:

Please choose your courses carefully. **Course offerings and the number of available sections are based on student requests for enrollment.** Insufficient enrollment (less than 10 students) for a course may result in the cancellation of such course. Because of the variety of courses offered, students may occasionally have to make a choice of courses. Students should stay in contact with their guidance counselors during the course selection process to ensure students have the best possible schedule for their four year plan.

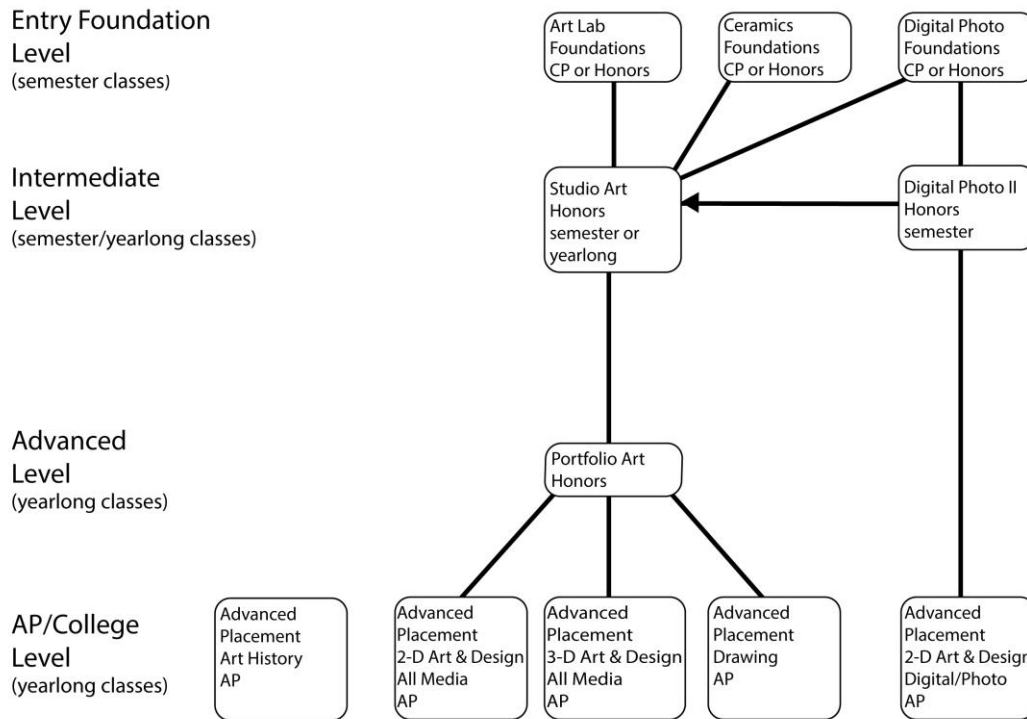
**Individual Student Four Year Plan**

<b>Course</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>English</b>	<b>English 9</b>	<b>English 10</b>	<b>English 11/AP Language</b>	<b>English 12 Electives/AP English Literature</b>
<b>Math</b>	<b>Geometry Algebra I</b>	<b>Algebra II Geometry</b>	<b>Pre-Calculus Algebra II</b>	<b>Calculus Statistics Pre Cacl Quantitative Reasoning</b>
<b>Science</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Physics or Elective</b>	<b>Physics or Elective</b>
<b>Social Studies</b>	<b>World History II</b>	<b>American History I</b>	<b>American History II/AP United States</b>	<b>Various Electives</b>
<b>World Language</b>	<b>French/Spanish</b>	<b>French/Spanish</b>		
<b>Physical Education</b>	<b>PE/Health</b>	<b>PE/Health</b>	<b>PE/PE-Alt</b>	<b>PE/PE-Alt</b>
<b>Elective</b>				
<b>Elective</b>				

# VISUAL ARTS DEPARTMENT

All MERHS students are encouraged to take advantage of the many excellent art offerings at some point in their high school years as part of a well-rounded education. Foundation Level classes provide the skills necessary to advance through the many course offerings seen below. Foundation classes can be taken for either CP or Honors credit. Honors level classes in the Visual Art Department have an expectation of weekly independent work outside of class time.

## 2022-23 MERHS High School Art Course Pathways





## **ART LAB I: FOUNDATIONS**

**Grades 9-12**

**711 Semester - College Prep**

**2.5 Credits**

**712 Semester – Honors**

Art Lab 1: Foundations is designed to provide an overview and introduction to the Visual Arts. This course exposes the student to a solid foundation of basic skills in 2 and 3 dimensional design including: drawing, painting, printmaking, collage, ceramics/sculpture and digital methods of artmaking Art Lab 1 is a foundational level course and will offer all students a chance to learn and develop basic skills in art and design that will be used widely in other courses. With a strong focus on art history both past and present, this course will integrate art through a variety of content areas(*STEAM*: Science, Technology, English, Art, and Math). With an emphasis on studio production, this course is designed to develop higher-level thinking by means of: art criticism, art history and aesthetics. Exploration and risk taking are valued.

*Prerequisite: None.*

## **CERAMICS FOUNDATIONS**

**Grade 9 - 12**

**743 Semester – College Prep**

**2.5 Credits**

**743H Semester – Honors**

This course will introduce students to the fundamentals of hand building and wheel throwing with clay. Using stoneware and a high fire kiln, students will experiment with various forms and concepts. Students will learn about a variety of glaze types in addition to the safe use of all tools and equipment. This course is intended to stimulate critical thinking on a range of topics including: ceramic history, commercial context and aesthetics.

*Prerequisite: None.*

## **DIGITAL PHOTOGRAPHY FOUNDATIONS**

**Grades 9-12**

**742A Semester – College Prep**

**2.5 Credits**

**742H Semester – Honors**

This basic digital photography class is a one-semester course designed for students with little or no photography experience. Students will learn about visual composition, history of photography, and trends in current photography. They will learn how to use different settings on a digital camera and how to use Adobe Photoshop. Both fine art and commercial photography will be covered. Students will be encouraged to develop their own style as the course progresses. Students will shoot assignments every other week outside of class. This class is taught using digital cameras and Adobe Photoshop.

*Prerequisite: None.*

## **VIDEO AND GRAPHIC DESIGN**

**Grades 9-12**

**715 Semester – Honors**

**2.5 Credits**

This honors level art class focuses on two main aspects of visual communication: video and graphic design. The students will learn about the process and ethics of documentary photo/videography as well as the creation of fiction films. Principles of cinematography, video shooting, sound, and editing will be addressed. Principles of visual communication that assignments that may in activities. The history of WeVideo multi-track video editing, and Adobe Illustrator will be learned. This honors course requires substantial work outside of class.

Class not being offered in 2022-2023  
Content added to Digital Photo

will work alone and in groups to complete ps and brochures for school groups and ill also be covered. Skills in Photoshop,

*Prerequisites: Digital Photography Foundations is STRONGLY suggested as a prerequisite, but not required.*

## **STUDIO ART**

**Grades 9-12**

**713 Semester - Honors**

**2.5 Credits**

**714 Year – Honors**

**5.0 Credits**

Studio Art II offers students unique opportunities to learn the fundamentals of creative expression of both two-dimensional and three-dimensional design. As an intermediate level art course, students will begin to develop a style of work in a variety of media and techniques. Students will actively critique work and begin exhibiting work in a variety of venues.

*Prerequisite: Ceramics I, Art Lab I, Digital Photography I, or Video/Graphic Design*

## **DIGITAL PHOTOGRAPHY II**

### **742B Semester – Honors**

**Grades 9-12**

**2.5 Credits**

This second level digital photography class is a one-semester honors course for students who have already taken Photography Foundations. The emphasis will be on strengthening conceptual ideas, technical shooting skills, and digital manipulation of images. Students will be given several assignments for the majority of the semester, but create their own proposal for producing a body of work for the remaining time. Students will develop their own style and vision. Students will shoot assignments each week outside of class. This class is taught using digital cameras and Adobe Photoshop.

*Prerequisites: C or above in Digital Photography I*

## **PORTFOLIO ART**

### **740 Full Year –Honors**

**Grades 10 -12**

**5 Credits**

Portfolio will focus on the production of art with extensive exploration of media and techniques. A variety of studio experiences may include: drawing, painting, printmaking, sculpture, Photoshop, mixed media and installation art. Students work towards developing a well-rounded portfolio that fulfills a substantial portion of the AP Studio Art requirements. The study of aesthetics, art criticism and art history will enrich each student's work. Critiques, original thinking and problem solving are essential parts of this course.

*Prerequisite: Studio Art II*

## **ADVANCED PLACEMENT STUDIO ART**

**Grades 11-12**

### **Full Year – Advanced Placement**

#### **741 Section 1 – AP 2-D Art & Design All Media**

#### **741A Section 2 – AP 2-D Art & Design Digital/Photo**

#### **744 Section 3 – AP 3-D Art & Design All Media**

#### **745 Section 4 – AP Drawing**

AP Studio Art is a college level course in the visual arts as outlined by the College Board. Original thinking and problem solving are stressed. Emphasis is placed on purposeful decision-making about the use of the elements and principles of art in an integrative way. The work will recognize the influence of art history and its role in the development of visual ideas. For this portfolio, students are asked to demonstrate proficiency in 2D design using a variety of art forms. In the All Media Concentration section, they could include, but are not limited to: painting, printmaking, collage, drawing, digital imaging, photography, fabric design, etc. In the Digital Concentration section, photography and graphic design will be emphasized, and additional skills in photography will be covered. Imagery will range from representational to non-objective art forms. Personal goals, career choices, college choices and requirements are counseled in this course. Students who enroll in AP Studio Art are expected to take the AP examination in May to receive AP credit. Students who score at a prescribed level on this examination may receive advanced placement college credit.

*Prerequisite: Courses as outlined in the subsections below , teacher recommendation, required summer work and a parental consent form.*

### **2-D ART & DESIGN ALL MEDIA (Full Year 5 Credits):**

This course follows the AP curriculum as outlined by the College Board. This course is a college level course in the visual arts. Original thinking and problem solving are stressed. Emphasis is placed on purposeful decision-making about the use of the elements and principles of art in an integrative way. The work will recognize the influence of art history and its role in the development of visual ideas. For this portfolio, students are asked to demonstrate proficiency in 2-D design using a variety of art forms. Work within the 2-D design portfolio could include, but are not limited to: painting, printmaking, collage, drawing, digital imaging, photography, fabric design, etc.

*Prerequisite: Portfolio Art, teacher recommendation, and required summer work.*

### **AP 2-D ART & DESIGN DIGITAL/PHOTO (Full Year 5 Credits):**

This course follows the new 2019-20 AP curriculum as outlined by the College Board. This course is a college level course in the visual arts. For this portfolio, students are asked to demonstrate proficiency in 2-D design using photography and/or graphic design. During the semester, the emphasis will be on strengthening conceptual ideas, technical shooting skills, and digital manipulation of images. Students will be given several assignments as summer work, but will create their own proposal for producing a body of work for the time spent in class. This work will form the basis of the concentration section of the AP Studio Art program and students will develop their own style and vision while creating an extensive body of digital artwork.

*Prerequisite: Digital Photo II, teacher recommendation, and required summer work.*

### **AP 3-D ART & DESIGN ALL MEDIA (Full Year 5 Credits):**

This course follows the AP curriculum as outlined by the College Board. This course is a college level course in the visual arts. Original thinking and problem solving are stressed. Emphasis is placed on purposeful decision-making about the use of the elements and principles of art in an integrative way. The work will recognize the influence of art history and its role in the development of visual ideas. For this portfolio, students are asked to demonstrate proficiency in 3-D design using a variety of art forms.

*Prerequisite: Ceramics, Portfolio Art, teacher recommendation, and required summer work.*

### **AP DRAWING (Full Year 5 Credits):**

This course follows the AP curriculum as outlined by the College Board. This course is a college level course in the visual arts. Original thinking and problem solving are stressed. Emphasis is placed on purposeful decision-making about the use of the elements and principles of art in an integrative way. The work will recognize the influence of art history and its role in the development of visual ideas. For this portfolio, students are asked to demonstrate proficiency in 2-D design *with specific emphasis on the issues related to drawing*, using a variety of art forms.

*Prerequisite: Portfolio Art, teacher recommendation, and required summer work.*

### **AP ART HISTORY 746 FULL YEAR – AP**

**Grades 10 – 12  
5 Credits**

Art history is designed to be a college level survey course approved by College Board. Students will learn artworks chronologically, beginning with Paleolithic painting/sculpture and ending with Post-Modernist contemporary artists. The course will spend the most time on Renaissance art to the 21st century. We will explore ancient through the Medieval ages, and global arts including Africa, the ancient North and South Americas, Asia, Near East, Oceania, and Islamic traditions. Throughout the year the students will be guided by Essential Questions put forth by College Board; **What is art and how is it made? Why and how does art change? How we describe our thinking about art?** Students will learn art history through experiencing art, contextual and visual analysis, lectures, activities, discussions, writing, reading, and understanding art vocabulary. They will learn to develop their skill in analyzing works of art including paintings, drawings, sculpture, architecture, ceramics, printmaking, and fibers. An emphasis will be put on learning works of art through context, styles, and meaning to determine century, culture, and artist.

## **BUSINESS EDUCATION**

The mission of the MERHS Business Education is to enable students to understand and apply marketing, management and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility in a global economy. Through analysis; interpretation; critical thinking; problem solving; communication; collaboration; creativity and innovation, students will learn to connect concepts with contemporary experiences and in the process acquire the 21<sup>st</sup> Century skills needed in today's dynamic business environments.

Along with core content, these 21<sup>st</sup> Century skills are essential to ensure that our students are able to compete in the global economy

### **MARKETING ESSENTIALS**

**Grades 10 –12**

#### **633 Full Year – Honors**

**5 Credits**

Marketing Essentials, Honors, introduces various marketing concepts on the macro and micro level, investigates the role of marketing in the students' life and the larger society, and examines the factors that influence marketing decision making. Together the class will determine the role of marketing in the functioning of the global economy, individual companies, and our daily lives. Marketing is more than buying and selling; it encompasses nearly every aspect of daily life from the way we dress to the food we eat. Through problem solving and critical thinking students will learn to make decisions that guarantee success – no matter what the goal. This course requires students to demonstrate both knowledge and skill.

Honors students will become active members in DECA. Every honor level student competes in the DECA District, State and International Competitions as eligible. Academic results and performances in these competitions are integral components of the grade.

*Prerequisite: None.*

### **MARKETING ESSENTIALS**

**Grades 10 –12**

#### **632 Full Year – College Prep**

**5 Credits**

Marketing Essentials introduces various marketing concepts on the macro and micro level, investigates the role of marketing in the students' life and the larger society, and examines the factors that influence marketing decision making. Together the class will determine the role of marketing in the functioning of the global economy, individual companies, and our daily lives. Marketing is more than buying and selling; it encompasses nearly every aspect of daily life from the way we dress to the food we eat. Through problem solving and critical thinking students will learn to make decisions that guarantee success – no matter what the goal. This course requires students to demonstrate both knowledge and skill.

### **BUSINESS MANAGEMENT**

**Grade 11-12**

#### **643 Full Year — Honors**

**5 Credits**

Business Management offers students an opportunity to build upon their experiences in Marketing Essentials and move toward understanding management in real world applications. Students engage in the opportunity to study more complex problems encompassing challenges business are facing in today's dynamic environments. The course focuses on contemporary management; management environments; foundational skills, planning skills, organizational skills, leadership skills, and quality control. Students are introduced to entrepreneurship as an economic resource for rebuilding our economy. Students will apply their learning in a hands-on approach.

*Prerequisite: Marketing Essentials*

Honors students will become active members in DECA. Every honor level student competes in the DECA District, State and International Competitions as eligible. Academic results and performances in these competitions are integral components of the grade.

**BUSINESS MANAGEMENT****Grade 11-12****642 Full Year — College Prep****5 Credits**

Business Management offers students an opportunity to build upon their experiences in Marketing Essentials and move toward understanding management in real world applications. Students engage in the opportunity to study more complex problems encompassing challenges business are facing in today's dynamic environments. The course focuses on contemporary management; management environments; foundational skills, planning skills, organizational skills, leadership skills, and quality control. Students are introduced to entrepreneurship as an economic resource for rebuilding our economy. Students will apply their learning in a hands-on approach.

