

Tahanto Regional



**HIGH SCHOOL
PROGRAM OF STUDIES
2021-2022**

TAHANTO REGIONAL MIDDLE/HIGH SCHOOL

BERLIN, MA

BOYLSTON, MA

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Berlin-Boylston Public Schools do not discriminate on the basis of age, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, creed, disability, veteran status, genetic information, homelessness or any other class protected by state or federal law.

EDUCATION FOR ALL

Chapter 622/Title IX Equity Statement: Tahanto Regional Middle/High School is in compliance with Chapter 622 of the Acts of 1971 and Title IX of the Educational Amendments of 1972. Chapter 622 guarantees that all aspects of public school education must be fully open and available to members of sexes, minority groups and handicapped. No student may be excluded from any course, service or resource available in that school because of the race, color, sexual orientation, religion, national origin, or handicap of that student. Title IX of the Educational Amendments of 1972 ensures that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination in any federally assisted program. For information, please contact Karen Molnar, Special Education, at 508/869-2837.

Berlin-Boylston Public Schools is an affirmative action employer, ensuring that its programs and facilities are accessible to the public. We do not discriminate on the basis of age, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, creed, disability, veteran status, genetic information, homelessness or any other class protected by state or federal law.

Chapter 622/Title IX Grievance Procedure: Any student or employee of the Berlin-Boylston Public Schools who believes he/she has been discriminated against, denied a benefit, or excluded from participation in any educational program or activity on the basis of sex, sexual orientation, race, religion, color, national original, or handicap, may file a complaint with Chapter 622/Title IX Coordinator. This may be done through the Superintendent's Office at 215 Main Street, Boylston, MA 01505.

Tahanto Regional Middle/High School is accredited by the New England Association of Schools and Colleges, Inc., a non-profit government, a nationally recognized organization whose affiliated institutions include elementary through collegiate institutions offering postgraduate 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 purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future.

Tahanto was re-accredited by the NEASC in April 2017. For further information about accreditation, please contact: <http://www.neasc.org>

NEASC / 209 Burlington Road / Bedford, MA 01730

TAHANTO REGIONAL HIGH SCHOOL

STATEMENT OF PURPOSE

Tahanto Regional High School is a community composed of students, faculty, administration, parents and staff committed to working cooperatively to develop the intellectual and social potential of each student. Mutual trust and respect are encouraged. Students and teachers demonstrate positive respect for one another.

A varied curriculum is offered to meet the needs of students of all levels of ability. Recognizing the different ways that students learn, we are committed to providing learning experiences using a variety of educational models, such as cooperative learning, debates, group discussions, inquiry and investigation, discovery, open-ended questions, and student-centered learning.

The class size at Tahanto is small, with an average student to teacher ratio of 19 to 1. Course overviews are distributed by each teacher at the beginning of the school year. These performance objectives are measured by a variety of teacher constructed forms of evaluation and teacher observation. Student assessment is measured in the classroom, and by studying and analyzing the results of standardized testing.

The curricula reflect a comprehensive and sequential development of concepts structured around affective and cognitive objectives. Students are encouraged to strive for the highest level of achievement. The music and art curricula offerings educate students to appreciate ideas and emotions conveyed in sound and image with the goal that they will understand and know the nature of the creative process and the role of the arts in reflecting and shaping the cultural heritage. The language arts department offers a four-year sequential study of French and Spanish. Advanced Placement courses are offered in biology, chemistry, calculus, statistics, U.S. history, European history, Psychology and English. Library media and technology are used at all levels of instruction. Students are also able to access over 300 different online courses via our online Educere platform.

Tahanto Regional Middle/High School is pleased to offer the Tahanto Pre-School and an Early Childhood Development Program onsite. Participating students are eligible for licensure as private pre-school teachers after graduation. Licensure-eligible students will have completed 4 yearlong child development courses and a 360-hour practicum with Tahanto Preschool students.

Tahanto's School Counseling Department supports students by providing classroom guidance, individual student planning, responsive services, system support, and special education services. The school counselors and school psychologist provide a full range of academic, career, and personal/social support. Students are encouraged and assisted with continuing their education beyond high school.

The athletic program provides our students with a variety of interscholastic and intramural sports at the middle school and high school levels and is committed to developing students' scholastic and social skill abilities, in addition to growing their athletic capacities.

Tahanto Regional High School provides a supportive, respectful and challenging environment in which each student can strive to achieve his/her full potential.

MISSION STATEMENT

Our mission is to support and to challenge students in achieving personal and academic excellence in a safe, collaborative, and student-centered environment.

VISION STATEMENT

Our vision is to create a tradition of developing responsible and reflective citizens who are college/career ready and life-long learners.

CORE VALUES AND BELIEFS

Determination

problem solving
perseverance
desire to succeed
pride

Education

critical thinking
access to resources
technology
effective
communication

Enrichment

creativity
extra-curricular
opportunities
confidence
applying knowledge
outside of school

Responsibility

strong sense of
community
service to others
collaboration
self-reflection
respect and empathy
for others
positive contributions
to the community

EXPECTATIONS FOR STUDENT LEARNING

We want our graduates to know and be able to...

Read effectively

- Apply basic reading and comprehension strategies to access information in texts.
- Utilize critical thinking skills to demonstrate understanding of central and supporting ideas in various sources of written work.