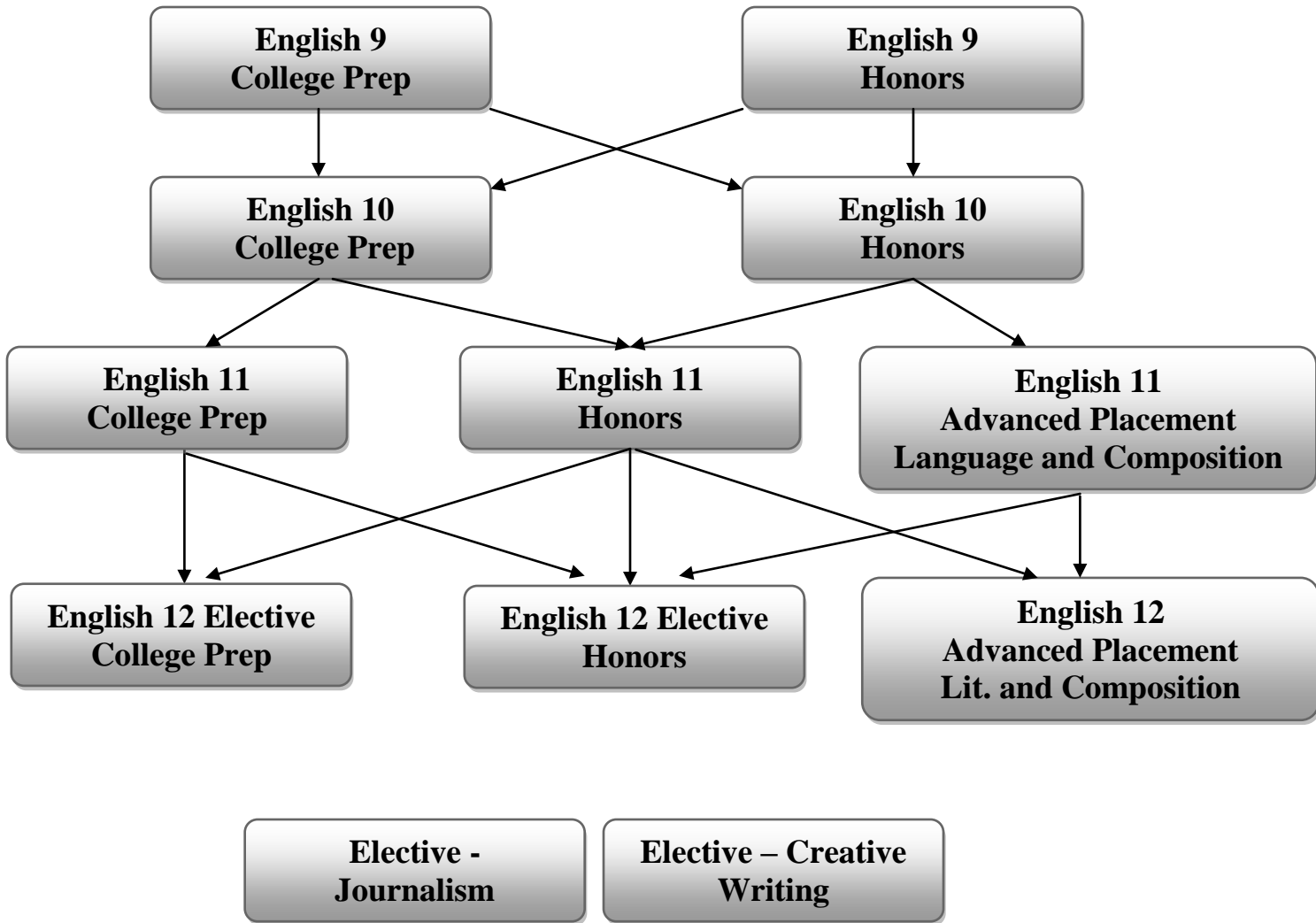
*Prerequisite: Marketing Essentials.*

**ENTREPRENEURSHIP****Grade 12****644 Full Year – Honors****5 Credits**

Roughly 15% of the U.S. economy is comprised of entrepreneurial ventures. This course offers students insights to owning and operating their own business and the character traits needed to be an entrepreneur. The course applies concepts and skills from Marketing Essentials and Business Management to deepen understanding of the role of small business in the U.S. economy, what it takes to be an entrepreneur, how to create a small business, as well as managing and expanding a small business. Students will create a business plan. Students will also research entrepreneurship as a course of study for post-secondary education.

*Prerequisite: Business Management Honors.*

# ENGLISH PATHWAYS



# ENGLISH

Manchester Essex Regional High School requires four years of English. Journalism does not satisfy this requirement. All English courses in grades 9-12 provide strong emphasis upon the important skills of composition, vocabulary, spelling, critical reading and oral presentation.

The definition of Levels is implicit in the course descriptions below but is specifically addressed in the Student Handbook. Students in grades 9-11 who have been identified as lacking proficiency on the MCAS examinations may be recommended for special classes to remediate their weaknesses.

<p><b>English 9 – College Preparatory</b>          The Prep level program provides the same core of college preparation in English studies as the Honors. Extra attention is given to basic grammar review and writing skills but at a less accelerated pace and with greater attention given in class to individual needs. <i>Vocabulary Workshop: Level D</i> is the vocabulary text used. The literature component of the 9<sup>th</sup> grade program involves a genre-based study of works from around the world.</p>
<p><b>English 9 – Honors</b>          The primary goal of Honors English 9 is to develop students’ abilities as independent readers and writers. Writing skills are established through a year-long grammar program , extensive practice crafting the five-paragraph, expository essay and instruction on the use of in-text, parenthetical citations, which include quotations, paraphrasing, and the construction of a Works Cited list. Vocabulary development is enhanced and expanded through regularly scheduled quizzes and tests based on the text <i>Vocabulary Workshop: Level D</i>. The literature component of the 9<sup>th</sup> grade program involves a genre-based study of works from around the world.</p>

## Expectations

College Preparatory	Honors
<p>Through a decreasing level of teacher guidance, students will produce at least two formal papers throughout the year.            Students must have the ability to read an average of 10-15 pages a night.            Students will actively participate in classroom discussions and develop the ability to initiate and maintain student-centered discussions.            Students will read one novel independently.</p>	<p>Students will produce several formal papers that vary in purpose, structure, and length.            Students must possess the willingness and ability to read an average of 25-30 pages a night.            Students will initiate and sustain student-centered discussions through insightful, analytical, and reflective comments.            Students will read two novels independently.</p>

## Skills

College Preparatory	Honors
<p><b>Critical Thinking</b>            ·Students will further develop the ability to think at a high level through teacher scaffolding and guidance.</p>	<p><b>Critical Thinking</b>            ·Students independently generate original, higher-level thinking.</p>
<p><b>Reading Comprehension</b>            ·Students will further develop the ability to read and understand literature independently.</p>	<p><b>Reading Comprehension</b>            ·Students independently employ and further develop numerous reading strategies to understand complex literature and the implied meanings therein.</p>

<p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>·Students will further develop the ability to write well-crafted paragraphs and five-paragraph essays of literary analysis.</li> <li>·Students will increase grammar and vocabulary skills.</li> </ul>	<p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>·Students further develop the ability to express insightful ideas through clear logic and effective language.</li> <li>·Students will consistently apply grammar and vocabulary skills to their writing.</li> </ul>
<p><b>Academic Responsibility</b></p> <ul style="list-style-type: none"> <li>·Students will further develop the ability to work and think independently, including self-expression through the spoken and written word.</li> </ul>	<p><b>Academic Responsibility</b></p> <ul style="list-style-type: none"> <li>·Students demonstrate the ability to formulate and express independent, original thinking through classroom discussions and formal writing assignments.</li> <li>·Students demonstrate a willingness to take academic risks.</li> </ul>

- All students will demonstrate academic diligence, dedication, and integrity.
- All homework assignments will be completed and submitted on time.
- Late work is accepted only when the assignments are of particular significance, such as essays, and are subject to late penalties.
- Students will prepare for quizzes and tests, and opportunities to re-take quizzes and tests will not be provided.
- Students will arrive in class every day with the materials necessary to fully participate in all classroom activities.
- Students will seek help whenever they deem it necessary and will self-advocate.
- Students will not be provided with extra-credit assignment opportunities.

**ENGLISH 9 – WORLD LITERATURE**

**Grade 9**

**111 Full Year – Honors**

**5 Credits**

The primary goal of Honors English 9 is to develop students’ abilities as independent readers and writers. Writing skills are established through a year-long grammar program, extensive practice crafting the five-paragraph, expository essay and instruction on the use of in-text, parenthetical citations, which include quotations, paraphrasing, and the construction of a Works Cited list. Vocabulary development is enhanced and expanded through regularly scheduled quizzes and tests based on the text *Vocabulary Workshop: Level D*. The literature component of the 9<sup>th</sup> grade program involves a genre-based study of works from around the world. *Prerequisite: Grade 8 teacher recommendation and satisfactory completion of entrance exam.*

**ENGLISH 9 – WORLD LITERATURE**

**Grade 9**

**112 Full Year – College Prep**

**5 Credits**

The Prep level program provides the same core of college preparation in English studies as the Honors. Extra attention is given to basic grammar review and writing skills but at a less accelerated pace and with greater attention given in class to individual needs. *Vocabulary Workshop: Level D* is the vocabulary text used. The literature component of the 9<sup>th</sup> grade program involves a genre-based study of works from around the world. *Prerequisite: successful completion of English 8.*

**ENGLISH 10 – AMERICAN LITERATURE I**

**Grade 10**

**121 Full Year – Honors**

**5 Credits**

The English 10 Honors course is designed as a chronological overview of the first 300 years of the American literary tradition. Study will include the writings of numerous literary periods, including early



settlement, the American Revolution, Romanticism, Transcendentalism, Realism, Naturalism, and others. The primary goals of the course are to develop students' understanding of literature as a reflection of the cultural and historical context in which it is written and to seek answers to the question of what it has meant to be an American at different times in our nation's development. Throughout the year, students will focus on a wide variety of literary genres including non-fiction, poetry, short stories, essays, and novels. The course will also emphasize expository writing by focusing on developing fluency with the format and skills learned in ninth grade. Students will be expected to write increasingly sophisticated essays that use a clear thesis statement, fluid transitions, well-selected evidence, critical commentary, and MLA citation format. Students will engage in regular vocabulary study in order to become more precise in their oral and written communication. Grammar instruction is responsive to the needs of the students as determined by errors found in their written work. *Prerequisite to enter honors' level from CP: A final grade of "B-" or better in English 9.*

**ENGLISH 10- AMERICAN LITERATURE I**  
**122 Full Year – College Prep**

**Grade 10**  
**5 Credits**

The English 10 College Prep course will provide students the same chronological overview of the first 300 years of the American literary tradition as the Honors class at a less accelerated pace. Study will include the writings of numerous literary periods, including early settlement, the American Revolution, Romanticism, Transcendentalism, Realism, Naturalism, and others. The primary goals of the course are to develop students' understanding of literature as a reflection of the cultural and historical context in which it is written and to seek answers to the question of what it has meant to be an American at different times in our nation's development. Throughout the year, students will focus on a wide variety of literary genres including non-fiction, poetry, short stories, essays, and novels. The course will also emphasize expository writing by focusing on developing fluency with the format and skills learned in ninth grade. Students will be expected to write increasingly sophisticated essays that use a clear thesis statement, fluid transitions, well-selected evidence, critical commentary, and MLA citation format. Students will engage in regular vocabulary study in order to become more precise in their oral and written communication. Grammar instruction is responsive to the needs of the students as determined by errors found in their written work. *Prerequisite: successful completion of English 9.*

**ENGLISH 11 – A.P. LANGUAGE AND COMPOSITION**  
**130 Full Year – Advanced Placement**

**Grade 11**  
**5 Credits**

In addition to providing an accelerated study of American literature from 1900 through the present, junior AP English presents ambitious students with a college freshman English curriculum that focuses upon various forms of rhetoric. Students will learn to discern authors' purposes and strategies and will seek to master control of their own writing for various purposes and audiences. The course prepares students for the College Board's national AP exam in English Language and Composition, a required undertaking for all who enroll. The challenging titles studied in this course are aligned with those suggested by the College Board. *Prerequisite to enter AP level from honors: A final grade of "B-" in English 10H.*

**ENGLISH 11 – AMERICAN LITERATURE****Grade 11****131 Full Year – Honors****5 Credits**

The eleventh grade Honors English course involves an in-depth study of American literature of the 20<sup>th</sup> Century. Through the readings, this course will examine historical periods from which the literature arose, beginning with the end of the 19<sup>th</sup> century. This course will also address the major thematic concerns of American literature over the course of the century to the present, including, but not limited to, what it means to be an American.

The Honors Junior English course at Manchester Essex Regional High School contains a more rigorous version of the College Preparatory (CP) curriculum. Texts, subject matter, and many assignments parallel those of the CP course, but they are typically assigned in greater quantities of pages read, pages written, and sources required in research. Honors students also have occasional opportunities to respond to AP level questions that develop advanced skills in literary analysis. Writing and vocabulary work will be a requirement for this course. The writing assignments in this class will range from the creative to more formal expository and persuasive essays. The expectations and goals for writing in this class include developing the writer's voice, clarity and simplicity of expression, creation of effective thesis statements, developing skills in smooth transitions between main ideas and effective proofreading of the writer's own work. Vocabulary words will be assigned at least every other week, followed by vocabulary quizzes and cumulative quarterly vocabulary tests. *Prerequisite to enter honors' level from CP: A final grade of "B-" or better in English 10*

**ENGLISH 11 – AMERICAN LITERATURE****Grade 11****132 Full Year – College Prep****5 Credits**

The eleventh grade College Prep English course involves an in-depth study of American literature of the 20<sup>th</sup> Century. Through the readings, this course will examine historical periods from which the literature arose, beginning with the end of the 19<sup>th</sup> century. This course will also address the major thematic concerns of American literature over the course of the century to the present, including, but not limited to, what it means to be an American.

Texts, subject matter, and many assignments parallel those of the Honors course, but they are typically assigned in smaller quantities of pages read, pages written, and sources required in research. Writing and vocabulary work will be a requirement for this course. The writing assignments in this class will range from the creative to more formal expository and persuasive essays. The expectations and goals for writing in this class include developing the writer's voice, clarity and simplicity of expression, creation of effective thesis statements, developing skills in smooth transitions between main ideas and effective proofreading of the writer's own work. Vocabulary words will be assigned at least every other week, followed by vocabulary quizzes and cumulative quarterly vocabulary tests. *Prerequisite: Successful completion of English 10.*

**ENGLISH 12 – A.P. LITERATURE AND COMPOSITION****Grade 12****140 Full Year – Advanced Placement****5 Credits**

In the college curriculum level of Advanced Placement English in Literature and Composition, young language arts scholars will be asked to explore classic and contemporary works, write analytically as well as creatively, express themselves in a number of public speaking contexts, and exercise critical thinking throughout their studies. Particular attention will be placed on understanding authors' effective use of literary devices in novels, short stories, poetry and plays. The course provides preparation for the national AP English exam, a required undertaking for all who enroll. The challenging titles studied in this course are aligned with those suggested by the College Board. *Prerequisite to enter AP level from honors: A final grade of "B-" in English 11H.*

## ENGLISH 12 – ELECTIVE PROGRAM

Grade 12 students not enrolled in AP Literature and Composition will enroll in a series of three English electives during their senior year. Each elective will be one quarter in length. Students should select their top three choices of classes for each quarter.

### THE AMERICAN WESTERN

**Grade 12**

#### 143 First Quarter Honors

**1.25 Credits**

#### 144 First Quarter College Prep

At almost the very moment the first settlers finally reached and tamed the western frontier, Americans set about romanticizing and defining the journey they had just taken and the people who took part in it. The genre's stock characters include cowboys and horse thieves, railroad men and mountain men, prostitutes and prairie wives, fur trappers and buffalo hunters, lawmen and hangmen. Its plots include cattle driving, gold mining, Indian fighting, gun fighting, and bounty hunting, just to name a few. Literature about the frontier and the American West continues to be part of our national identity; in fact, it is our national mythology. In this course, students will read a novel that treats both the romantic and realistic notions of the West. The class will also view several film treatments of different aspects of the West. Titles may include *The Good, The Bad and The Ugly*, *The Revenant*, *The Sisters Brothers*, and *The Ballad of Buster Scruggs*. Students taking the course for honors credit will be required to read an outside novel and write an additional paper.

### “THIS IS THE WAY THE WORLD ENDS / THIS IS THE WAY THE WORLD ENDS”: DYSTOPIAN LITERATURE

#### 145 First Quarter Honors

**Grade 12**

#### 146 First Quarter College Prep

**1.25 Credits**

Great writers such as Aldous Huxley, George Orwell, and Ray Bradbury have imagined the future, and in their dystopian literature, it is bleak. In the novels *A Brave New World*, *1984*, and *Fahrenheit 451*, these authors give an often horrifying glimpse into what our societies will look like in the years to come. Whether through man's own viciousness or through his complacency, these societies crush the humanity from their inhabitants. In this course, students will examine what caused these authors to write their fearsome futures, how they reflected their contemporary society, and what they got right in their predictions.

Students taking this course for honors credit will be required to read an additional novel such as *The Handmaid's Tale* or *The Martian Chronicles* and write an additional essay.

### THE ART OF AWARENESS: A CRASH COURSE IN COMMUNICATION SKILLS FOR THE “REAL WORLD”

**Grade 12**

#### 148 First Quarter College Prep

**1.25 Credits**

Your final year in high school has finally arrived. You've made it. In a few short months, you will leave the familiar and comfortable halls of MERHS to venture into the “real world.” What does your “real world” look like? What skills do you think you will need to be successful? In this course, you will explore your very immediate future and sharpen the tools that will allow you to feel excited, curious, and confident about whatever your next steps may be. While much of the curriculum will be dictated by individual needs, we will pay special attention to topics such as the college essay, practical writing and grammar, public speaking, time management, stress-relief, leadership, collaboration, and goal-setting.

**This course is offered for CP credit ONLY.**

## **HAMLET**

**152 First Quarter Honors**

**Grade 12**

**153 First Quarter College Prep**

**1.25 Credits**

*Hamlet* is undoubtedly the most famous play ever written and arguably the finest work by William Shakespeare, the world's most admired playwright. It is a dark and brooding work, filled with murder, betrayal, madness, lust and love. People have been watching, reading, and debating this great play for over four-hundred years. Now is your chance to see why. In addition to closely studying the play itself, we will read a variety of critical analyses and watch a variety of staged and filmed interpretations. Coursework will be differentiated for Honors and CP levels.

## **MEMOIR**

**149 First Quarter Honors**

**Grade 12**

**150 First Quarter College Prep**

**1.25 Credits**

In this course, we'll explore contemporary, nonfiction narratives that deal with everything from The Holocaust to surviving adolescence and loss. Poignant and groundbreaking, selected texts such as *Maus* and *A Heartbreaking Work of Staggering Genius* will both inform and inspire. We'll address literary devices that memoir writers use to really draw us in to their real-life stories. To round out the course, you will have the chance to select a memoir to read and analyze based on your interests!

## **Quarter 2 Electives**

### **SOUTHERN GOTHIC LITERATURE**

**154 Second Quarter Honors**

**Grade 12**

**155 Second Quarter College Prep**

**1.25 Credits**

The Southern Gothic was born as a genre in American literature in the early twentieth century. Like the Gothic, its European predecessor, Southern Gothic also uses the ideas of mystery, darkness, and the supernatural but places them in a style and setting which is uniquely Southern. Far from romanticizing the stereotypes of the South, this genre seeks to explore the dark side of the human condition through damaged and delusional characters living in a culture of terror and horror. The ills of racism, poverty, violence, and moral corruption are exposed through characters ostracized or oppressed by traditional Southern culture – blacks, women, and gays, for example. Readings may include works by Edgar Allan Poe, William Faulkner, Flannery O'Connor, Tennessee Williams, Cormac McCarthy, and others. Students taking the course for honors credit will be required to read an outside novel and write an additional paper.

### **WOMEN WRITERS AROUND THE WORLD**

**156 Second Quarter Honors**

**Grade 12**

**157 Second Quarter College Prep**

**1.25 Credits**

Bold new voices are popping up in contemporary literature from around the world to illuminate new stories and new struggles for today's audience. This course will focus on three remarkable women writers: Zadie Smith, Jhumpa Lahiri, and Chimamanda Ngozi Adichie. Their works will take us around the globe from London, to India, to Nigeria, and more. Texts may include *White Teeth*, *The Interpreter of Maladies*, and *Half a Yellow Sun*. The goal of the course is to gain insight into a broad range of human experience and discover how the experience is both influenced by and transcends geography.

Students taking this course for honors credit will be required to read an additional novel such as *On Beauty*, *The Lowland*, or *Americanah* and write an additional essay.

## **MIDDLE EASTERN LITERATURE**

**158 Second Quarter Honors**

**Grade 12**

**159 Second Quarter College Prep**

**1.25 Credits**

The unrest that is so often highlighted in the Middle East sadly overshadows its vibrant culture and literature. Take a refreshing look at this region by studying one of its most beautiful modern voices, Khaled Hosseini. As we read one of Hosseini's novels, we will consider the way he highlights his Afghan heritage while connecting to the universal human experience that transcends geography. While Hosseini will be the focus of this course, other authors studied may include graphic novelist Marjan Satrapi (*Persepolis*), [Azar Nafisi](#) (*Reading Lolita in Tehran*), and poet Naomi Shihab Nye.

Students taking this course for honors credit will be required to read an additional novel and write an additional essay.

## **BRITISH LITERATURE: MODERNISM AND MRS. DALLOWAY**

**160 Second Quarter Honors**

**Grade 12**

**163 Second Quarter College Prep**

**1.25 Credits**

This course will focus on British literature of the early 20th century, known as the Modernist era. We will explore the shifts in social, philosophical, and artistic thinking that occur in Great Britain right after The Victorian era. The class will read the WWI poets, meet The Bloomsbury Group, and navigate Virginia Woolf's *Mrs. Dalloway*, a stream-of-consciousness masterpiece that reflects the era's newfound artistic freedoms, feminist ideals, and the questioning of...everything.

## **THE HERO'S JOURNEY: THE STORY WE CAN'T STOP TELLING**

**164 Second Quarter Honors**

**Grade 12**

**165 Second Quarter College Prep**

**1.25 Credits**

Ever since humans began telling each other stories we have returned again and again to the same one: the hero's journey. From the ancient Odysseus, Gilgamesh and Moses to the modern Luke Skywalker, Harry Potter and Katniss Everdeen, we have been obsessed with stories about heroes who are called to action, face seemingly insurmountable odds and emerge from their trials deeply changed people. Why? This course will seek an answer to that question through an examination of hero stories ranging from ancient myth to contemporary short stories, poetry, film and television. The primary text for this course will be the compilation *Man the Mythmaker*, edited by Northrop Frye and W.T. Jewkes. Students taking the course for honors credit must read an additional book outside of class and write an additional paper.

## Quarter 3 Electives

### LITERATURE THROUGH FILM: NOIR

**166 Third Quarter Honors**

**Grade 12**

**167 Third Quarter College Prep**

**1.25 Credits**

If back alleys, Venetian blinds, private eyes and *femmes fatales* are your cup of joe, this is the class you've been waiting for, see? *Noir* explores the world in the shadows: love-inspired murderers, corrupt insurance salesmen, treacherous wives, and cops gone wrong are some of the characters you can expect to meet in these stories of deception and mayhem. We will trace the beginnings of the *noir* story tradition in the hard-boiled fiction of the early twentieth century through the heyday of the *noir* film tradition in the 1940s and '50s right up to present-day film offerings, also called *neo-noir*. Films may include *M*, *Shadow of a Doubt*, *The Big Sleep*, *In a Lonely Place*, *Niagara*, *Memento*, *Blade Runner*, *Se7en* and many others. Students taking the course for honors credit will be required to read an outside novel, watch an outside film, and write an additional paper.

### FROM THE PAGE TO THE STAGE: MOVIE MUSICALS

**170 Third Quarter Honors**

**Grade 12**

**171 Third Quarter College Prep**

**1.25 Credits**

...5,6,7,8! Do you love musicals? Some of the most popular and iconic musicals not only started as books and plays but have been made into movies. For this course, you'll read texts that sing and dance their way to the stage and the big screen. Selections include the following movie musicals and their literary inspirations: *Pygmalion/My Fair Lady*, *Wicked*, *The Color Purple*, *Romeo and Juliet/ West Side Story*, and *Chicago*.

### LITERATURE THROUGH FILM: PRINCES AND PAUPERS: CLASS AND THE BRITISH NOVEL

**168 Third Quarter Honors**

**Grade 12**

**169 Third Quarter College Prep**

**1.25 Credits**

From Jane Austen to Ian McEwan, British writers have created some of the most beloved stories about the nobles and gentility as well as the servants, governesses, and even orphans that make up British society. Many of these great novels have been beautifully adapted to the screen. This literature through film class will examine key British novels from the 18<sup>th</sup> to the 21<sup>st</sup> century with a particular focus on the way these authors present the varying social classes, their customs, and their conflicts. We will examine the differences between life "upstairs" and life "downstairs," while gaining insight into the stratification of British society and the social codes therein.

Films may include the following: *Pride and Prejudice*, *Jane Eyre*, *David Copperfield*, *Remains of the Day*, and *Atonement*. All students will read one of these novels; honors students will read one additional novel of their choice and/or watch an additional film.

### A COURSE FOR BAD PEOPLE: THE ANTI-HERO IN AMERICAN FILM

**172 Third Quarter Honors**

**Grade 12**

**173 Third Quarter College Prep**

**1.25 Credits**

They live on the margins. They break our rules. They ignore our traditions. They make no apologies. And we love them for it. American filmmakers have often focused their lenses on these 'anti-heroes' and American audiences have cheered their dubious exploits from the comfort of their theater seats. What do anti-heroes and our apparently unquenchable enthusiasm for them suggest about the American psyche? Could anti-heroes actually be good for us? Films studied in this course may include: *Dirty Harry*; *Cool Hand Luke*; *Thelma and Louise*; *Napoleon Dynamite*; and *The Big Lebowski*. Students taking the course for honors credit must watch an additional film and write an additional paper.

## **HARDCOVERS, HOLLYWOOD, AND HOMICIDE: MURDER ON PAGE AND SCREEN**

**174 Third Quarter Honors**

**Grade 12**

**175 Third Quarter College Prep**

**1.25 Credits**

Murder is one of the most enduring and fascinating topics in both literature and film. Audiences have long been held captive by these stories of revenge, desperation, madness, anger, fate, self-defense, and love. This course will explore the various contexts of murder in both literature and film, including the classic “whodunit” detective story, nonfiction accounts, nail-biting thrillers, plays, and even farce. As we consider these representations of murder, class discussion will revolve around motive, ethics, justification, guilt, narrative strategy, and the psychology of popular attraction to this genre. Possible texts include *In Cold Blood* by Truman Capote, *Crime and Punishment* by Fyodor Dostoyevsky, *The Lovely Bones* by Alice Sebold, “The Murders in the Rue Morgue” by Edgar Allan Poe, and “Lamb to the Slaughter” by Roald Dahl. Film titles may include *Dial M for Murder*, *Psycho*, *Rope*, *Match Point*, *Clue*, and *From Hell*.

Students taking this course for honors credit will choose a Shakespearean tragedy to independently read and analyze.

## **OTHER ELECTIVES**

### **CREATIVE WRITING**

**176 Semester - College Prep**

**Grades 9 – 11**

**177 Semester – Honors**

**2.5 Credits**

Do you love to write? Is your mind overflowing with ideas for poems, short stories, songs, or screenplays? Instead of dreading journaling as a weekly chore, do you actually look forward to it? If this sounds like you, you will love CREATIVE WRITING, an elective that will allow you to learn the craft and process of writing while giving you the freedom to compose pieces that you *want* to write. Students will study fiction, poetry, drama, and creative nonfiction, and will produce various compositions for each unit studied. Additionally, students will work collaboratively as a class to produce their own issue of our literary magazine, *The Inkling*. Come share your story with us!

### **JOURNALISM**

#### **STUDENT NEWSPAPER**

**The Manchester Essex Independent**

**Grades 10-12**

**161 Full Year – Honors**

**5.0 Credits**

The journalism class, an honors level elective, meets on Monday nights from 6:30-9:00 p.m., with the exception of monthly layout classes, which last several hours for editors. The purpose of the class is to produce the school newspaper, *The Independent*; therefore, interested students must be strong writers who pay close attention to English conventions and are able to work independently and meet deadlines. The final grade will be the average of the four quarterly grades received for the year. Prerequisite: A final grade of B or above in English the previous year and a completed application, including a recommendation from the student’s current English teacher.

## **WORLD LANGUAGES**

The World Language program provides an opportunity for students to acquire proficiency in Spanish and in French as well as to explore the cultures where those languages are spoken.

The department strives to develop student proficiency in the four skills of reading, writing, listening and speaking in the target language with special emphasis on communication. Classroom activities provide authentic contexts for students to interact in the target language. The program is modeled on an immersion style classroom setting, meaning the target language is used almost exclusively for all classroom interaction.

Classroom instruction also encourages students to explore, to investigate and to understand various world cultures through a variety of multimedia sources and travel opportunities. Students are exposed to different lifestyles, artistic expressions, famous people, holidays, current events and global challenges in order to enrich their language study.

Any student who wishes to begin either French or Spanish as a second world language, and who has a B or better in the first language of study, is strongly advised to take an introductory summer course in the second language at Manchester Essex Regional High School, and then enter French II or Spanish II in September.

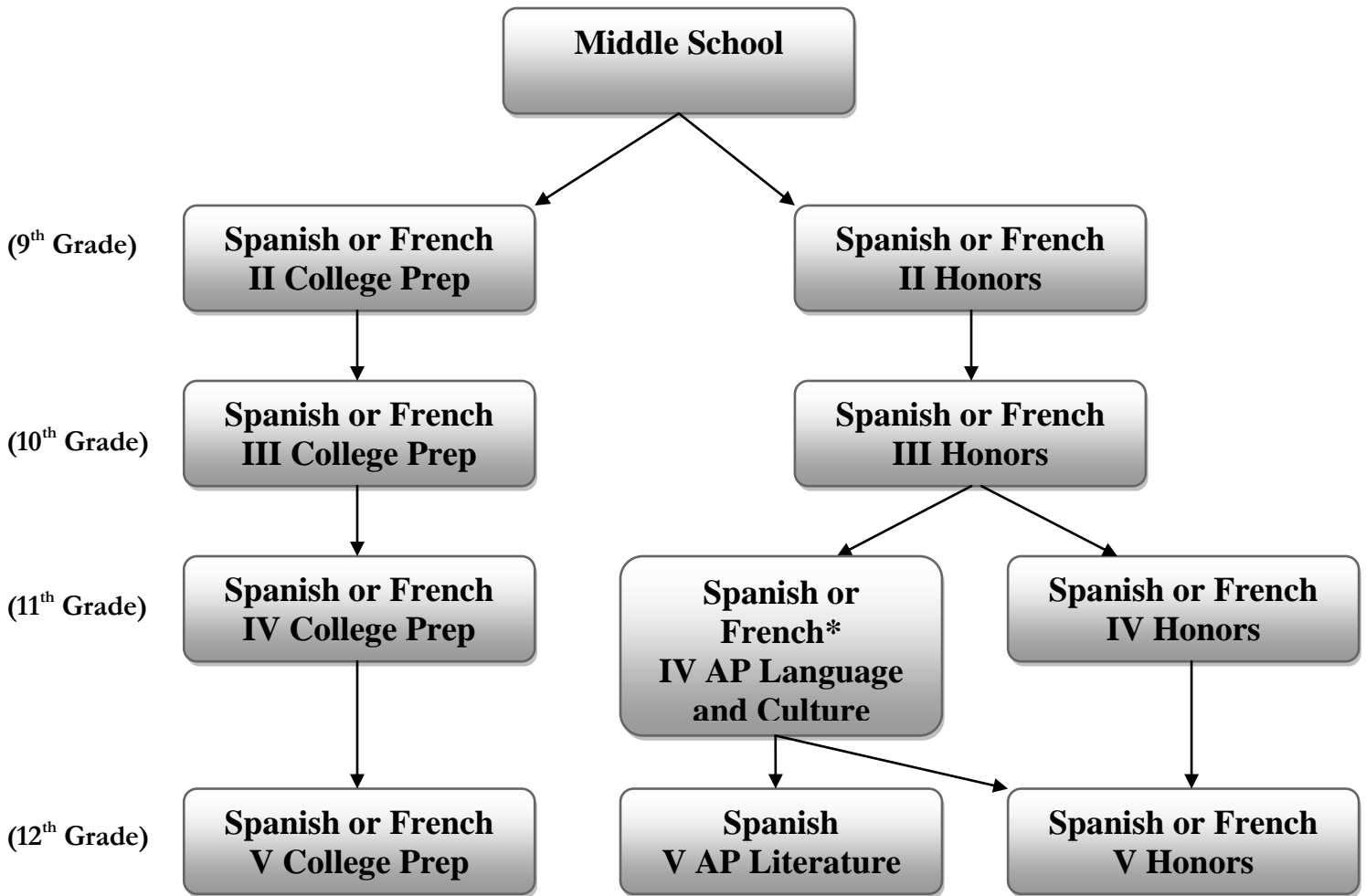
The growing sense of a world community and world economy makes the study of a world language essential for business and professional careers in this new millennium. Many students choose to enroll in four years of language study, and an additional number of students choose to study both French and Spanish during their high school years. Furthermore, extended language study has proven to increase scores on standardized testing and to improve higher learning skills. For those students considering attending a college or university, two to four years of language study are required for admission and frequently a World language will be required for graduation from that higher level institution.

Additionally, the district will award eligible students the Massachusetts State Seal of Biliteracy. The State Seal of Biliteracy is an award given by the district in recognition of students who have studied and attained proficiency in speaking, reading, listening and writing in two or more languages by high school graduation. Proficiency is determined through standardized testing, which will be offered during the high school world language experience.

The World Language Department at Manchester Essex Regional High School prepares students for success in our current global environment.



## WORLD LANGUAGE COURSE PATHWAYS



Students entering the 9<sup>th</sup> grade typically register for a level II course due to the fact that they have completed their level I during their Middle School years.

Note: Students wanting to transition from any College Prep course to an Honors course must have a teacher recommendation and must complete summer work.

The World Language department highly encourages students to study a second World Language. High School Students wanting to pursue a second World Language may contact their teacher and the Department Chair. Students are required to complete two years of the same language.

\*French IV AP Language and Culture students move on to French V Honors during their Senior Year.

**FRENCH I****Grades 9 - 12****312F Full Year - College Prep****5 Credits**

This French I course is offered to pupils in grades 9-12 who have little or no prior experience with the language. It is designed to prepare students for the French II College Prep or Honors class. Students will speak and write about topics related to them and their lives in the present, near future and passé composé tenses. Students will read and understand basic written and spoken directions as well as short dialogues and realia pertaining to French culture. Examples of thematic units in this course are talking about oneself and others, sports, food, music, activities, and the weather. Students will present a short research project to the class about a Francophone country and will be held responsible for the material presented by their classmates.

*Prerequisite: None.*

**FRENCH II****Grades 9-12****321F Full Year – Honors****5 Credits**

Students will have discussions about topics related to them and their surroundings and write in sentence and paragraph form in the present, passé composé, imperfect, subjunctive and future tenses. Students will understand written realia and spoken language pertaining to French culture and to the different places in *la Francophonie*. Examples of thematic units include talking about yourself, your family and friends, clothing and weather, house and bedroom, French holiday traditions, food, morning and daily routine, childhood activities, outdoor activities, and health and injuries. Students will use authentic resource materials whenever possible to enhance their reading and listening skills. Additional projects may be included. With rare exceptions, the teacher and students will speak French 100% of the time.