Write effectively

- Understand purpose and audience.
- Conform to Standard English style.
- Organize ideas so they are clear, concise, and well supported by a variety of primary and secondary sources.

Communicate effectively

- Understand the audience.
- Engage listeners through verbal illustrations, key details, and visual aids when appropriate.
- Pose and respond to pertinent questions.

Listen and view critically

- Participate in discussions.
- Build upon comments of others to arrive at a better understanding of material.
- Distinguish relevant from irrelevant.
- Summarize main ideas and most supporting arguments from discussions.
- Recognize the right of others to speak.

Analyze, interpret and evaluate effectively

- Collect, organize, interpret, evaluate, and present information drawn from a variety of sources.
- Justify findings.
- Make logical predictions.
- Draw inferences.
- Defend arguments.

Acquire, integrate and apply essential knowledge

- Acquire information from reliable and relevant sources such as the library, the Internet, oral and visual sources, as well as human and community resources.
- Determine what is relevant to the goal of the assignment.
- Integrate all ideas and materials into a variety of presentation formats such as research papers and/or projects, computer presentations, audio/visual presentations, mathematical representations, artistic performances, and/or portfolio

Apply skills (mathematical, literacy, scientific, historical, linguistic) to interpret information and solve problems

- Indicate a complete, reasonable, and clear explanation.
- Demonstrate an understanding of underlying concepts, procedures, and structures.
- Examine and satisfy most essential conditions of the problem.
- Present solid supporting arguments with examples.
- Show evidence of reflection and checking of work in reading the solution.
- Apply skills to acquire, organize, and interpret scientific information from reliable sources to describe problems and related issues.
- Refine knowledge using appropriate thinking skills, and accurately apply all information to the solution of the scientific problem.
- Demonstrate the ability to pose questions, interpret the ideas of others, and contribute his/her own ideas in both formal and informal settings.
- Acquire new knowledge, synthesize ideas, and analyze complex concepts.
- Organize, interpret, evaluate, and present information drawn from a variety of historical sources.
- Develop logical arguments that make connections between past events and current issues and problems.
- Justify relevant findings, distinguish fact from opinion, and recognize point of view as well as cause and effect.
- Demonstrate effective technical mastery in good craftsmanship and creative insight in his or her work.
- Engage in thoughtful reflections on his or her work.
- Apply skills learned in the arts across the curriculum with competence.

Use Technology and a variety of resources to acquire, organize and communicate

- Use a portion of those resources available to locate, collect, organize and store information.
- Show fundamental understanding of Internet browsers, search engines, word processors, spreadsheets, databases, OPACs, and multimedia.

- Demonstrate the basic skills to use technology in presenting written, visual, oral and multi-media work.
- Use technology in an ethical and legal manner.

Demonstrate Responsibility for her/his own learning and behavior

- Demonstrate responsibility for one's own learning and behavior in establishing and achieving academic goals.
- Set clear priorities and expectations.
- Plan to meet deadlines and make efforts to balance academic and extracurricular activities.
- Make informed decisions about his/her future.

Treat others with respect regardless of their philosophy, culture, or religious belief

- Demonstrate an understanding of diversity between and within societies, cultures and abilities.
- Accept and respect others regardless of their race, cultural differences, religion, gender, sexual orientation, or disability.
- Demonstrate the ability to work collaboratively and independently.
- Participate in a group environment.
- Exhibit problem-solving skills.
- Exhibit cooperative social skills.

Make informed and responsible judgments regarding personal health

- Identify factors that lead to physical, emotional, and mental well-being.
- Demonstrate the ability to acquire and apply appropriate health information.

Understand and demonstrate a sense of community

- Exhibit a sense of belonging to the community.
- Perform service activities.

Understand and respect the individual's rights and responsibilities in the school, community and nation

- Comply with rules.
- Be responsible for his or her behavior.
- Understand how individual behavior affects others.
- Know the process for affecting change.

SCHOOL PERFORMANCE OBJECTIVES

The school demonstrates its commitment to foster and expand community involvement through: The Tahanto Website Newsletter, Community Service Club, Annual Parent-Student Class Overviews and College Seminars, and the School Council.

The school demonstrates its commitment to curriculum development through a five-year review of each curriculum area, setting of annual teacher goals, setting of annual department goals, setting of school goals and setting of system-wide goals, and the use of release time devoted to curriculum development.

The school demonstrates its commitment to making available to all members of the community opportunities to acquire technological skills through the community-school television studio and the public access catalog.

The school demonstrates its commitment to the need to strive for effective interaction and excellence with the larger community through Tower Hill, Clinton Savings Bank, WHEAT, Atlantic White Shark Conservancy, Quinsigamond Community College, The Worcester Art Museum, Clark University, The Association of Middle Schools, and The Massachusetts Water Resources Authority.

The school demonstrates its commitment to provide career level educational opportunities through its partnership with Clinton Savings Bank and student banking program, technology and engineering program, work-study, community service and early childhood education/preschool program.

The school demonstrates its commitment to pupil services through a comprehensive school counseling program that could include seminars and events such as Job Shadow Day, Career Day, College Fair Field Trip, and a College Admissions Panel.

The school demonstrates its commitment to the special needs population by its unique programs: the Collaborative High School Program, the Peer Assistance Program, the Oral Interpreter and Speech/Language Pathologist Program, the Assabet Valley Collaborative Middle School Multiply Handicapped Program, the Transitional Skills Program and inclusive education.