*Prerequisite: A final grade of “B+” or above in eighth grade French or French I and a teacher recommendation.*

**FRENCH II****Grades 9-12****322F Full Year – College Prep****5 credits**

Students will have short discussions about topics related to them and their surroundings and write in short sentence and paragraph form in the present, passé composé, and imperfect tenses. Students will begin to use and work with the subjunctive and future tenses. Examples of thematic units include talking about yourself, your family and friends, clothing and weather, house and bedroom, French holiday traditions, food, morning and daily routine, childhood activities, outdoor activities, and health and injuries. Students will use authentic resource materials whenever possible to enhance their reading skills. Additional projects may include researching an African country, presenting a guided tour of a French castle, and exploring the world of 19<sup>th</sup> century photographers and painters.

With rare exceptions, the teacher and students will speak Spanish 100% of the time.

*Prerequisite for: A final grade of “C-” or above in eighth grade French or French I.*

**FRENCH III****Grades 10-12****331F Full Year - Honors****5 credits**

Students will focus their attention in three basic areas: building language proficiency, exploring people and culture of French-speaking countries, and developing strong writing skills. New vocabulary and grammar are introduced to enhance the student’s level of proficiency, emphasizing the productive skills of speaking and writing. Students will narrate, describe, and explain various topics in the present, passé composé, imperfect, future and conditional tenses and the subjunctive mood. Examples of thematic units in this course are back-to-school and summer activities and narrating past events, talking about future events, jobs and chores, health, giving advice, environment and technology. Students will begin to read and listen to material prepared for native speakers. Students will present a research project to the class about an important cultural aspect of a French speaking country. With rare exceptions, the teacher and students will speak French 100% of the time.

*Prerequisite: A final grade of “B-” or above in French II Honors and a teacher recommendation; or a final grade of “A” or above in French II College Prep and a teacher recommendation.*

## **FRENCH III**

**Grades 10-12**

### **332F Full Year - College Prep**

**5 credits**

Students will focus their attention in three basic areas: building language proficiency, exploring people and culture of French-speaking countries, and developing strong writing skills. New vocabulary and grammar are introduced to enhance the student's level of proficiency, emphasizing the productive skills of speaking and writing. Students will narrate, describe, and explain various topics in the present, passé composé, imperfect, future and conditional tenses and the subjunctive mood. Examples of thematic units in this course are back-to-school and summer activities and narrating past events, talking about future events, jobs and chores, health, giving advice, environment and technology. Students will begin to read and listen to material prepared for native speakers. Students will present a research project to the class about an important cultural aspect of a French speaking country. With rare exceptions, the teacher and students will speak French 100% of the time.

*Prerequisite for College Prep: A final grade of "C-" or above in French II College Prep or Honors.*

## **AP FRENCH LANGUAGE and CULTURE**

**Grades 11-12**

### **340F Full Year – Advanced Placement**

**5 Credits**

The goals of this course are three fold: to improve student communication, to expand student understanding of cultures in Francophone countries, and to prepare students for the Advanced Placement French Language and Culture Exam which is given each May. Classroom instruction focuses on the four skills assessed by the exam: listening, reading, speaking and writing. Students will use all four language skills to discuss and to examine their own world, while simultaneously expanding their knowledge of French-speaking cultures around the globe. The course offers intensive grammatical review and skills reinforcement in preparation for the examination. Making comparisons and drawing conclusions are essential components of the curriculum.

Students will read, listen to, and view a wide assortment of materials from Francophone countries. Selections ranging from newspaper clippings to literary excerpts to scientific graphs will be presented to students in order for them to better understand the multiplicity of Francophone cultures as well as the global challenges facing us all today. Based on their observations, students will be asked to interpret, to analyze, and to present, both in the written and spoken form, a range of topics focusing on themes of family and community, daily life, global challenges, cultural heritage, self-identity and beauty and aesthetics.

It is understood that the teacher and students will speak French 100% of the time. Students are required to take the Advanced Placement French Language Exam at the end of the year.

*Prerequisite: A final grade of "B-" or above in French III Honors and a teacher recommendation for French IV AP. A final grade of "B-" or above in French IV Honors and a teacher recommendation for French V AP.*

## **FRENCH IV**

**Grade 11-12**

### **341F Full Year Honors**

**5 credits**

### **342F Full Year College Prep**

The purpose of this class is to review, practice and reinforce previously learned grammar points while learning new vocabulary in order to increase proficiency. Skills-oriented activities will be the basis of the class, and students will practice speaking and writing in order to create, narrate, describe, interpret and analyze in sentence and paragraph form topics that relate to them and the world around them. The course will use present, past, future and conditional tenses and the subjunctive mood. Varying textbooks and online activities will provide realia and authentic media created for a native-language audience. Research projects will also be included. With rare exception, is expected that the teacher and students will maintain French 100% of the time during this course.

*Prerequisite for Honors: A final grade of "B-" or above in French III honors and a teacher recommendation. A final grade of "A" or above in French III College Prep and a teacher recommendation.*

*Prerequisite for College Prep: A final grade of "C-" or above in French III College Prep or Honors.*

**FRENCH V****Grade 12****351F Full Year Honors****5 credits****352F Full Year College Prep**

French V is called “Imaginez: le français sans frontières”, and is an exciting new course open only to seniors. The primary goal of the course is to explore new and different realms of the French-speaking world, using intriguing short-films, well known literature, research projects, discussions of famous people and philosophies, and full-length movies. Students will study new vocabulary as it pertains to our films, discussions, research and readings. Grammar will be reviewed when necessary to enhance comprehension and class discussion. It is expected that the teacher and students will maintain French 100% of the time during this course.

*Prerequisite for Honors: A final grade of “B-” or above in French IV honors and a teacher recommendation. A final grade of “C-” or above in French IV AP and a teacher recommendation. A final grade of “A” or above in Spanish IV College Prep and a teacher recommendation.*

*Prerequisite for College Prep: A final grade of “C-” or above in French IV College Prep, Honors or French IV AP.*

**SPANISH I****Grades 9 - 12****312S Full Year - College Prep****5 Credits**

This Spanish I course is offered to pupils in grades 9-12 who have little or no prior experience with the language. It is designed to prepare students for the Spanish II College Preparatory or Honors class. Students will speak and write in colloquial expressions about topics related to them and their lives in the present, near future and preterit tenses. Students will read and understand basic written and spoken directions as well as short dialogues and realia pertaining to Spanish culture. Examples of thematic units in this course are talking about oneself and others, sports, food, music, activities, and the weather. Students will present a research project to the class about the ancient civilizations of Latin America and/or the geography, history and culture of a Spanish speaking country.

*Prerequisite: None.*

**SPANISH II****Grades 9 - 12****321S Full Year - Honors****5 Credits**

Students will have discussions about topics related to them and their surroundings and write in sentence and paragraph form in the present, preterit, imperfect, subjunctive and future tenses. Students will understand written realia and spoken language pertaining to the Spanish culture. Examples of thematic units in this course are talking about yourself and others, chores, staying in shape, healthy diets, visiting your town, meal presentations, and talking about relationships with peers. Students will use authentic resource materials whenever possible to enhance their reading and listening skills. Additional projects include researching a well-known Spanish speaking person from 1650 to the present (e.g.: a past or present leader, artist or explorer). With rare exceptions, the teacher and students will speak Spanish 100% of the time.

*Prerequisite: A final grade of “B+” or above in eighth grade Spanish or Spanish I and a teacher recommendation.*

**SPANISH II****Grades 9 - 12****322S Full Year - College Prep****5 Credits**

Students will have short discussions about topics related to them and their surroundings and write in short sentence and paragraph form in the present, preterit, imperfect, subjunctive and future tenses. Students will understand written realia and spoken language pertaining to the Spanish culture. Examples of thematic units in this course are talking about yourself and others, chores, staying in shape, healthy diets, visiting your town, meal presentations, and talking about relationships with peers. Students will use authentic resource materials whenever possible to enhance their reading and listening skills. Additional projects include researching a well-

known Spanish speaking person from 1650 to the present (e.g.: a past or present leader, artist or explorer). With rare exceptions, the teacher and students will speak Spanish 100% of the time.

*Prerequisite: A final grade of "C-" or above in eighth grade Spanish or Spanish I.*

### **SPANISH III**

**Grades 10-12**

#### **331S Full Year- Honors**

**5 Credits**

Students will begin to command the full spectrum of grammar including the present, preterit, imperfect, future, conditional and perfect tenses and the subjunctive mood. Students will focus their attention in three areas: building language proficiency, developing strong writing skills and exploring people and culture of Spanish-speaking countries. Examples of thematic units in this course are talking about what you like to do, sports, activities, health, giving advice, and technology. Students will begin to read and listen to material prepared for native speakers. Students will present a research project to the class about an important cultural aspect of a Spanish speaking country. With rare exceptions, the teacher and students will speak Spanish 100% of the time.

*Prerequisite: A final grade of "B-" or above in Spanish II Honors and a teacher recommendation. A final grade of "A" or above in Spanish II College Prep and a teacher recommendation.*

### **SPANISH III**

**Grades 10 -12**

#### **332S Full Year- College Prep**

**5 Credits**

Students will be able to narrate, describe and explain in sentence and paragraph form, orally and in writing, topics that relate to them and the world around them in the present, preterit, imperfect and future tenses. Examples of thematic units in this course are talking about what you like to do, sports, activities, health, giving advice, and technology. Students will begin to read and listen to material prepared for native speakers as well as other sources. Students will present a research project to the class about an important cultural aspect of a Spanish speaking country. With rare exceptions, the teacher and students will speak Spanish 100% of the time.

*Prerequisite: A final grade of "C-" or above in Spanish II College Prep or Honors.*

### **AP SPANISH LANGUAGE & CULTURE**

**Grades 11-12**

#### **340S Full Year - Advanced Placement**

**5 Credits**

This course prepares students for the Advanced Placement Language examination in Spanish Language, which is given each May. Classroom instruction focuses on the four skills assessed by the exam: listening, reading, speaking and writing. The course offers intensive grammatical review and skills reinforcement in preparation for the examination. Students will be able to narrate, describe and explain orally and in writing, topics that relate to them and the world around them in the present, past, future and conditional tenses and the subjunctive mood. Students will read, interpret and analyze authentic literature that may include newspaper articles, plays, short stories, essays and poetry written by famous Spanish speaking authors. Students will also strengthen their listening skills by interpreting, and analyzing authentic materials such as podcasts, dialogs and videos. The teacher and students will speak Spanish 100% of the time.

Students are required to take the Advanced Placement Spanish Language Exam in the spring of their senior and junior years.

*Prerequisite: A final grade of "B-" or above in Spanish III Honors and a teacher recommendation for Spanish IV AP. A final grade of "C" or above in Spanish IV AP and a teacher recommendation for Spanish V AP.*

### **SPANISH IV and V**

**Grades 11-12**

#### **341S/342S Full Year – Honors/College Prep**

**5 Credits**

#### **351S/352S Full Year- Honors/College Prep**

The purpose of the class is to review, practice and reinforce previously learned grammar points while learning new vocabulary in order to increase proficiency. Skills oriented activities will be the basis of the class. Students while speaking and writing will be able to create, narrate, describe, interpret and analyze in sentence and paragraph form topics that relate to them and the world around them in the present, past and future tenses and

the subjunctive mood. The textbook *Imagina* divides new vocabulary into thematic units which include short and comprehensible literary and cultural readings along with short films and authentic media tied into each cultural theme. During the course of Spanish IV and V, students will view the video series “Destinos” to sharpen linguistic and cultural understanding. The teacher and students will speak Spanish 100% of the time.

*Prerequisite for IV Honors: A final grade of “B-” or above in Spanish III Honors and a teacher recommendation. A final grade of “A” or above in Spanish III College Prep and a teacher recommendation.*

*Prerequisite for IV College prep: A final grade of “C-” or above in Spanish III College Prep or Honors.*

*Prerequisite for V Honors: A final grade of “B-” or above in Spanish IV Honors and a teacher recommendation. A final grade of “C-” or above in Spanish IV AP and a teacher recommendation. A final grade of “A” or above in Spanish IV College Prep and a teacher recommendation.*

*Prerequisite for V College Prep: A final grade of “C-” or above in Spanish IV College Prep, Honors or Spanish IV AP and a teacher recommendation.*

## **AP SPANISH LITERATURE AND CULTURE**

**Grade 12**

### **360S Full year-Advanced Placement**

**5 Credits**

This course is designed for students who scored a four or five on the AP Spanish Language Exam and prepares them to take the AP Spanish Literature Exam in May. Students will read a variety of works prescribed by the AP reading list and be able to relate them to their cultural framework. The works include literature from the entire Spanish Speaking world. Students will be exposed to a variety of genres from medieval poetry to modern short stories to several full-length novels. Students will be expected to read, interpret, compare and contrast selections of literature at the college level. They also must be able to write critical essays at a high level of fluency in the Spanish language. Students who enroll in this course are required to take the AP Spanish Literature Exam in the spring. The teacher and students will speak Spanish 100% of the time.

*Prerequisite: A score of 3 or above on the AP Language and Culture exam and teacher recommendation.*

## **MIDDLEBURY INTERACTIVE ONLINE COURSE OFFERINGS (Budget Dependent)**

In an effort to expand language offerings for MERHS students, during the 2019-2020 Middlebury Interactive online language courses will be made available to students (budget dependent). Students interested in exploring language study beyond French and Spanish can pursue an online offering. Interested students should meet with the World Language Department Chair to discuss offerings and student qualifications.

## **SEAL OF BILITERACY**

The Seal of Biliteracy is an award given to graduating seniors who have attained complete proficiency in English and a partner language. The awarded student will have fluency in all four domains of language (reading, writing, speaking and listening, when all exist) of both languages. This program is designed to both motivate and recognize students who have pursued and attained bilingualism during their academic career in the Manchester Essex School District. Students will need to demonstrate proficiency in English and in a partner language on district-selected standardized tests or submit a portfolio. Students are encouraged to speak with their World Language Teacher or the World Language Department Chair for more information. Exam costs are the responsibility of the student, approximately \$20 per test.

## **MATHEMATICS**

The goal of the Mathematics Department at MERHS is that all students will develop mathematical power through knowledge, practice, critical thinking, problem solving, and investigation. Further, all students will learn to communicate their mathematical ideas and to connect them to other disciplines and the real world.

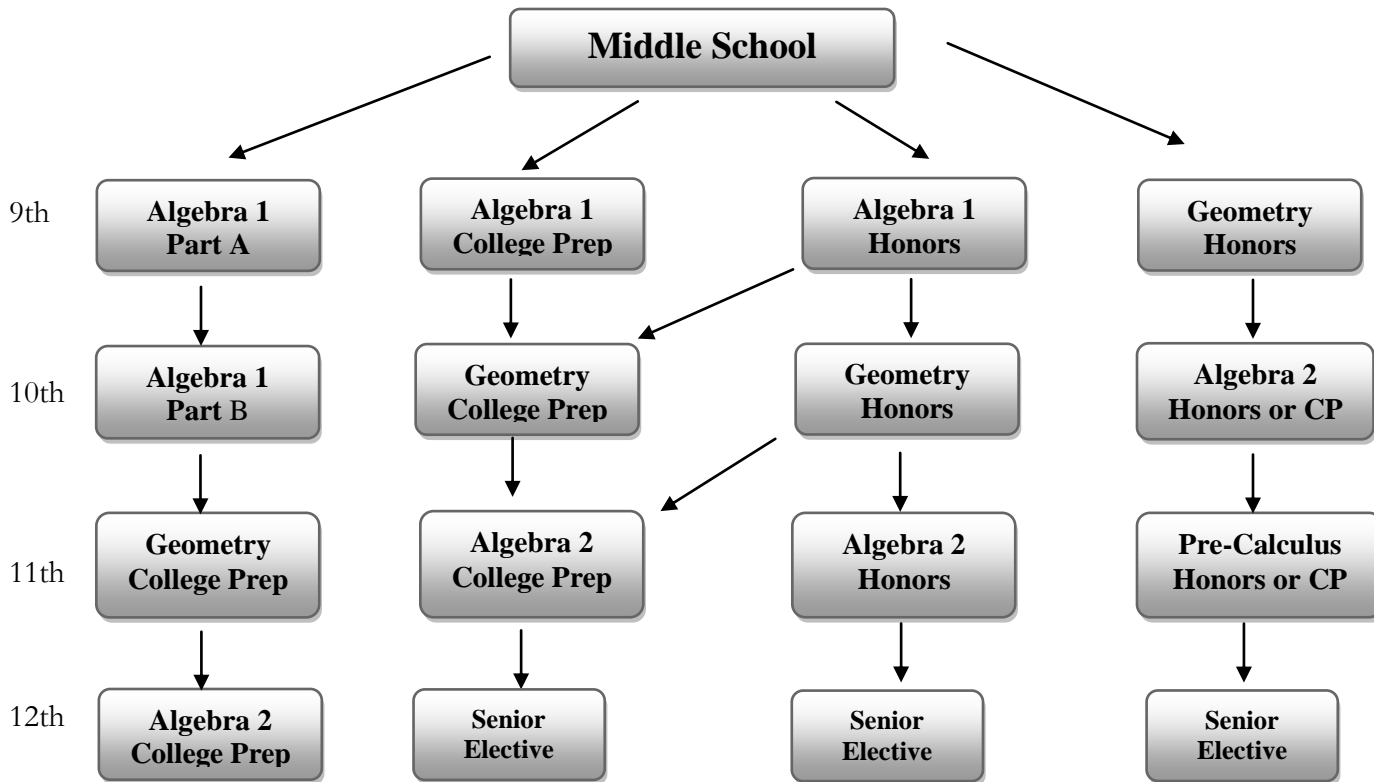
All students are required to complete 4 years of mathematics (20 credits). Students generally take Algebra I, Geometry, and Algebra II in grades 9 through 11 or in grades 8 through 10. Juniors and seniors who have successfully completed Algebra II may take Pre-Calculus (grades 11 or 12), Calculus (grade 12), and Quantitative Reasoning (grade 12). AP Statistics is offered to grade 12 students or grade 11 students who take Pre-Calculus concurrently. Students planning to enter college after graduation should consult the specific mathematics requirements for their college choices before their junior year, so that they can make the proper course selections.

All mathematics courses at MERHS make appropriate use of technology. Problem solving is a major focus. Honors courses are designed to prepare students for higher level college mathematics, as well as the Advanced Placement Calculus AB exam and/or Statistics A exam and require a significant commitment of time, effort, and seriousness of purpose. From time to time it may be appropriate for a student to change his/her sequence of courses or level. The student's teacher or Guidance Counselor is well informed about the student's work and can offer valuable advice about placement.

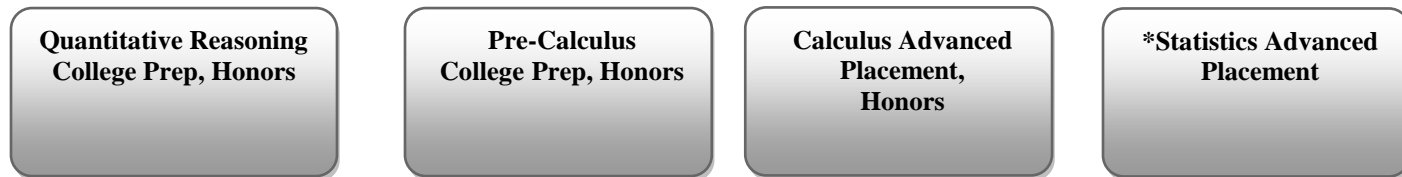
### **MATH DEPARTMENT CALCULATOR POLICY**

All students must have an approved graphing calculator and are expected to bring it to each class. If the cost of a graphing calculator is an issue, please see the department chair or school administration.

# Math Department



Senior Electives:



Other Elective:



**Note:** These would be typical course sequences. Students may accelerate by concurrently taking Geometry and Algebra 2.

*\*Juniors may take AP Statistics only if they take Pre-Calculus concurrently or obtain departmental approval.*

**Women in Engineering**, an elective, is offered through the Math Department.



## COURSE OFFERINGS

### ALGEBRA I

#### 411 Full Year – Honors

**Grade 9**  
**5 credits**

Algebra is the language of mathematics whose concepts and skills have become the basic mathematics requirement for nearly every employer and post-secondary school in the world. Topics include: Real number operations; solving, graphing and writing linear equations/inequalities; polynomial operations and factoring; powers and exponent laws; ratio and proportion, and quadratic equations. Applications include modeling with linear, absolute value, quadratic and exponential equations. Some examples of applications are compound interest, motion problems, and geometry problems. The use of technology, such as the graphing calculator, is introduced as necessary.

*Prerequisite: A final grade of “B-” or better in Pre-algebra (Math 8) and teacher recommendation*

### ALGEBRA I

#### 412 Full Year – College Prep

**Grade 9**  
**5 credits**

Content is similar to Algebra I-Honors but the pace is slower. Emphasis is placed on algebraic skills and real life applications. Topics include: Real number operations; solving, graphing and writing linear equations/inequalities; polynomial operations and factoring; powers and exponent laws; ratio and proportion, and quadratic equations.

Applications include modeling with linear, absolute value, quadratic and exponential equations. Some examples of applications are compound interest, motion problems, and geometry problems. The use of technology, such as the graphing calculator, is introduced as necessary. *Prerequisite: Successful completion of Pre-Algebra (Math 8).*

### ALGEBRA I PART A

#### 413 Full Year – College Prep

**Grade 9**  
**5 credits**

This Algebra 1 course places special emphasis on number sense, precision, and problem solving. Topics include real number operations; solving, graphing and writing linear functions; linear inequalities; powers and exponent laws; and ratio and proportion. Applications include modeling with linear functions. Additionally, work in data analysis, statistics and probability is extended beyond that which was learned in middle school. Use of algebra in solving geometry problems is also covered. The use of technology, such as the graphing calculator, is introduced as necessary.

### ALGEBRA I PART B

#### 414 Full Year – College Prep

**Grade 10**  
**5 credits**

This course continues the focus on number sense, precision, and problem solving from Algebra 1 Transitions Part A, as the study of algebra extends to absolute value functions, polynomial operations and factoring, quadratic functions, and exponential functions. Applications include modeling with linear, absolute value, quadratic and exponential equations, including motion and compound interest. Greater emphasis is placed on geometry topics that provide a context for applications of algebra. The study of data analysis, statistics, and probability is continued and extended.

*Prerequisite: Successful completion of Algebra 1 Part A.*

### GEOMETRY

#### 421 Full Year- Honors

**Grade 9 or 10**  
**5 credits**

The objective of Honors Geometry is to develop habits of clear thinking and precise expression, as well as an understanding of the fundamental facts and principles of Geometry. Topics include: deductive and inductive reasoning, proof, analytic geometry, polygons, circles, polyhedra, area, volume, coordinate geometry, ratio and proportion, probability, statistics, and an introduction to the calculator’s functions and its applications in Geometry.

*Prerequisite: A final grade of “B-” or better in Algebra I Honors and teacher recommendation or an “A-” or better in Algebra I – CP, teacher recommendation, and department chair approval.*

## **GEOMETRY**

### **422 Full Year – College Prep**

**Grade 10**

**5 credits**

In this course, students will develop powers of spatial visualization and logical thinking while concurrently strengthening skills they learned in Algebra I. Most of the topics that are covered in Geometry-Honors are covered in this course, but with an emphasis on fundamentals and application of the concepts learned. A scientific calculator (with trigonometric capabilities) is required for this course. *Prerequisite: Successful completion of Algebra I.*

## **ALGEBRA II**

### **431 Full Year – Honors**

**Grades 10 or 11**

**5 credits**

In this course, students will deepen their understanding of concepts and skills they learned in Algebra I-Honors and Geometry-Honors. With a foundation in the Cartesian coordinate system, students will explore linear, quadratic, polynomial, exponential, and logarithmic functions. Transformations of functions will be a common thread throughout the year. Most formulas will be presented with a thorough explanation of their origin, and students will be expected to master the algebraic derivations that produce each one. Other topics include solving linear equations and inequalities, multivariate systems of equations and inequalities, advanced factoring of polynomials, solving polynomial equations, the Fundamental Theorem of Algebra, laws of exponents, radical expressions and functions, exponential and logarithmic equations (including connections to finance and population growth), sequences and series, and introductory combinatorics. Graphing calculators will be used regularly and are required for this course. *Prerequisite: A final grade of “B-” or better in Geometry-Honors and/or teacher recommendation or “A-” or better in both Geometry-CP and Algebra-CP, teacher recommendation and department chair approval.*

## **ALGEBRA II**

### **432 Full Year – College Prep**

**Grade 10 or 11**

**5 credits**

In this course, students will deepen their understanding of concepts and skills they learned Algebra I-CP and Geometry-CP. The course builds on students’ previous work with linear and quadratic functions, and extends to the study of polynomial, exponential, logarithmic, and statistics and probability. Transformations on graphs of functions are emphasized throughout the course, as are applications of these functions through modeling real data. A graphing calculator is required. *Prerequisite: Successful completion of Algebra I and Geometry.*

## **PRE-CALCULUS**

### **441 Full Year – Honors**

**Grade 11 or 12**

**5 credits**

Students in Pre-Calculus will build upon previously learned concepts from Geometry (right triangle trigonometry) and Algebra 2 (functions) to prepare for the study of calculus. Throughout the year, students will interpret mathematical models and develop models from problem situations. The first semester is devoted to trigonometry: right and oblique triangles, the unit circle, the origin of the trigonometric functions, their graphs, transformations of their graphs, and inverses. Students will develop a “toolkit” of trigonometric identities from which they can verify and derive many other identities. In semester two, students will enhance their understanding of the trig functions by connecting them to analytic geometry via study of the conic sections. Students will end the year with a study of piecewise-defined and rational functions as a precursor to limits: discontinuities, asymptotes, interval notation, relative extrema, and one-sided limits. A TI-84 graphing calculator will be used frequently and is required for this course. *Prerequisite: “B” or better in Algebra II-Honors and teacher recommendation.*

## **PRE-CALCULUS**

### **440 Full Year – College Prep**

**Grade 11 or 12**

**5 credits**

This course is for students who may aspire to take calculus in the future (either in high school or college), but who are not yet ready for the pace of Honors Pre-Calculus. Pre-Calculus views mathematics as a study of functions that model real situations. Topics studied include are circular and trigonometric functions, applications of trigonometry, exponential and logarithmic functions, and conic sections. Students will end the year with a study of piecewise-defined and rational functions as a precursor to limits: discontinuities, asymptotes, interval notation, relative extrema, and one-sided limits. Graphing calculators are required. *Prerequisite: “B-” or better in Algebra II-CP and teacher recommendation, or “C” or better in Algebra II-Honors and teacher recommendation.*

**QUANTITATIVE REASONING**  
**442C Full Year—College Prep**

**Grade 12**  
**5 credits**

In this course, students will apply Algebra I, Geometry, and Algebra II concepts and skills to real-world problems in business and personal finance. Students will learn how to describe, and interpret data to make informed, mathematically supported, decisions using various interpretive, summary and graphical techniques, along with measures of central tendency and variance. Topics include business modeling, banking, investing, credit and loans, taxes, and budgeting.  
*Prerequisite: Successful completion of Algebra II-CP or Algebra II-Honors.*

**QUANTITATIVE REASONING WITH CALCULUS**  
**442 Full Year—Honors**

**Grade 12**  
**5 credits**

This course emphasizes the numeracy skills needed for college bound students to reason about quantities, their magnitudes, and the relationships between and among quantities. In addition to applying skills from Algebra I & II, Geometry and Pre-calculus, students will learn the basics of differential and integral calculus and use them to solve real world problems. Topics covered will include functions to find area under curves, volumes, maxima, and minima, as well as applications. Critical thinking and the stock market, credit, accident insurance, and banking applications. Critical thinking and mathematical and quantitative literacy are emphasized. Students will learn how to describe and interpret data to make informed, mathematically supported, decisions using various interpretive, summary and graphical techniques, along with measures of central tendency and variance. A major theme of the course is that calculation, quantification, and measurement can supplement but cannot replace quantitative reasoning and problem solving.

NOT OFFERED DURING 2022- 2023  
SCHOOL YEAR. STATISTICS H  
RUNNING IN PLACE

Two characteristics of this course should be noted from the outset. First, the course will emphasize the interpretation of data analysis over a theoretical approach. Second, most of the learning will take place through a hands-on approach to data analysis. This course will provide students with the ability to use to data to effectively inform decision making.  
*Prerequisite: A final grade of “B-” or better in Pre-Calculus and teacher recommendation.*

**AP CALCULUS AB**  
**450 Full Year – Advanced Placement**

**Grade 12**  
**5 credits**

Calculus involves the mathematics used to measure changes in physical quantities. This course covers both differential and integral calculus and their applications in science, business, and many other fields. Topics include derivatives/integrals of polynomial, rational, trigonometric, logarithmic and exponential functions. Approximations, area under a curve, volumes, lengths of plane curves, related rates, maxima, minima and differential equations are major points of interest. Calculus students are expected to take the College Board AP Calculus Exam given in May. A graphing calculator is required for this course. Student must be concurrently enrolled in AP Physics C  
*Prerequisite: A final grade of “B-” or better in Honors Pre-Calculus and teacher recommendation.*

**HONORS CALCULUS**  
**451 Full Year – Honors**

**Grade 12**  
**5 credits**

Topics are similar to those in AP Calculus, with emphasis on applications of derivatives and integrals. Students are NOT expected to take the College Board AP Calculus Exam. A graphing calculator is required for this course.  
*Prerequisite: A final grade of “C” or better in Honors Pre-Calculus or a “B” or better in College Prep Pre-Calculus and teacher recommendation.*

**HONORS STATISTICS**  
**461 Full Year -- Honors**

**Grades 10 – 12**

An introductory course in statistics for students interested in how to gather and display data. Topics for this course include: exploring data, modeling distribution of data, describing relationships, designing studies, probability, random variables, sampling distributions. This course integrates technological solutions for handling data and requires at least a TI-83 calculator.

*Pre-requisites: 1) A final grade of B- or better in Honors Algebra 2 (or a final grade of A- or better in CP Algebra 2) or 2) the course may be taken concurrently with Algebra 2 if the student has a final grade of B- or better in Honors Geometry ( or A- or better in College Prep Geometry) and teacher recommendation*

## **AP STATISTICS**

**Grade 11 or 12**

### **471 Full Year – Advanced Placement**

**5 credits**

Statistics is the science of collecting, analyzing, and drawing conclusions from data. Students will explore four broad conceptual themes: describing patterns and departures from patterns in data sets; sampling and experimentation; anticipating patterns using probability and simulation; and statistical inference. The study of statistics is notably different from other fields of mathematics, as there is as much emphasis on reading critically and writing responses precisely as there is on computational proficiency. The course covers the AP Statistics curriculum set forth by the College Board, and students are expected to take the AP Statistics exam given in May. A TI-84 Plus graphing calculator is required for this course.

*Prerequisite: A final grade of B- or higher in Honors Pre-Calculus, or a final grade of B or higher in Honors Algebra 2, or a final grade of A- or higher in College Prep Pre-Calculus, and teacher recommendation. NOTE: Grade 11 students wishing to take AP Statistics must take Pre-Calculus concurrently or obtain departmental approval.*

## **WOMEN IN ENGINEERING**

**Grades 10 – 12**

### **462 Semester – Honors**

**2.5 Credits**

### **463 Semester – College Prep**

Women in Engineering will help students discover their inner engineer. This course is open to any student who would like find out what it means to be an engineer. It will explore different engineering fields and provide an interesting and engaging curriculum relevant to students' lives. Students will discover and explore various aspects of engineering and connect with other students interested in engineering and with professionals who are active in their fields. Topics include career opportunities in engineering and science (to help reinforce students' educational and career choices or open them up to new possibilities) as well as a history of women past and present who have had an impact in the fields of math, science, and engineering and how their work has changed the world. This course will offer encouragement, support, and positive perspectives for those who are interested in pursuing an engineering degree or who just want to learn what engineering is all about. The course is offered at both the College Prep or Honors levels. Students taking the course at the Honors level will be expected to demonstrate a high degree of breadth and depth of understanding.

## **LIFE SKILLS FOR THE 21<sup>ST</sup> CENTURY**

**GRADES 11 – 12**

### **458 Semester – Honors**

**2.5 Credits**

### **459 Semester – College Prep**

Life Skills for the 21<sup>st</sup> Century is designed to help students find future success in academic, professional, and personal endeavors. Students will participate in activities and discussions as they learn about skills/topics pertaining to maintaining a healthy lifestyle, employment and career, financial responsibility, and managing a household. The objective of this course is to allow students to share ideas regarding life skills and learn about real world situations to prepare them for life after high school. Students' interests will be considered to determine specific topics and projects pursued throughout the semester.

## MUSIC DEPARTMENT

Manchester-Essex Regional High School offers opportunities for students to participate in one or more of the following performing groups: Band, Jazz Band, and Chorus and the A Cappella Group, the *SoundWaves*. Students also have the opportunity to pursue their interest in music through the study of Music Theory or an Independent Study. Students of all abilities and levels are encouraged to participate in our music program. Many MERHS music students have achieved high recognition through Districts and All-State competition and play in area orchestras and choral groups.

### **MUSIC THEORY I**

**Grades 10-12**

#### **761 Semester – Honors**

**2.5 Credits**

This course is recommended for beginners as well as more serious musicians who are interested in furthering develop their musical skills and talent. Students will learn the fundamentals of music such as reading and writing standard musical notation, basic piano/keyboard skills, time and key signatures, intervals, scales, chords, musical texture, form and musical analysis. Rhythmic and melodic dictation as well as sight-reading and ear-training are included. Students will be introduced to the basic principles and practice of music composition and to the use of the music software, Sibelius. The final includes writing and presenting an original composition that is theoretically sound and properly notated.

### **MUSIC THEORY II/COMPOSITION**

**Grades 10-12**

#### **762 Honors – Semester**

**2.5 Credits**

This course is a continuation of Music Theory I and will include a more advanced, in depth study of listening skills; rhythmic practices; chordal analysis; part-writing, key changes; modulation methods; formal structures; and ear-training skills. Students will be introduced to the principles and practice of music composition and will be expected to write and present original compositions that are theoretically sound and notated correctly.

Prerequisite: Music Theory I or permission from the instructor.