GENERAL INFORMATION

Course Selection:

- Students are required to enroll in a full schedule (all 7 periods)

Factors college admissions counselors consider when making admission decisions:

- Strength of Curriculum
- Grades in Courses
- Standardized test scores
 - Letters of recommendations from teachers and counselors
- Personal Statements/Essays
- Extracurricular Activities
- Interview
- Student's Demonstrated Interest in the College/University
 - Examples of demonstrated interest:
 - Joining the e-mail list and requesting information through website
 - Attending local/regional open houses and college fairs
 - Speaking with a local alumni representative
 - Documentation of having visited/toured in admissions department

What do prospective employers look for?

- Basic Competency Skills
 - Effective reading comprehension, writing, and computational skills
- Specialized Skills and Abilities Necessary For a Job/Career
- Information, Media and Technology Skills
 - Ability to access current, relevant information efficiently and resourcefully
 - Capacity to use technology to research, organize, evaluate, and communicate information
 - Ability to manage the flow of information from a wide variety of sources
 - Understanding of ethical/legal issues related to access and use of information
- Communication Skills
 - Effective speaking and listening skills
 - Understanding and effective utilization of appropriate expressions and interpretations in diverse, multicultural, and political environments
- Adaptability Skills
 - Your understanding of your functions within the context of the broader organizational purpose
 - Ability to transfer learning to new situations or roles that you encounter
 - Effective critical thinking, creative thinking, and problem-solving skills
 - Ability to create ways to improve the methods they use

- Ability to solve problems, especially in non-routine situations
- Developmental Skills
 - Capacity for goal-setting and ongoing career planning
 - Ability to regularly prove your value through hard work and achievement
 - Commitment to continuous development/improvement
 - Maintenance of updated skill set including technology over time
- Group Effectiveness Skills
 - Effective collaboration, interpersonal, teamwork, and negotiation skills
 - Cross-cultural skills with an appreciation for diversity
- Influencing Skills
 - Ability to understand organizational culture, make decisions, share leadership
- Personal Characteristics
 - Flexibility
 - Initiative
 - Enterprising, innovative, resourceful nature
 - Integrity
 - Interest
 - Positive attitude and enthusiasm
 - Motivation
 - Active engagement and drive
 - Interest in going above and beyond minimum expectations
 - Responsibility
 - Positive attendance, consistency, and dependability
 - Strong work habits
 - Commitment to effectiveness and productivity
 - Self-Esteem
 - Self-Management
 - Effective time-management skills
 - Ability to prioritize, plan, and manage work to meet goals
 - Professionalism (e.g. proper presentation, etc.)
- Recommendations From Others
- Comprehensive Resume
 - Education
 - Extracurricular activities
 - Athletic involvement
 - Volunteer experience
 - Work experience

- Achievements/Awards/Recognitions

PROMOTION AND GRADUATION REQUIREMENTS

To be eligible for a Tahanto Regional Middle/High School diploma, all students must receive passing scores on the MCAS (Massachusetts Comprehensive Assessment System) English Language Arts, Mathematics, and Biology tests.

All students must earn 115 credits to graduate. All students must also pass the following courses to graduate:

English – 4 Years	U.S. History – 2 Courses
Math – 4 Years (including senior year)	World History – 1 Course
*Science – 3 courses in lab sciences	Physical Education – 4 Years
Technology – 1 Course	Health-1 Course

Although not required for graduation, students are strongly encouraged to study a foreign language for at least two years. Preferably, students will study a foreign language for up to four years to contend with the competitive nature of 21st-century college admissions, employment, and to prepare them to be global citizens.

The following credits are required for promotion to each grade:

To grade 10	minimum of 25 credits
To grade 11	minimum of 55 credits
To grade 12	minimum of 80 credits
To graduate	minimum of 115 credits

SCHEDULE CHANGES

Each winter, students will choose courses for the following year with the help of their counselor, parents/guardians, and based on teacher recommendations. **No course originally requested, including alternate requests, will be allowed to be dropped after the last day of the current school year.** A course change will only be made if a student does not meet the prerequisite or fails a required course which is not made up in Summer School.

DROP/ADD PERIOD ; may only be done for classes that did not run, or for level overrides that have been completed by the deadline.

COURSE LEVEL EXPLANATIONS

Courses at Tahanto are divided into four levels:

- **Advanced Placement (AP).** AP courses are based on college-level standards and provide the most advanced learning opportunities offered at the high school level. Upon completion of an AP course, a student should be prepared to take a final Advanced Placement comprehensive exam in the respective study area. Students opting out of the Advanced Placement exam will be required to take the equivalent Honors final exam, regardless of their grade in the AP class. Eligible AP exam scores may enable students to receive college or university credit.
- **Honors.** Honors-level courses challenge qualified students who demonstrate the ability to perform at advanced degrees of rigor beyond the college preparatory level. Honors-level courses demand extraordinary quantities of reading, homework, and application of analytical skills. To ensure success, students should exhibit outstanding work habits and study skills.
- **College Preparatory (CP).** College preparatory courses are taught at grade and skill-appropriate levels that will prepare students for entrance into 4-year and 2-year colleges and universities, vocational, and technical institutions.

Only courses specifically designated AP, Honors, and CP are used in weighted GPA calculations. Weighted GPA calculations allow for the level of difficulty of courses to be accounted for.