### **PIANO LAB I**

**Grades 9-12**

#### **771 Honors-Semester**

**2.5 Credits**

This course is geared for students who are interested in learning or further developing piano skills and techniques. It is a great class for beginners, singers and instrumentalists who want to learn basic skills to help them in other areas and for those who have some background in piano and wish to continue learning. Included in this course will be instruction on note-reading in both treble and bass clefs; piano technique and fingering; and learning scales and chords. The course will also include the study of various genres and styles on the beginning, moderate or advanced level in accordance with student's individual interests and needs.

### **PIANO LAB II**

**Grades 9-12**

#### **771B Honors-Semester**

**2.5 Credits**

This course is a continuation of Piano Lab I for those who want to continue advancing and developing the skills and concepts learned in Piano Lab I. This is also open to students who play or study piano on a more advanced level with permission from the instructor. Piano III and beyond may be available upon request and availability of the teacher.

### **VOCAL LAB I**

**Grades 9-12**

#### **772 Honors – Semester**

**2.5 Credits**

Students who take this course will learn vocal production skills, sight-singing and performance practice of either solo or small group vocal pieces. An emphasis will be placed on vocal technique and developing ways to enhance musical expression. Various styles and genres will be studied and discussed and repertoire for class performances will include a wide variety such as classical, jazz, pop, musical theatre, and contemporary. This is a course geared for students interested in broadening and developing their interest in singing in a smaller and

more individualized setting. Vocal Lab II and beyond may be available by request and availability of the teacher.

## **SURVEY OF MUSIC**

**Grades 9-12**

### **773 Honors-Year Long**

**5.0 Credits**

This course is designed for students who are interested in broadening their knowledge and developing a better understanding and appreciation of music. Students will study the characteristics, composers and overall development of music by surveying chronologically, the eras in Western Music. The class begins with the music of ancient Greece (4 B.C.) through music in the mid-late twentieth century; including an introduction to jazz and rock. Students will learn to draw connections between music and the arts, ideas and major events of an era. Students will also learn basic notation of various eras and the music terminology to describe, analyze and discuss music to which they listen.

## **BAND**

**Grades 9-12**

### **757 Alternate Days - Full Year**

**2.5 Credits**

### **755 Everyday – Full Year**

1 & 2 year of enrollment CP

3 & 4 year of enrollment H \*

\* there is an expectation of leadership and more advanced musicianship

Students will show improvement on their instruments, while collaborating with their peers and the director to perform works of varying difficulties and from many different genres. Repertoire learned by the band will include standard works for the wind band, contemporary pieces, marches, as well as some popular selections. Members of the High School Band are required to perform in the High School Pep Band. The Pep Band performs at school rallies and home football. Required performances by the High School Band include Winter and Spring Concerts, the Veterans' Day and Memorial Day Assemblies, Town Tree Lighting Ceremony, and the Council on Aging Luncheon. Students will also be encouraged to audition for Northeast Senior District Festival as well as All-States.

## **INDEPENDENT STUDY**

**Grades 9-12**

### **College Prep**

**Credits Vary**

This option is for advanced students who will work with a teacher in a special program.

*Prerequisite: Approval of the teacher.*

## **JAZZ BAND**

**Grades 9-12**

### **758 Full Year**

**2.5 Credits**

Jazz Band will meet one evening per week year round. The Jazz Band performs each year at the Winter and Spring Concerts as well as the annual Evening of Jazz and the Academic Awards Ceremony as well as other performance opportunities that present themselves. Musical arrangements performed by the Jazz Band include swing, blues, rock, funk, Latin, and pop ballads. Each member of the Jazz Band will improve on his/her skills while performing with this group. Students will learn how to improvise and will have the opportunity to solo with this group. It is also required that members of the High School Jazz Band participate in the High School Band unless there is prior director approval. Students will also be encouraged to audition for Northeast Senior District Festival as well as All-States.

## **CHORUS**

**763 Alternate Days – Full Year**

**763D Everyday – Full Year**

1 & 2 year of enrollment CP

3 & 4 year of enrollment H \*

\* there is an expectation of leadership and more advanced musicianship

**Grades 9-12**

**2.5 Credits**

**5 Credits**

The High School Chorus is open to all students interested in singing. Both inexperienced and experienced singers work together and learn proper vocal techniques, sight-singing and ensemble skills. Students learn to perform a variety of musical styles and genres that include standard choral works, patriotic songs, traditional spirituals, holiday standards and musical theatre selections. Generally the music is arranged in four to eight part harmony for sopranos, altos, alto II/tenor and bass. Required performances throughout the year include the annual Winter and Spring Concerts, The Manchester Tree Lighting Ceremony, The Council on Aging Holiday Luncheon and school assemblies. Advanced students are encouraged to audition for the select a cappella group as well as Northeast Senior Districts and the MMEA All-State Choir.

## **A CAPPELLA**

**769 Honors – Full Year**

**Grades 9-12**

**5 Credits**

The A Cappella Group, the *SoundWaves*, is a performance based class that meets twice a week after school on Tuesdays and Thursdays. The class is designed for advanced singers who have a genuine love of singing and performing. Students are expected to work independently or in small groups to learn parts outside of class. The repertoire for the *SoundWaves* includes classical pieces, standards, pop tunes, folk tunes, holiday music, patriotic music and arrangements of contemporary songs. The *SoundWaves* perform frequently throughout the year at both school and off-campus events; often times with other high school or college a cappella groups. The responsibilities and hours spent rehearsing often go well beyond the classroom; as do the rewards and value of experiencing a large variety of performance opportunities.

Prerequisite: Auditions and participation in the full Chorus..

## **SPECIAL NOTES**

Students at the high school level do have the opportunity to take both band and chorus on alternating days.

## **PHYSICAL EDUCATION AND HEALTH**

All high school students must participate in physical education each year of high school.

### Freshman and Sophomore Requirements

Students in grades 9 and 10 are required to successfully complete a semester course in physical education and health each school year. Students must enroll in a course each school year, the requirement cannot be fulfilled in later school years.

### Junior and Senior Requirements

Juniors and seniors have a variety of options by which they may complete the physical education requirement.

To fulfill the requirement for physical education for junior and senior years, all students must select one of the following options each year:

- Elect to take a physical education elective at MERHS.
- Play on an inter-scholastic team at MERHS for at least one season. The Athletic/PE Department and school counselor must be notified in advance if pursuing this option. Documentation reflecting full completion of the sports season must be provided to the Guidance Office by the student (MERHS will provide form).
- Participate in an after-school intramural weight training and conditioning program at the MERHS weight room. The hours will depend on the schedule of the weight room. The MERHS weight room supervisor will verify participation and attendance. The time commitment must be a minimum of 40 total hours. The Athletic/PE Department and counselor must be notified in advance if a student is pursuing this option. At the conclusion of the 40 hour requirement, the student must provide the Guidance Office with written documentation of completion (MERHS will provide form).
- Participate in a fitness/exercise program at a fitness/exercise facility. This may include weight training, general fitness, dance, yoga, skating, gymnastics, karate, judo, or other approved activities. The time commitment must be a minimum of 40 total hours. The school counselor must be notified in advance if pursuing this option. The student must provide written documentation signed by an approved instructor of completion of required hours. (MERHS will provide form).

Physical Education contributes to the development of the individual through a multifaceted approach to learning. It is a sequence of experiences designed to help each student develop physically, emotionally and socially. Students are introduced to team as well as individual sports, games, and life-long activities that contribute to their growth, development and behavior needs. The health education component helps students avoid problems by teaching them to make choices that promote health and well being in order to make life more satisfying, productive and rewarding. Current health issues are explored. The two components are intertwined throughout the course.

## **PHYSICAL EDUCATION AND HEALTH**

### **909 Semester – College Prep**

The goal of Physical Education and Health is to teach students how to develop and maintain health and a routine for fitness as a life-long process. To accomplish this goal Physical Education/Health class is mandatory for all ninth and tenth graders. The Physical Education component will introduce students to team as well as individual sports, games, and life-long activities. The health component will explore current health issues in order to give students the information needed to make sensible decisions concerning their health.

**Grade 9-10**

**2.5 Credits**



**ADVANCED PHYSICAL EDUCATION/FITNESS FOR LIFE**

**Grades 11-12**

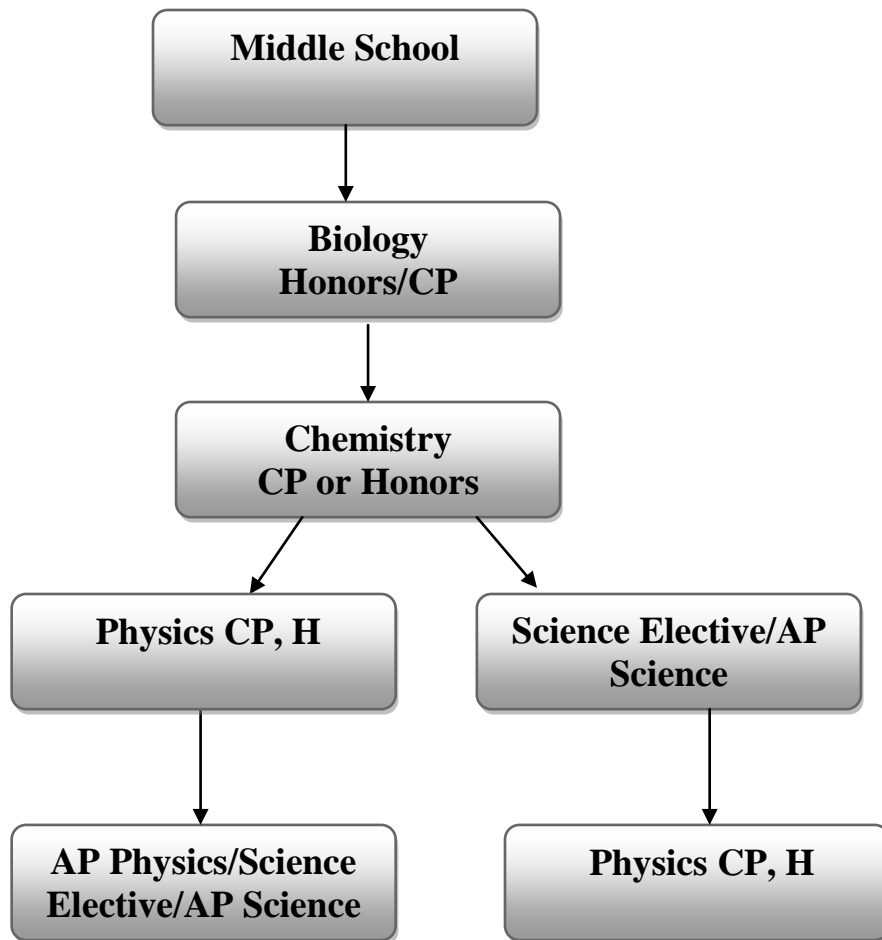
**912 Semester- College Prep**

**2.5 Credits**

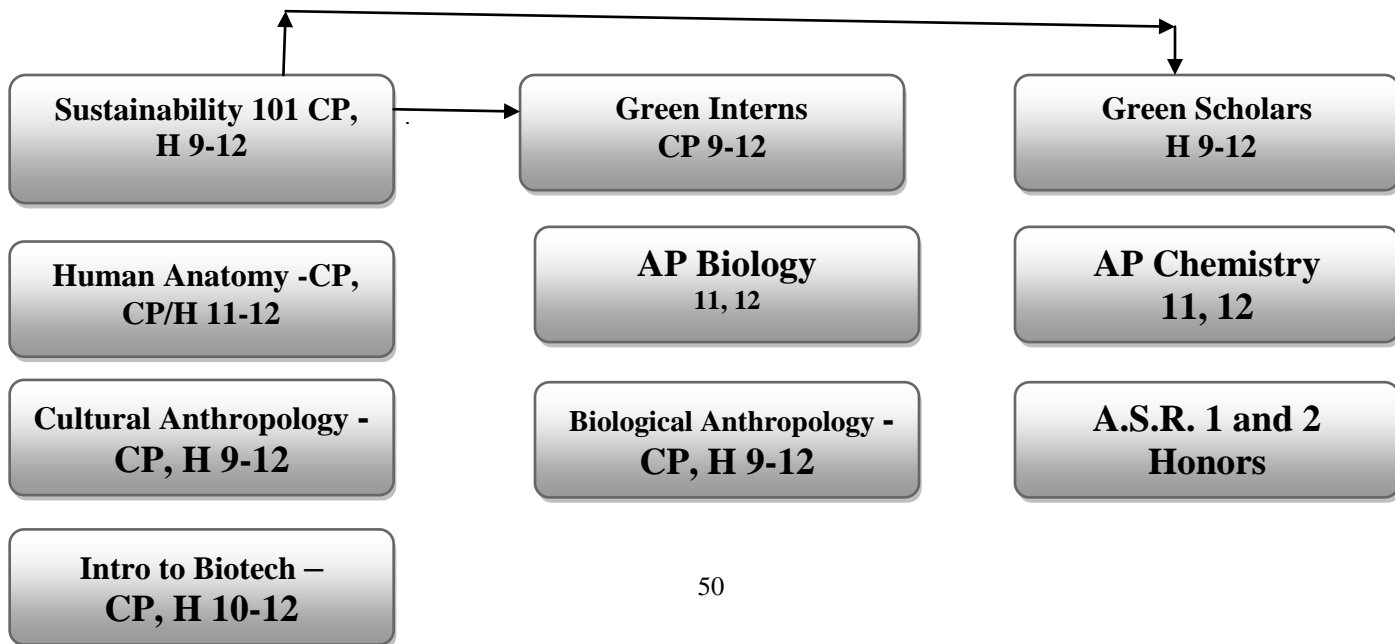
Advanced Physical Education ~~Not offered during the 2022-2023 School Year~~

course curriculum has been designed to provide students with greater understanding of how specialized exercise and dietary approaches affect athletic performance and physical wellness. Advanced strength training, conditioning, and nutritional concepts will constitute a major focus for this class. Any student interested in pursuing exercise science related course of studies during college or occupations such as coaching, personal training, physical therapy etc. will find this course to be of great benefit to their academic and /or occupational objectives.

## SCIENCE PATHWAYS



**Electives: See Course of Studies for Pre-Requisites**



## SCIENCE

Three full years of Science (15 credits) are required for graduation. Students in grades 9 and 10 enroll in Biology and Chemistry, respectively. Students may continue into Physics during grade 11 or may choose an elective. Students choosing an elective during grade 11, will enroll in Physics during senior year.

### FOUNDATIONS OF TECHNOLOGY AND ENGINEERING

**Grade 9**

#### 517 Full Year- College Prep

**5 Credits**

Through structured learning experiences, labs and projects students will solve problems through the engineering design process. Identifying and researching possible solutions, constructing prototypes, evaluating solutions and learning. Representative topics explored through some project based manufacturing, fluid and thermal systems, hydraulics, electrical and communication systems, fiber optics, energy and power technologies. Class size will be limited. *Prerequisites: none*

Not offered during 2022-2023 school year

### BIOLOGY

**Grades 9**

#### 521 Full Year - Honors

**5 Credits**

Students are expected to be able to solve problems by analysis, synthesis, and evaluation. They should be able to hypothesize and test their hypothesis and exhibit intellectual curiosity. Topics considered include: Environmental, life processes, microbiology, nuclear division, the cell, DNA, genetics, evolution and the human body. Students are expected to be self-motivated, work independently, and complete work on their own initiative. See the “Indicators for Honors or Advanced Placement” on page 13. Laboratory and intellectual processes emphasized.

### BIOLOGY

**Grade 9**

#### 522 Full Year – College Prep

**5 Credits**

This course covers the nature of living things, their structure, function, classification, habitats, heredity, and interrelationships. Topics covered include: cells and cell processes, genetics, evolution, reproduction, and human biology. There will be an emphasis on lab work and lab reports. Students are expected to apply learned material to new problems. *Prerequisite: None.*

### CHEMISTRY

**Grades 10**

#### 531 Full Year – Honors

**5 Credits**

Chemistry investigates the structure and composition of matter on a submicroscopic scale, as well as chemical reactions and involved energy changes. Discovering and internalizing concepts through experiments and class exercises will be frequently applied to new problem solving situations. Natural curiosity and an attitude of scientific inquiry are advantageous. One goal of the course is to prepare the class for the College Board SAT II in Chemistry. See the “Indicators for Honors and Advanced Placement” on page 13.

### CHEMISTRY

**Grades 10**

#### 532 Full Year - College Prep

**5 Credits**

Chemistry investigates the structure and composition of matter on a submicroscopic scale, as well as chemical reactions and involved energy changes. Discovering and internalizing concepts through experiments and class exercises will be frequently applied to new problem solving situations. Written homework assignments and problem solutions are required to be recorded in a notebook and kept up-to-date.

**PHYSICS****Grade 11-12****542 Full Year – College Prep****5 Credits**

This course is designed to introduce students to the fundamentals of physics with an emphasis on conceptual understanding. The course will emphasize group discussion, conceptual understanding, laboratory investigations and projects that demonstrate students' mastery of physics concepts. Science practices emphasized include: analyzing and interpreting data, constructing models and engaging in argument from evidence. Areas of study will include matter and interactions, motion, forces and their interactions, energy and waves and their applications in technology. *Prerequisite: Algebra II concurrent*

**PHYSICS****Grades 11-12****541 Full Year – Honors****5 Credits**

This course is designed for students with a strong foundation in mathematics and interest in the physical sciences. The course will emphasize practices that include group discussion, problem-solving, and laboratory investigations that involve analyzing and interpreting data using mathematical models. Science practices emphasized include: analyzing and interpreting data, constructing models and engaging in argument from evidence. Quantitative skills learned in algebra II will be employed in the problem solving concepts covered. Areas of study will include matter and interactions, motion, forces and their interactions, energy and waves and their applications in technology.

*Prerequisite: Algebra II concurrent*

**AP BIOLOGY****Grades 11 – 12****550 Full Year – Advanced Placement****5 Credits**

The AP Biology course will follow the curriculum set by the College Board. It is the equivalent of two semesters of introductory biology courses taken by biology majors in their freshman year in college. We will develop concepts, analytical skills, and lab techniques required for advanced study. In-depth inquiry into biochemistry, cells, heredity, evolution, organisms, and populations will be achieved through labs, lecture, writing, research, and fieldwork. Students selecting AP Biology are required to take the Advanced Placement exam.

**AP ENVIRONMENTAL SCIENCE****Grade 11-12****590 Full Year- Advanced Placement****5 Credits**

This course will follow the curriculum set by the College Board. Research, lab, field and class work will be on topics such as ecosystem structure, energy flow, population ecology, human demographics, biogeochemical cycles, solid waste, pollution, atmospheric issues and public policy. Students are required to take the Advanced Placement Exam

**AP PHYSICS I****Grade 11-12****543 Full Year – Advanced Placement****5 Credits**

AP Physics 1 is an algebra-based, introductory college-level physics course. The course uses inquiry-based investigations to explore topics such as: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sounds. Twenty five percent of instructional time will be spent doing lab work with providing students opportunities to demonstrate understanding of the physics principals and apply appropriate scientific practices required by the college board.

Students electing to take this course are expected to take the AP Physics I test in May.

Prerequisites: Geometry and concurrently taking Algebra II

**AP PHYSICS C: Mechanics**  
**540 Full Year – Advanced Placement**

**Grade 11 – 12**  
**5 Credits**

This is an introductory calculus based physics course in mechanics. It is designed to prepare students for the AP Physics C: Mechanics Exam and will provide an introduction to physics necessary for a multitude of college science courses that have physics as a prerequisite. The course is calculus based and will cover topics in kinematics, vectors, Newton's Laws, rotational dynamics, gravitation, work and energy principles, and simple harmonic motion. The course work will focus on problem solving. AP Physics students are expected to take the AP Physics Exam given in May as part of their assessment.

*Prerequisite: Concurrent enrollment in AP Calculus*

**AP CHEMISTRY**  
**533 Full Year – Advanced Placement**

**Grade 11 – 12**  
**5 Credits**

A.P. Chemistry is a rigorous course that will follow the curriculum set by the College Board. Topics will be explored in a conceptual and qualitative manner. The particulate nature of matter will be studied through the development of students' inquiry, analytical, and reasoning skills. Fundamental atomic structure, conservation of matter, laws of thermodynamics, and the role of energy in determining reactions are some of the overarching concepts. Students will be expected to solve novel problems and apply concepts to inquiry problems. AP Chemistry students are expected to take the AP Chemistry exam.

**HUMAN ANATOMY & PHYSIOLOGY**  
**551 Full Year – Honors**

**Grade 11-12**  
**5 Credits**

This course is an introduction to the structure and function of the human body. In this course, students investigate the processes of life from the molecular to the systemic level through microscope work as well as dissection of specific specimens (brain, eye, heart, lung, and fetal pig). Information is presented in lectures, labs, class activities and interactive web activities. It is fast-paced, challenging and requires a significant amount of independent work.

**HUMAN ANATOMY & PHYSIOLOGY**  
**552 Full Year – College Prep**

**Grade 11-12**  
**5 Credits**

This course is an introduction to the structure and function of the human body. In this course, students investigate basic and selected processes of life from the molecular to the systemic level through microscope work as well as dissection of specific specimens (brain, eye, heart, lung, and fetal pig). Information is presented in labs, class activities, short lectures and interactive web activities. It is fast-paced and challenging; each chapter will be covered in approximately 1.5-2 weeks.

**AUTHENTIC SCIENCE RESEARCH PROGRAM**

**Grades 11 –12**

ASR is a unique and flexible research program offered as a one or two year course, with or without a summer internship. ASR 1 is taken by juniors and seniors. Students decide by the end of Quarter 1 of the first year whether they wish to search for a mentor and a summer internship position. If they opt to not do a summer internship, or do not successfully complete a set of benchmarks for the internship option, the course continues for the rest of the school year but does not continue to a second year. Students who decide that they wish to find a summer internship position and successfully complete the required benchmarks continue on to the second year course, ASR II.

This program allows self-motivated students to pursue an original and independent research project under the mentorship of professional scientists and academics. *A significant amount of independent work is required for both ASR I and II.* Internship students must be able to devote much of the summer between junior and senior year to work full-time as an unpaid intern with a selected scientist. Travel to Boston and surrounding areas is usually required for the internship.

## **AUTHENTIC SCIENCE RESEARCH I**

**Grade 11**

### **591 Full Year – Honors**

**5 credits**

This two-year sequence is aimed at the student who wishes to pursue excellence, investigate lines of inquiry, and who may wish to consider a career in science research. During the first year, each student choose a topic of interest for individual research. College-level research skills, experimental design and methodologies are taught. The first year also focuses on journal-based research, reading scientific journals and writing scientific papers. All ASR I students are evaluated at the end of the first quarter for successful completion of specific benchmarks in order to seek a mentor and internship. Those who succeed engage in a structured search for a mentor and internship position during quarters 2 and 3. Students who do not meet the required benchmarks continue in the course without participating in the mentor-internship activities. Internship students must be willing and able to devote much of the up-coming summer to do research, often in the Boston or surrounding area.

If a student either does not successfully meet the benchmarks, and/or chooses to not do a summer internship, then the second semester is devoted to research and presentation on chosen topics. Refer to the descriptions below for the continuation of the sequence. Prerequisite: Permission of the instructor, recommendation from previous science teacher and previous or concurrent enrollment in advanced science course such as AP Biology, AP Computer Science, AP Physics. *Additionally, a significant amount of independent work is required.*

## **AUTHENTIC SCIENCE RESEARCH II**

**Grade 12**

### **592 Full Year – Honors**

**5 credits**

This course is intended for students who have completed ASR 1 and a summer internship. ASR II students write a formal research paper on the topic of their previous internship, and disseminate the findings via oral and poster presentations, enrollment in national science competitions, such as the Siemens and Intel Math, Science and Engineering competition. ASR II students also collaborate with those in the first year sequence, and will act as junior advisors. Submission of entries into science competitions, science fairs and essay contests is a required part of this course. Prerequisite: Completion of ASR I (591), and successful completion of summer research with mentor. *Additionally, a significant amount of independent work is required.*

## **INTRODUCTION TO BIOTECHNOLOGY**

**Grades 10-12**

### **597 Semester - Honors**

**2.5 credits**

### **598 Semester – College Prep**

Introduction to Biotechnology introduces students to the fundamentals of biotechnology, current trends and careers in biotechnology, and ethical aspects of biotechnology. The knowledge and skills gained in this course will provide students with a broad understanding of biotechnology and its impact on society. Introduction to Biotechnology is intended to meet the needs of a diverse body of learners. The course will provide students with foundational concepts and established laboratory protocols in a broad spectrum of disciplines such as biology, chemistry, biochemistry, biotechnology, microbiology, molecular and cell biology, genetics, and immunology. In addition, the course has the potential to foster scientific literacy and improve student lab skills.

## **SUSTAINABILITY 101**

**Grades 9-12**

### **595 Semester - Honors**

**2.5 Credits**

### **596 Semester- College Prep**

Students enrolled in Sustainability 101 will gain an in-depth understanding of a wide array of topics and their associations with the environment in a unique presentation, including: ecological and environmental health, social justice, population growth, waste management strategies, transportation, consumerism, future generations, biodiversity, animal rights and welfare, pollution, energy production and consumption, food and agriculture, and applicable and sustainable business practices. This course focuses on these two principal goals: Offering students an extensive range of resources and skills with which to formulate his/her own environmental

ethic and to articulate and defend these ideas with clarity, consistency and coherence and to examine/analyze the effects of the 21st-century man, as well as his policies on the global environment.

**GREEN SCHOLARS**

**006 Semester**  
**006 Full Year**

**Grade 10-12**  
**2.5 credits**  
**5 Credits**

The Scholars Program, based on the experiential education model, cultivates empowered, informed and progressive student leaders who—in collaboration with higher education based initiatives or community partners—will be equipped to face 21<sup>st</sup>-century environmental challenges. The program is designed to promote efficacy and engage and motivate students to become proactive, innovative and entrepreneurial problem-solvers who are able to address environmental challenges while employing critical thinking and leadership skills.

Pre-Requisite: Sustainability 101 and/or Green Team Interns

**GREEN TEAM INTERNS**

**007 Semester– College Prep**

**Grades 9-12**  
**2.5 Credits**

The Manchester Essex Green Team Environmental Work Study course is a program where Green Interns on researching, developing and instituting green initiatives district-wide. Interns collaborate with community members, staff, Green Scholars, and each other to identify reasonable, logical, environmentally sustainable and cost effective initiatives. They also make our district sustainable with their initiative management and are provided with the freedom and responsibility to achieve at high levels.

Pre-Requisite: none

**CULTURAL ANTHROPOLOGY AND ARCHAEOLOGY**

**593/594 Semester – CP & Honors**

**Grades 9-12**  
**2.5 credits**

Anthropology is the scientific study of humans, society, culture, and biology. Students will learn about cultures past and present in a holistic ~~and comparative way~~. Cultural Anthropology is the subfield that describes, analyzes, interprets, and explains Not offered 2022-2023 School Yearnces. Some aspects of society that will be covered are Subsistence Methods and Social Stratification, Marriage and Kinship, Ethnicity and Race, Economics and Politics, and Language and Communication. Archaeology is the examination of past human behavior and cultural patterns through the evidence of material remains. Students will analyze the rise and fall of civilizations over time. Honors and College Prep levels are taught simultaneously.

**BIOLOGICAL AND MEDICAL ANTHROPOLOGY**

**257/258 Semester - CP & Honors**

**Grades 9-12**  
**2.5 credits**

Biological Anthropology is the ~~study of human biological diversity over time~~ and space. Students will start with basic primatology and go on to s Not offered 2022-2023 School Year record and evidence of tool making. Additional topics include Heredity and Genetics, Mechanisms of Evolution, Human Variation and Adaptation, and Anatomy and Culture. Student will then move on to an examination of the intersection of genetics, disease, and culture in the study of Medical Anthropology. Factors which influence health and well-being, the experience and distribution of illness, the prevention and treatment of sickness, healing processes, and the cultural importance and use of various medical systems will be explored. Honors and College Prep levels are taught simultaneously.

## COMPUTER SCIENCE & TECHNOLOGY STEM PATHWAYS

Level	Computer Science	Electronics	Mechanical
Entry	Introduction to Coding	Robotics	CAD
Intermediate	Physical Computing	Electronics	Mechanical Design
Advanced	Python	Special Projects	Special Projects
AP	AP Computer Science		

Students should complete four courses over four years to complete the pathway. Entry level courses are for all students where the emphasis is on exploration and self-realization of abilities in design and engineering. Higher-level course may have pre-requisites to ensure student success with higher-level concepts and challenges.

### INTERACTIVE DEVICE DESIGN

**Grade 9-10**  
**2.5 Credits**

#### 467 Semester- Honors

Students will learn about design and programming of projects that are based in art and music. Students will program a microcontroller using a graphical programming environment. Projects will cover the basics of computational thinking including merging variables, looping, and how computers make decisions. Human computer interaction through physical sensors will be a primary focus. Students will work in groups and will have considerable autonomy in deciding what they build. Recommended for students who are thinking about the computing track.

Not available during the 2022 – 2023 school year.

### INTRODUCTION TO CODING

**Grade 9-10**  
**2.5 Credits**

#### 466 Semester - Honors

#### 465 Semester – College Prep

Students will learn the basic concepts of coding, computational thinking, and algorithm development using Scratch and Alice in a project-based curriculum. Scratch is a well-known graphical coding environment developed at MIT. The focus is on developing an understanding of variables, looping, and conditionals. The second half of the course will build on the initial concepts and will introduce aspects of object-oriented coding with the graphical language of Alice. The course is designed for students with little or no programming experience.

### PHYSICAL COMPUTING

**Grades 9-10**  
**2.5 credits**

#### 460 Semester - Honors

Students will learn about coding through the design and development of physical computing projects based on the Arduino microcontroller. Coding is block-based however students start to transition to text-based coding as the semester progresses. The last part of the course will shift to Java, the programming language of APCS to prepare students for the rigors of APCS. ICS is a pre-requisite for APCS. It is recommended that students take Introduction to Coding before enrolling in Introduction to Computer Science.



**PYTHON****469 Semester-Honors**

Python is a programming language that is gaining traction in the fields of Artificial Intelligence, data mining, web development, and the Internet of Things. Students will learn Python through a series of coding projects that highlight the advantages of Python over other text-based coding languages. Physical computing projects in Micropython will focus on IoT and hardware implementation. Students should take Introduction to Coding before enrolling in Python as the course will require basic knowledge of coding.

**GRADES 10-11****2.5 Credits****AP COMPUTER SCIENCE****460 B Full year**

APCS follows the recommended course work to prepare students for the AP exam in May. The course moves quickly through fundamentals and requires work outside of the class. Summer work may be required to refresh Java skills before the class starts in the fall. Students are expected to take the APCS exam. **Prerequisites:** Introduction to Coding, Python, or instructor approval.

**Grades 11-12****5 Credits****ROBOTICS****554 Semester – College Prep****555 Semester - Honors**

Students will design, build, and program autonomous robots using LEGO, Arduino, and other robot platforms. Although there are several options for programming it is highly recommended that students take IDD, Scratch, or Introduction to Computer Science prior to taking Robotics.

**Grades 9-12****2.5 Credits****ELECTRONICS****470 Semester- Honors**

Electronics will cover the fundamentals of analog and digital circuit elements and circuit design. Students will develop skills using test and measuring equipment over the semester. This course will prepare students for a first year college engineering course in introductory electronics. The course will also prepare students who may be thinking about a career as an HVAC or automotive technician.

**Grades 10-12****2.5 Credits****CAD****624 Semester – Honors****471 Semester – College Prep**

CAD is an introductory course for learning the fundamentals of mechanical design. The course is project-based and has a mix of video and conventional lessons. Students will engage in individual and group design projects over the semester. Students will have the opportunity to learn about 3D printing and Laser cutting as they will have the opportunity to create physical artifacts from their designs.

**GRADES 9-12****2.5 Credits****MECHANICAL DESIGN****473 Semester - Honors**

Mechanical Design builds on the concepts learned in CAD. Students will engage in more complex designs and the application of CAD including dimensions, tolerance, and other design concepts including the application of science to designing. Assumes that students have taken the first CAD course. **Prerequisites:** CAD or instructor approval.

**Grades 10-11****2.5 Credits**

**SPECIAL PROJECTS IN ENGINEERING**

**Grade 12**

**476 Year - Honors**

**5.0 Credits**

Independent study for highly motivated students planning to enroll in engineering in college. Students will have to propose and construct their own project idea. Students should have taken prior STEM courses that they can apply to their project as required. Instructor approval required for enrollment.

**TECH TEAM**

**Grades 9 – 12**

**464 Semester - Pass/Fail**

**2.5 Credits**

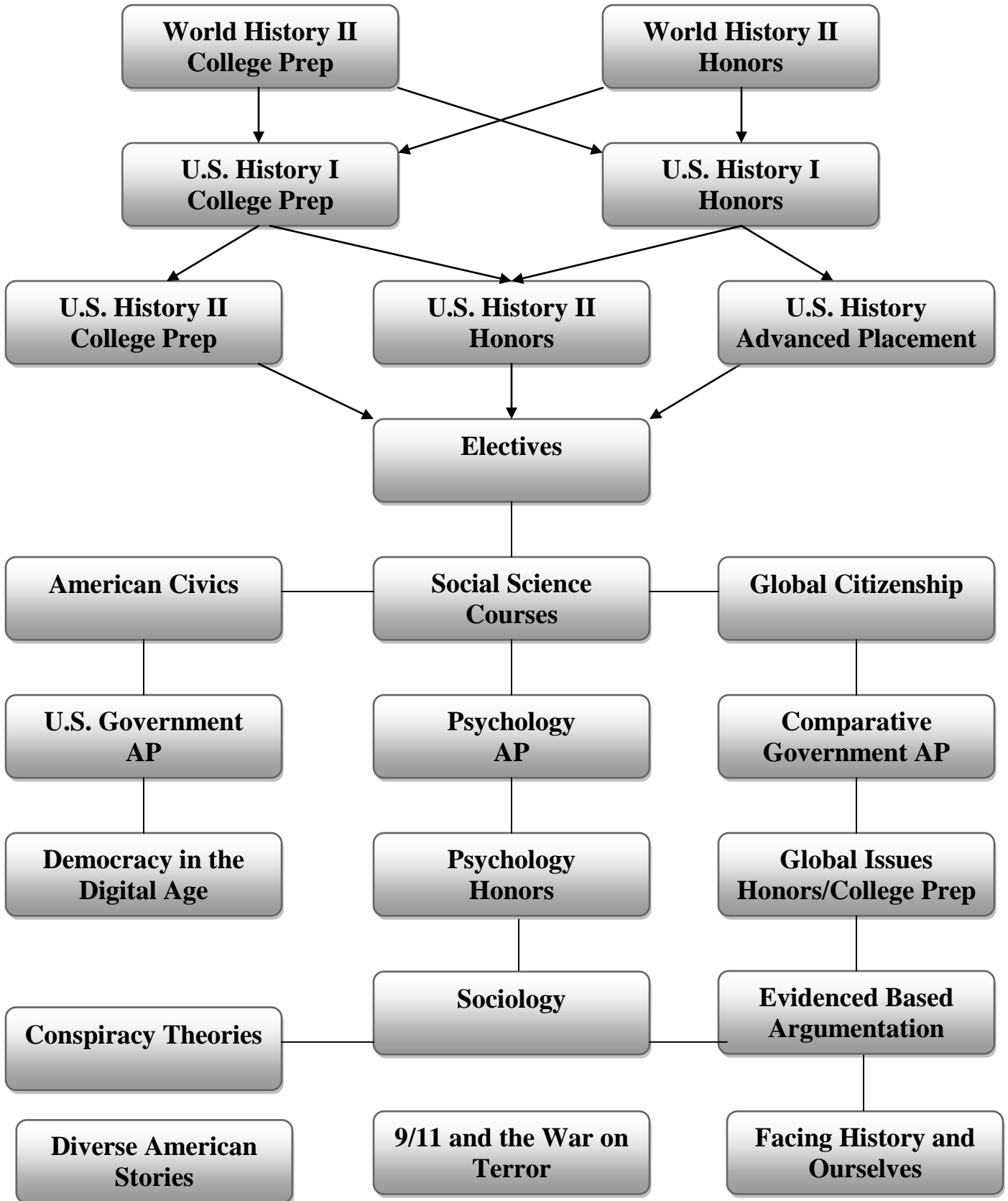
Is this course, students will serve the school community with their technology-related skills. Students will learn about common troubleshooting specific to MERHS. Students will become quick response resources specializing in support, utilizing tech in all areas of the school with efficiency and effectiveness. In addition, students will evaluate and create learning opportunities for staff and students.