- **Life Skills – Vocational.** Life Skills courses provide students with basic skills. Successfully completed courses count toward corresponding graduation requirements.

Approx. 180-day courses:	5 credits
Approx. 90-day courses:	2.5 credits
Physical Education:	2.5 credits
Health:	2.5 credits

ACADEMIC GOALS

GRADE 9 (35.00 credits possible):

Required Courses	Recommended College Preparatory Selection
English I	English I
Math	Algebra I, Algebra II Honors, or Geometry (By Recommendation)
History I	History I
Science	Biology Basics- Part A, Honors Biology, or CP Engineering the Future (By Recommendation)
Elective I (one 5-credit or two 2½-credit courses)	French I or Spanish I
Elective II (one 5-credit or two 2½-credit courses)	Elective(s)
Elective III (one 2½-credit course)	Elective
Physical Education	Physical Education

Freshmen are advised to apply their best efforts to their studies and to challenge themselves at the highest levels possible in Tahanto courses. Official high school transcripts begin in the 9th grade.

GRADE 10 (35.00 credits possible):

Required Courses	Recommended College Preparatory Selection
English II	English II
Math	Geometry or Algebra II (By Recommendation)
History II	History II or Advanced Honors US History (By Recommendation)
Science	Biology Basics- Part B, CP Biology, Engineering the Future, or Honors Chemistry (By Recommendation)
Elective I (one 5-credit or two 2½-credit courses)	French II or Spanish II

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Elective II (one 5-credit or two 2½-credit courses)	Elective(s)
Health	Health
Physical Education	Physical Education

- *Sophomores are advised that performance in English, math, and biology is especially critical in preparation for MCAS English Language Arts (ELA), Math, and Biology exams.*
- *Passing scores on MCAS English, MCAS Math, and MCAS Biology tests are necessary to be eligible for a high school diploma.*

GRADE 11 (35.00 credits possible):

Required Courses	Recommended College Preparatory Selection
English III	English III or AP English Language & Composition (By Recommendation)
Math	Algebra II, Advanced Algebra & Trigonometry, Applied Math, Pre-Calculus (By Recommendation), Calculus, Honors Statistics or AP Calculus AB (By Recommendation)
US History II	History II or AP US History (By Recommendation)
Science	CP Chemistry, Anatomy/Physiology, Introductory Physics, Physics, AP Biology (By Recommendation), or AP Chemistry (By Recommendation), Earth Space Science
Elective I (one 5-credit or two 2½-credit courses)	French III or Spanish III
Elective II (one 5-credit or two 2½-credit courses)	Elective(s)
Elective III (one 2½-credit course)	Elective
Physical Education	Physical Education

GRADE 12 (35.00 credits possible):

Required Courses	Recommended College Preparatory Selection
English IV	English IV or AP Literature & Composition (By Recommendation)

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<p>Math Four years of math, including math in the senior year, is required for entry into MA colleges starting in 2016.</p>	<p>Advanced Algebra & Trigonometry Applied Math, Honors Statistics Pre-Calculus (By Recommendation), Calculus, AP Calculus AB (By Recommendation), AP Calculus BC (By Recommendation), AP Statistics (By Recommendation)</p>
<p>Elective I (one 5-credit or two 2½-credit courses)</p>	<p>Chemistry, Anatomy/Physiology, Introductory Physics, Physics, AP Biology (By Recommendation), or AP Chemistry (By Recommendation), Earth/Space Science</p>
<p>Elective II (one 5-credit or two 2½-credit courses)</p>	<p>American Government, AP European History (By Recommendation), Psychology, or Another Elective</p>
<p>Elective III</p>	<p>French IV or Spanish IV</p>
<p>Elective IV (one 2½-credit course)</p>	<p>Major Elective</p>
<p>Physical Education</p>	<p>Physical Education</p>

GENERAL POST-SECONDARY INSTITUTION ENTRANCE REQUIREMENTS

English	4-years English
Mathematics	Minimum: 4-years including Algebra I, Geometry, and Algebra II.
Science	Minimum: 3-years of lab science courses. Preferred: 4 years of Science
History	Minimum: 3-years including US History* (*Per Tahanto Graduation Requirement) Preferred: 3 to 4 years
World Language	Minimum: 2-years of Same Foreign Language at High School level Preferred: 3-4 years of Same Foreign Language at High School level
Humanities	Minimum: 3-years of Electives As required by state colleges and universities

- *Length of Bachelor's Degrees: Typically 4 years*
- *Specialized Programs: More or Less than 4 years*

HIGH SCHOOL TRANSCRIPT

The transcript is a record of a student's performance in all courses taken at Tahanto in grades 9-12. Only final course grades appear on a student's transcript, except Quarter I and mid-year grades for senior year. Students are required to send transcripts to post-secondary institutions (e.g. colleges, etc.)

COURSE DESCRIPTIONS

PLEASE NOTE THAT CLASSES WITH THE ** SYMBOL WILL NOT RUN DURING THE 2021-2022 SCHOOL YEAR.

ALSO, COURSES WILL ONLY RUN IF THERE ARE ENOUGH STUDENT REQUESTS FOR THAT INDIVIDUAL COURSE.

INTERDISCIPLINARY COURSES



THE NATURE OF BEING, HONORS (5 Credits, Honors):

This course will provide a wonderful opportunity for students to blend skills developed in each academic discipline offered at Tahanto. Students will explore the history of various civilizations' attempts to define the universe and humankind's place within it through such vehicles as religion, philosophy, artistic expression, mathematics, and science. Topics to be examined include: substance, quality, relation; pluralism and monism; appearance and reality; the identities of things and persons; universals and particulars; space and time.

Students will be required to do nightly readings ranging from primary and secondary historic, scientific, and religious texts, to novels, short stories, and poetry from various literary eras. Students may also be required to attend evening meetings for the purpose of viewing films. Essential to student success will be active participation in class discussion.

The course is designed for juniors and seniors only, with seniors receiving priority in enrollment. Juniors will be enrolled if space is available.

Prerequisites: Preference given to seniors (juniors allowed if space is available)

Grade of A- for College Prep English and College Prep History or

Grade of B for Honors English and Honors History, or

Grade of B- for AP English and AP History

Recommendation of teacher

Assessment: Students will be assessed through a variety of means including essays, exams, creative projects, film analysis, class participation, and homework.

THE STRUCTURE AND ANALYSIS OF FILM: (5 Credits):

This course will explore the most popular media forms of the last century. The class will challenge students to think historically, theoretically and analytically about a wide range of images within film. This course will be about how to watch and listen to film. Using individual movies as examples, the class will consider how events, characters, and symbols give stories their shape. We will see how props, settings, costumes, lighting, acting, cinematography, editing, directing and sound can say more than the words in the script. The purpose of this class is for students to develop a more meaningful perspective on films through the study of film genres.

Students will be required to learn and use terminology pertaining to filmmaking, keep notes in an organized binder, intelligently discuss the marriage between storytelling and the technology of film, write and maintain a personal blog, work in small groups, and produce & present several film projects. All students must participate in the creation of film projects in order to be successful in class. Students who miss significant portions of films viewed in class must make arrangements to make up the missed work on their own. All full-length movies shown in class are the personal property of the instructor.

Prerequisites: Open to grades 9-12; film waiver must be signed.

Assessment: Students will be assessed through a variety of means including quizzes, creative projects, film analysis, class participation, and homework.



ENGINEERING THE FUTURE, CP or HONORS: (5 Credits, CP or Honors): While science is defined as the study of the natural world, engineering is defined as the study of the human-made world. In this course, students complete four projects developed by the Museum of Science’s National Center for Technological Literacy® (NCTL®) to explore the engineering discipline. In project one, students utilize the engineering design process and technical drawing skills to design an organizer for their everyday use. In project two, students investigate loads, failure analysis and strength of materials to design an energy-efficient home of tomorrow. In project three, students study manufacturing, patents, fluids, and thermal systems to reverse engineer a candle powered boat design. Finally, in project four, students develop an appreciation of electrical engineering as they create a variety of electrical circuits using the popular Snap Circuits platform.

“Through this course's practical real-world connections, students have an opportunity to see how science, mathematics, and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate.” -

<http://legacy.mos.org/etf/>

Note that this course serves as a science lab course for graduation requirements.

Assessment: Assessment is based on completion of laboratory projects, written exams and homework.

BANKING INTERNSHIP (2.5 Credits)

Bank tellers are faced with many roles and responsibilities and are rewarded with the relationships that they build with their customers. Through the program, you will learn the skill sets required to be a teller in today’s banking industry. You will explore all facets of banking including transaction processing, professional communication skills, customer service etiquette, and numerous policies and regulations governing banks. Students will be expected to behave appropriately for a business environment and to follow banking dress code requirements when serving in the bank. Male students must wear a dress shirt with tie and female students will be required to wear a dress shirt with sleeves.

Assessment: Based on completion of Bankers Academy Courses, attendance, product and services knowledge, processing transactions, and a project.

Clinton Savings Bank requires each student enrolled in the course to provide their name, address, social security number, mother's maiden name for security purposes as well as setting up a profile in our system in order to become actual bank tellers. All student information is completely confidential.

BUSINESS CONCEPTS (2.5 credits)

Course Recommended for grades 11-12

This course is an introduction to basic concepts of marketing, accounting, economics, service operations and organizational behavior. Development of skills necessary for the foundations of entrepreneurial thought, identification of key business opportunities, and formulation of appropriate well thought out business decisions are addressed. In conjunction with classroom study, students will be expected to plan and operate a small-scale business of their own, with the purpose of earning a profit for a charity or school need.

PERSONAL FINANCE (2.5 credits)

Course Recommended for grades 10-12

This course is designed to give students the foundation and a basic knowledge of financial tools that will enable them to build the lives that they want and meet future financial needs. Course topics will include, financial responsibility, financial planning, budgeting, career planning, use of credit, saving and investing. Students will also explore the stock market by participating in stock simulation games.

FINE ARTS & MUSIC COURSES

Fine Arts courses focus on the development of students' individualized approaches and formalized techniques. Elective courses emphasize an integrated arts and humanities curriculum which serves as a foundation in all electives. Students who are interested in a career in Fine Arts are urged to notify the art teacher and to begin their portfolio early in their high school career. Fine Art schools will require a portfolio/audition before admission.

Music courses at Tahanto have been designed to meet the needs of all students, both those who want to perform as well as those who are not performance-oriented. Yearly participation is not required but encouraged. To provide the opportunity for students to participate in the performing ensembles in succession, a request for a PE waiver may be made by the student. Only 1 PE waiver may be utilized during a student's high school career.