Not available during the 2022 – 2023 school year

Areas of Concentration:

- Providing the school community with online tutorials.
- Troubleshooting at the Bar in the Learning Commons
- Supplying tech related tutoring for students and staff
- Conducting the technology orientation for incoming students.
- Creating, testing, and sharing resources with the school community.
- Be on hand to help with tech emergencies and demonstrate basic troubleshooting.

# SOCIAL STUDIES DEPARTMENT PATHWAYS



## **SOCIAL STUDIES DEPARTMENT**

The goals of the Social Studies Department are for students to 1) acquire critical thinking, reading, writing and speaking skills so that they can express themselves and pursue life goals, 2) understand local, national and world history so they can make decisions about their individual and collective futures, 3) understand local, national and world governments so they can function as active and informed citizens, and 4) understand and respect differences so they can effectively function in an increasingly diverse society. All Manchester Essex Regional High School students are required to take and pass a minimum of three years of social studies courses during the four-year high school program. The minimum includes two full years of United States History. Students planning to attend a four-year college are strongly encouraged to take four years of social studies. Courses in grades 9 and 10 will be offered at the College Prep and Honors levels, while most courses in grades 11 and 12 will be offered at the College Prep, Honors and Advanced Placement levels.

### **WORLD HISTORY II**

#### **211 Full Year –Honors**

**Grade 9**

**5 Credits**

The freshman program is the first year of a three-year sequence in social studies. The course presents a background in world history from 1700-Present. Topics studied include industrialization, imperialism, the First World War, communism and fascism, the Second World War, global independence movements, the Cold War and current global issues. See the “Indicators for Honors or Advanced Placement” on page 13. *Prerequisite: teacher recommendation.*

### **WORLD HISTORY II**

#### **212 Full Year – College Prep**

**Grade 9**

**5 Credits**

The freshman program is the first year of a three-year sequence in social studies. The course presents a background in world history from 1700-Present. Topics studied include industrialization, imperialism, the First World War, communism and fascism, the Second World War, global independence movements, the Cold War and current global issues.

*Prerequisite: None*

### **UNITED STATES HISTORY I**

#### **221 Full Year –Honors**

**Grade 10**

**5 Credits**

The sophomore program is the second year of the three-year sequence in social studies and the first year of study of United States history. This course will present an in-depth study of United States history from the nation’s founding through the dawn of the twentieth century. The course will blend a chronological and thematic approach to American history. Units include the colonial period, the American Revolution, the New Republic, Nationalism and Sectionalism, the Civil War and Reconstruction, and Native Americans. See the “Indicators for Honors or Advanced Placement” on page 13. *Prerequisite: Teacher recommendation and a final grade of “B-” or better in World History II.*

### **UNITED STATES HISTORY I**

#### **222 Full Year – College Prep**

**Grade 10**

**5 Credits**

The sophomore program is the second year of the three-year sequence in social studies and the first year of study of United States history. This course will present an in-depth study of United States history and government from the nation’s founding through the dawn of the twentieth century. The course will blend a chronological and thematic approach to American history. Units include the colonial period, the American Revolution, the New Republic, Nationalism and Sectionalism, the Civil War and Reconstruction, and Native Americans. *Prerequisite: Successful completion of World History II.*

**AP UNITED STATES HISTORY II**  
**230 Full Year – Advanced Placement**

**Grade 11**  
**5 Credits**

The junior program is the third year of the three-year sequence in social studies and the second year of study of United States history. Since the Advanced Placement exam spans all of American history, the course begins with a brief review of the content covered in the previous year. However, a majority of the course is an in-depth study of United States history and government from 1900 to the present. Topics studied include the Progressive Era, the First World War, the Great Depression, the Second World War, the Cold War, the Civil Rights Movement, and modern America. The course is taught at the college level and provides preparation for the national United States History exam, a required undertaking for all who enroll. See the “Indicators for Honors or Advanced Placement” on page 13. *Prerequisite: Teacher recommendation and a final grade of “B-” or better in United States History I Honors.*

**UNITED STATES HISTORY II**  
**231 Full Year –Honors**

**Grade 11**  
**5 Credits**

This junior program is the third year of the three-year sequence in social studies and the second year of study of United States history. This course will present an in-depth study of United States history and government from 1900-Present. Topics studied include the Progressive Era, the First World War, the Great Depression, the Second World War, the Cold War, the Civil Rights Movement, and modern America. The course will follow a thematic approach to modern American history rather than a chronological one. Themes may include the American Identity, the changing role of government, social relations, economic advancements, and America’s role in the world. See the “Indicators for Honors or Advanced Placement” on page 13. Preparation for the Advanced Placement examination is not a focus of this course. *Prerequisite: Teacher recommendation and a final grade of “B-” or better in United States History I.*

**UNITED STATES HISTORY II**  
**232 Full Year – College Prep**

**Grade 11**  
**5 Credits**

The junior program is the third year of the three-year sequence in social studies and the second year of study of United States history. This course will present an in-depth study of United States history and government from 1900-Present. Topics studied include the Progressive Era, the First World War, the Great Depression, the Second World War, the Cold War, the Civil Rights Movement, and modern America. The course will follow a thematic approach to modern American history rather than a chronological one. Themes may include the American Identity, the changing role of government, social relations, economic advancements, and America’s role in the world. *Prerequisite: Successful completion of United States History I.*

**AP PSYCHOLOGY**  
**240 Full Year – Advanced Placement**

**Grade 12**  
**5 Credits**

This elective course provides an introduction to the basic principles of human behavior and an opportunity to better understand each other and ourselves. Topics studied include the historical perspective of psychology, personality theories, the brain, stress and adjustment, consciousness, learning and memory, cognition and intelligence, human development, motivation, psychological disorders and treatment. Outside readings, journals, research projects, presentations/seminars, essays and reports are required of all students. The course is taught at the college level and provides preparation for the national AP Psychology exam, a required undertaking for all who enroll. *See the “Indicators for Honors or Advanced Placement” on page 13.*  
*Prerequisite: Teacher recommendation*

**PSYCHOLOGY**  
**240H Full Year –Honors**

**Grade 11-12**  
**5 Credits**

This elective course provides an introduction to the basic principles of human behavior and an opportunity to better understand each other and ourselves. Topics studied may include the brain, psychological disorders and treatment, sleep and stress, learning and memory, cognition and intelligence, motivation, and social psychology. Outside readings, journals, research projects, presentations, discussions and essays are required of all students. See the “Indicators for Honors or Advanced Placement” on page 13. *Prerequisite: Teacher recommendation*

**SOCIOLOGY**  
**253 – Full Year CP**  
**254 – Full Year Honors**

**GRADES 10-12**  
**5 Credits**

Sociology focuses on the systematic understanding of the way that societies work---or don’t work. By using methods, information, and observations of the social sciences, sociologists seek to make meaning out of the relationships and institutions within communities. Sociology combines analysis, empathy, and inquiry to build on theory and frame a deeper understanding of social constructs, perceptions, and realities. Possible topics include: social interaction, family and community, wealth and poverty, social constructs, deviance, crime, social control, and social change. *See the “Indicators for Honors or Advanced Placement” on page 13.*  
*Prerequisite for Honors: Teacher Recommendation*

**FACING HISTORY AND OURSELVES**  
**255 – Full Year CP**  
**256 – Full Year H**

**GRADES 10-12**  
**5 Credits**

In order to promote greater awareness of the societal issues students will face in today’s world, this course will examine bias, racism, and prejudice. **Not offered during 2022 – 2023 school year --- rotating with 9/11 and the War on Terror** study of intolerance, genocide, and the Holocaust, students will be able to analyze American history and the moral and ethical choices they are forced to make. While students will learn facts and background surrounding specific events in history, they will also be asked to examine the psychological motivations of the individual and of the group and the ethical implications of their actions. See the “Indicators for Honors or Advanced Placement” on page 13. *Prerequisite for Honors: Teacher Recommendation*

**9/11 AND THE WAR ON TERROR**  
**257 – Full Year – CP**  
**258 – Full Year – Honors**

**GRADES 10-12**  
**5 Credits**

In this course, students will examine the origins and impact of the terrorist attacks on the United States on September 11, 2001. Students will learn about the road to 9/11, the event itself, and the response by the United States and the world. The course will examine the conflict between liberty and security in the War on Terror that followed. The course will conclude with a reflection on how Americans and the world have come together in responding to the threats of terrorism, extremism and offer predictions of what we can do moving forward. See the “Indicators for Honors or Advanced Placement” on page 13. *Prerequisite for Honors: Teacher Recommendation*

**UNITED STATES GOVERNMENT & POLITICS**  
**250 Full Year – Advanced Placement**

**Grade 11-12**  
**5 Credits**

This Advanced Placement course provides students with an in-depth study of American government and politics. Students will study government structures and procedures and the patterns of political processes and behavior. Students will interpret U.S. government and politics by examining the Constitutional underpinnings of the federal government, institutions of the national government, public policy, political beliefs and behavior,

civil rights and liberties, political grouping, and the media. The course is taught on the college level and provides preparation for the national AP U.S. Government and Politics exam, a required undertaking for all who enroll. See the “Indicators for Honors or Advanced Placement” on page 13. *Prerequisite: Teacher recommendation and a final grade of “B-” or better in United States History Honors.*

## **COMPARATIVE GOVERNMENT & POLITICS**

**Grade 12**

### **245 Full Year – Advanced Placement**

**5 Credits**

This Advanced Placement course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course will cover specific countries and their governments. China, Great Britain, Iran, Mexico, Nigeria, and Russia form the core of the AP Comparative Government and Politics course. By using these six core countries, the course will move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings. The course is taught on the college level and provides preparation for the national AP Comparative Government and Politics exam, a required undertaking for all who enroll. See the “Indicators for Honors or Advanced Placement” on page 13. *Prerequisite: Teacher recommendation and a final grade of “B-” or better in United States History Honors.*

## **CURRENT GLOBAL TOPICS**

**Grades 11-12**

*251 Full Year - Honors*

*5 Credits*

*252 Full Year - College Prep*

*5 Credits*

This elective course will examine several current issues of global importance. A major focus of the course is to understand and independently evaluate information from a variety of sources. This will be done through reading, writing and discussing current events and contemporary media pieces on topics relating to the political, social and economic forces impacting the world today. Topics studied may include economics, politics, globalization, climate change, human rights, cultural imperialism, American intervention, terrorism, and current global conflicts. Attention will be given to the historical foundations of each topic as well. See the “Indicators for Honors or Advanced Placement” on page 13. *Prerequisite for Honors: Teacher Recommendation*

## **EVIDENCE BASED ARGUMENTATION**

**Grades 9-10**

### **151 Full Year – Honors**

**5 Credits**

This course is focused on building general argumentation and communication skills. Students will study techniques of discussion and debate, evaluate sources, use research technologies, and write persuasive essays. Students will also develop the independence, perseverance, and critical thinking skills necessary for academic discussion and debate. This course also seeks to promote global citizenship as topics relating to the political, social, and economic forces impacting the rapidly changing world will be examined.

## **DEMOCRACY IN THE DIGITAL AGE**

**Grades 9 - 12**

**259 Semester - Honors**

**2.5 Credits**

**260 Semester – College Prep**

This elective course introduces students to the core principles of American government and media literacy. Civics topics include separation of powers, checks and balances, federalism, political ideologies, and political parties. Media literacy concepts include how news is generated, characteristics of fake news, and how to be critical news consumers. At the completion of this course students will have the tools necessary to be informed, active, and engaged global citizens in the 21st century. See the “Indicators for Honors or Advanced Placement” on page 13. *Prerequisite for Honors: Teacher Recommendation*

**DIVERSE AMERICAN STORIES****273 Semester – Honors****272 Semester - College Prep****Grades 9-12****2.5 Credits**

In this elective course, students will explore the unique experiences and contributions of Americans from a variety of racial, national, religious, ethnic and gender groups seeking access and inclusion throughout United States history. Students will read first-person accounts and perspectives to gain insight into the challenges and triumphs of these diverse groups while making connections to current issues. A variety of scholarly sources will be utilized to gain an in-depth understanding of the barriers experienced by different cultures and backgrounds as they seek agency to break down these obstacles. Students will be expected to evaluate these historical and contemporary issues by researching, writing and participating in comprehensive class discussions.



## **SPECIAL EDUCATION**

The special education department comprises a diverse and highly qualified staff dedicated to the education and inclusion of students with disabilities. The primary goals of the department are to strengthen students' academic skills, encourage positive and active participation in learning, foster respect for others and awareness of personal learning needs, and promote the development of self-advocacy skills.

Special education teachers, assistants, and specialists provide a wide array of services to students including but not limited to: inclusion support, self-contained classes, curricular modifications, and consultation/collaboration with general education staff. In addition to these inclusion services, the department offers specialized instruction designed to support student success in accessing the general curriculum. Specialized programming is also available to students through the Transition Program. In all programs, students access services as determined appropriate and necessary by the Team and outlined in the Individualized Education Program (IEP), and work toward successful transition to appropriate post-secondary opportunities.

### **Inclusion Support:**

General and special education teachers work cooperatively in targeted college prep (CP) level classes, generally offered at the freshmen and sophomore level. The teachers deliver the curriculum based upon the Massachusetts State Curriculum Frameworks while fostering the development of students' academic, study, and organizational skills appropriate to specific content areas. In daily lesson planning, teachers take into consideration the specific needs of the special education students within the class. Teachers utilize common language and incorporate a related set of language-based teaching strategies into their instruction.

### **Learning Strategies:**

Learning Strategies is a regularly scheduled course designed to support individual skill development as determined each student's IEP. Areas of focus may include reading (decoding and comprehension), writing, math, study skills, test preparation, and self-advocacy. As students progress through the high school, they will assume more responsibility for their education and become more independent learners.

As students progress toward senior year in Learning Strategies class, they are encouraged to direct their own support time and practice independent learning strategies that are appropriate to their needs. In addition, students are encouraged to practice self-advocacy skills with service providers and general education teachers. Learning Strategies class time is also dedicated to discussing post-secondary options and understanding one's disability in terms of learning strengths and weaknesses.

### **Self-Contained Classes (Math; English; Social Studies; Transition):**

Self-contained English and Math classes in grades 9-12 are offered for students with developmental disorders and severe language based learning disabilities who require specialized designed instruction and low student to teacher ratios. In most cases, these classes will group students across two grades (9/10 and 10/11) and follow a two year curriculum sequence (e.g., Geometry, Algebra I). Enrollment in these classes is determined by the student's IEP.

### **Transitions Program:**

The Transitions Program provides a comprehensive academic and social support model for students who require specialized assistance and ongoing case management. A maximum of twelve students in grades 9-12 comprise the Transitions Program cohort, which is supported by a certified special education teacher with specialized training in transition planning. The high school adjustment counselor also provides emotional and social pragmatic supports and training for students in the program. Students accessing the Transitions Program typically enroll in four to five academic courses per semester, which may include a combination of small, self-contained special education classes and co-taught or supported academic classes, learning strategies tutorials, and social skills groups.

### **Related Services:**

Reading, speech and language, occupational therapy, physical therapy, social skills, individual and group counseling, and behavioral support are provided for students as appropriate and indicated on students' IEP.

It is the policy of the Manchester Essex Regional School District not to discriminate on the basis of race, gender, color, religion, sexual orientation, national origin, age, or disability in its educational programs, services, activities, or employment practices. Inquiries regarding the application of the Manchester Essex Regional School District nondiscrimination policy may be referred to the Civil Rights Coordinator at 36 Lincoln Street, Manchester, Massachusetts 01944.