PERFORMING ENSEMBLES

BAND (2.5 credits) Open to students who have a strong interest and proficiency in an area of instrumental music and wish to study the aesthetic nature of music as one of the Fine Arts. Students who opt for band will sign a contract that outlines specific goals and objectives. These may include a number of projects and activities to participate in throughout the year. Some examples might be:

- Keep a practice log telling the time spent and what was worked on each day.
- Attend a "classical" or jazz concert agreed upon in advance and provide a two-page review of the concert, discussing intelligently what were good and bad aspects of the performance
- In a research paper, tie in an area of music history with specific works of visual art, sculpture or painting and world history.
- With proper preparation, conduct the band in rehearsal being ready to stop the group and work on specific musical consideration.
- Meet with the band director on a regular basis and assess progress on performance on the instrument and development as a sensitive and aware musician.

Assessment: Student assessment involves evaluation of the five following criteria: rehearsal standards, performance standards, writing standards, attendance standards and projects. A minimum of 2 approved projects per semester must be completed.

JAZZ BAND (every other day, 2.5 Credits) THIS IS AN AUDITION ENSEMBLE: Students who have a strong interest and proficiency in an area of instrumental and improvisational music may audition for this ensemble. Students who opt for Jazz Band may be required to perform in other ensembles such as band, chorus and/or Jazz Ensemble. The class includes a variety of projects throughout the year. Some examples include: keep a practice log documenting time spent practicing and what area was worked on each day; attending jazz concerts and providing a two-page review of what went well and poorly during the concert; arranging and composing for the band and its members; reading a major biography of a jazz musician and prepare a report or exhibition of that work, and participate in concerts and festivals.

Prerequisite: Participation in Band/Jazz Band previous school year.
Audition and teacher recommendation.

CHORUS (2.5 Credits): The chorus is open to any student who likes to sing and acceptance is not contingent on having a solo singing voice. Chorus meets every other day. The chorus sings a wide variety of music ranging from madrigal and classical songs to Broadway, folk and popular music. Along with developing ensemble singing skills, students will learn the role of a performance group through the annual Winter and Spring concert as well as various community performances.

Assessment: Assessment is based on individual improvement and effort, preparation of music literature and successful performances. Extra credit consideration is given for preparation and participation in the Central Massachusetts District and/or All-State auditions.

CHORUS (5 Credits): Open to students who have a strong interest and proficiency in the area of vocal music and wish to further their study through independent project work. Students who opt for chorus will sign a contract that outlines specific goals and objectives and meets every day. Objectives may include a number of projects and activities to participate in throughout the year.

Assessment: Assessment is based on individual improvement and effort, preparation of music literature and successful performances. Extra credit consideration is given for preparation and participation in the Central Massachusetts District and/or All-State auditions.

MUSIC ELECTIVES

MUSIC TECHNOLOGY (2.5 Credits): This is for those students who enjoy and want to be involved with music but not necessarily want to sing or play an instrument. In music technology students will learn the basics of recording as well as producing live events such as concerts, lectures and plays. Students will be introduced to LogicPro a Digital Audio Workplace(DAW), and Noteflight, a web-based notation program. Students will also learn the basics of navigating various audio equipment like mixing boards, amps, microphones and more.

Assessment: Students will be assessed by submitting projects through the google classroom. Projects are assessed based on the project rubric for the class. Students will also work on building a portfolio of work that represents their understanding and comprehension of the skills in recording and audio engineering.

Note: Music Technology satisfies the TECH graduation requirement.

Guitar (2.5 Credits): This class is for anyone and everyone who has either played or want to play guitar. Students will learn first how to play chords on the guitar as well as basic music theory and its applications in chord progressions. Students will learn how to play songs from a variety

of genres and styles but will also learn about the resources available at their disposal and how they can use these resources to learn songs of their choice as well as begin to use this information to write their own music. From the basics of the guitar, students can then branch out to any number of fretted instruments that they would like to learn how to play. This includes bass, ukulele, mandolin, banjo, electric guitar and more.

Assessment: Students will be assessed through regular recordings which will accumulate as their audio portfolio. Their audio portfolio will also include recordings of any performances, or songs (covers, or originals) that they have worked on, on their own.

SCHOOL OF ROCK HS (2.5 Credits):

This course will explore the history of rock music from its early jazz and blues roots to today's computer influenced songs. Students will learn the roles of vocals, guitar, bass, drums, and keyboards in the rock genre. Popular rock tunes will be studied and performed. Basic music theory will be introduced with the purpose of reinforcing the students' understanding of rock music. Students will be expected to perform at Stag's Lounge as well as the winter and spring concerts.

Prerequisites:

This class is open to all high school students. Some knowledge of rock instrumentation and the ability to play basic progressions is preferred. Students will be performing regularly in class and at music department events.

Assessment:

Assessment is based on individual improvement, effort, class participation, and successful performances.

ART I (5 Credits): Art I is a foundation course that introduces students to a variety of art mediums and techniques. Students will explore drawing, painting, printmaking, sculpture, and ceramics. In addition to art production, students will gain an understanding of art history, art criticism/analysis, and aesthetic awareness. Students will maintain a portfolio of their work and complete reflections and self-assessments for each project. Students will also keep a sketchbook as a tool to develop ideas and record information.

Assessment:

Student performance will be assessed on how well one makes use of time, the correct use and care of the workspace and materials, and the care put into each project.

ART II (5 Credits): This course increases awareness, sensitivity, and critical appreciation of art through the creative process and is supported by the analysis of major works of art and artists. Discussion groups and individual discovery help students with previous basic knowledge to develop their own personal style and works of art.

Prerequisite: Satisfactory completion of Art I

Assessment: Each student will maintain a portfolio of finished work. Students will complete a self-assessment on each project. Teacher assessment will include an assessment on technique and craftsmanship. Student performance will be assessed on how well one makes use of time, materials, and the care put into each project.



CERAMICS I (5 Credits): This course offers an introduction to the fundamentals of working with clay to produce both functional and decorative pottery. Semester I will focus on learning and practicing: the three clay hand-building techniques, the different stages of clay moisture, how to use decorative glazes and techniques, how to maintain the tools and equipment used in the ceramic studio, and a basic understanding of kiln use. Semester II will focus on improving these skills as well as the opportunity to use the pottery wheels. In addition to creating pottery pieces, students will study the historical and cultural significance of ceramics.

Assessment: Students will keep a log to record techniques and glazes used in ceramics and complete a self-assessment for each project. Student performance will be assessed on how well one makes use of time, the correct use and care of the workspace and materials, and the care put into each project.



CERAMICS II (5 Credits): This class is designed to engage students in more advanced ceramic techniques and projects. Students will develop and enhance skills learned in ceramics I class, as well as refine and experiment with new materials and techniques.

Prerequisite: Ceramics I

Assessment: Students will keep a log to record techniques and glazes used for each project and complete a self-assessment for each project. Student performance will be assessed on how well one makes use of time, the correct use and care of the workspace and materials, and the care put into each project.

ART INDEPENDENT STUDY (2.5 or 5 Credits): Independent Art is an advanced course of study that requires students to be self-directed, highly motivated, and to have a solid understanding of the elements of art and principles of design. Familiarity with the various mediums available in the art room is also helpful. Independent Art students will be required to participate in global art projects and local art contests.

Prerequisite: Successful completion of Art I plus one additional high school art class with a B or better AND teacher recommendation. Open to grades 11-12. This course can only be taken once.

Assessment: Students will maintain a sketchbook and a portfolio of finished work. Students will be graded on written proposals, self-assessment and written analysis of each work. Students will prepare and exhibit their work. Teacher assessment is based on both effort and achievement. This class runs concurrently with other art classes.

PAINTING I (5.0 Credits): Students will review design elements and principles, art history, and painting techniques. Painting fundamentals to be explored include: value, color theory, mixing paints, mediums and preparing/using various surfaces. A variety of painting styles will be covered and practiced. Compositional problems, which emphasize the design elements, will challenge critical thinking skills. Individual expression will be encouraged.

TECHNOLOGY COURSES

VISUAL COMMUNICATION I (5 Credits): Video Recording and Television Program Development. The goal of this class is to develop students who can produce video recording with a high educational value. From planning to playback, students will learn to carry out all aspects of producing video content. Students will learn editing, scriptwriting, and all aspects of sound and video for television broadcasting. Teams of students will record weekly shows for airing over a cable television network. Students will maintain the video pages for Channel 13.

Prerequisite: Grades 11 & 12

Assessment: Student progress and achievement is based on the following: classwork, quizzes, cooperative group work, projects, and class participation.

VISUAL COMMUNICATIONS II (5 Credits): This course is for students who have successfully completed Telecommunications I. Students in this course will produce video recordings with a high educational value. Students will record programs for airing over the cable television network, Channel 13.

Prerequisite: Grade 12

Assessment: Student progress and achievement is based on the following: classwork, quizzes, cooperative group work, projects, and class participation.

GRAPHIC DESIGN AND DIGITAL ART TECHNOLOGY(2.5 Credits) Students in this course will build on prior knowledge and experience of Graphic Design. Students will further develop their individual strengths by fine-tuning their knowledge, technique, application, and presentations. Students will be encouraged to solve “open-ended” assignments using their own ideas, techniques, and style. In addition to instruction and disciplined practice of techniques, the class will investigate the history of design and explore “real world “ application of computer, software, and digital cameras. Projects include animation, digital illustration, digital photography, poster design, product design, and type exploration.

ROBOTICS (5 Credits): Using the VEX Robotics platform, students learn how to design, build and program a remote-controlled robot to participate in the annual VEX Robotics Competition:

<https://www.vexrobotics.com/vexedr/competition>

In this competition, which takes place every May, students compete against other teams from all over New England in a game-based engineering challenge. Skills from across the STEM disciplines are developed as students learn lifelong skills in teamwork, leadership, communications, and more. This course is ideal for students who enjoy hands-on projects that come alive with the push of a button.

Assessment: Assessment is based primarily on the completion of laboratory projects with some written exams.

INTRODUCTION TO CAD/CAM (5 Credits): In this computer-aided design/manufacturing (CAD/CAM) course students will learn how to use the latest 3-D modeling software and create prototypes from their 3-D models using a 3-D printer, a LASER cutter, and a CNC router. Students will build upon these foundational skills by using the Arduino programming platform which allows student projects to come to life by exploring the creative interaction between computer programming, electronics, and mechanical systems. This is a project-based STEAM (Science, Technology, Engineering, Arts, and Mathematics) course which introduces the basics of computer programming in a student-friendly environment. Included in this course is a toolbox with the Arduino 101 board and a variety of hardware components (motors, servos, light sensors, pushbuttons, LEDs, potentiometers) that facilitate the completion of more than 25 projects and easy to assemble experiments. No prior programming experience is required. See the attached link for more info:

<https://www.youtube.com/watch?v=Fjx5EjLCPpc>

Assessment is based on completion of in-class laboratory projects

ADVANCED ROBOTICS PROGRAMMING, HONORS (5 Credits, Honors): In this honors-level course students will develop computational thinking skills through the use of the VEX robotics platform and the EasyC drag-and-drop programming interface to program robots in the C language. The mantra “real robots don’t need remote control” will be emphasized in this course. Limit switches, light sensors, potentiometers, ultrasonic range finders, line trackers and optical shaft encoders will all be used to create fully autonomous machines. Students will participate in the annual VEX robotics competition along with the robotics class.

Assessment: Assessment is based on completion of laboratory projects, written exams and homework.

COMPUTER SCIENCE PRINCIPLES, AP option (5 Credits): Computer Science Principles offers a multidisciplinary approach to learning the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem-solving. Students may opt to take this course for AP credit.

Prerequisite: Algebra I _____ Co-requisite: Must be entering 10th, 11th or 12th grade



ENGINEERING THE FUTURE, CP or HONORS: (5 Credits, CP or Honors): While science is defined as the study of the natural world, engineering is defined as the study of the human-made world. In this course students complete four projects developed by the Museum

of Science's National Center for Technological Literacy® (NCTL®) to explore the engineering discipline. In project one students utilize the engineering design process and technical drawing skills to design an organizer for their everyday use. In project two students investigate loads, failure analysis and strength of materials to design an energy-efficient home of tomorrow. In project three students study manufacturing, patents, fluids, and thermal systems to reverse engineer a candle powered boat design. Finally, in project four students develop an appreciation of electrical engineering as they create a variety of electrical circuits using the popular Snap Circuits platform.

“Through this course's practical real-world connections, students have an opportunity to see how science, mathematics, and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate.” -

<http://legacy.mos.org/etf/>

Note that this course serves as a science lab course for graduation requirements.

Assessment: Assessment is based on completion of laboratory projects, written exams and homework.

3D DESIGN TECHNOLOGY (2.5 Credits)

Students will design and build multiple woodworking projects using the appropriate tools and machines. Emphasis is on learning the technical and communication skills needed to succeed in a professional environment. Each student will go through the designing, planning, and selection phases used to construct a quality wood project. The class will participate in a manufacturing production series that will stress the importance of group problem solving through critical thinking and communication. This course is for anyone who enjoys hands-on activities, group work and problem-solving.

MUSIC TECHNOLOGY (2.5 Credits): This is a new elective we are offering this year for those students who enjoy and want to be involved with music but not necessarily want to sing or play an instrument. In music technology, students will learn the basics of recording as well as producing live events such as concerts, lectures, or dances. Students will be introduced to the basics of Garageband, Pro Tools, mixing boards, MIDI, Sibelius, and more as they establish a student-run live production and recording studio.

Assessment: Students will be assessed through quizzes related to set up processes, equipment management. Students will also work on building a portfolio of work that represents their understanding and comprehension of the skills in recording and audio engineering.

Note: Music Technology satisfies the Technology graduation requirement.

ENGLISH COURSES

The goal of the English Department is to ensure broad intellectual growth and an increased capacity to handle language so that each student will be able to understand the demands of a changing world and communicate effectively in dealing with those demands. The department offers a sequential program that is designed to emphasize careful reading, writing, and thinking, and the material is challenging but always appropriate to the student's level of comprehension. The implementation of the K-12 Writing Program ensures both the writing of frequent compositions based on reading material and specific follow-ups after each assignment in all classes.

ENGLISH I (5 Credits, Honors or College Prep): English I continues the acquisition of basic skills. Emphasis on spelling, writing, grammar, vocabulary, and reading for meaning provides continual practice. Vocabulary building through context, structure and dictionary use serves not only to broaden one's word power but also to provide a lasting interest in words. Besides exploring literature for its expression of human thought, it is also studied for its techniques and artistic values. Formal and creative writing tends to unify one's skills into meaningful composition.

A computer writing laboratory is a mainstay of the English composition program in grades 7-12. All groups pursue the study of literary genres. Several outside readings and book reports augment the literature program. In addition, the Honors and College Prep groups do at least one major play each year, including the works of Shakespeare.

All groups acquire note-taking skills and library experience. The Honors and CP groups produce a term paper that must utilize and adhere to MLA standards.

Remediation for ninth-grade students in composition includes regular vocabulary and spelling. Individual help is provided during class, after school on established days, and by appointment.

Honors and College Prep Placement:

Students will be assessed by the English Department during the 8th grade to help determine appropriate placement in course levels. The English Department will use the following data for their recommendations: Prior ELA MCAS scores, MAP scores, 8th grade English course grades, and 8th grade faculty recommendations.

Assessment: Student assessment is based on tests, quizzes and writing evaluations. Because students revise and rewrite rough drafts of essays, and because they keep their work in folders, the improvement of writing skills and increased knowledge of the writing process make up an important part of the evaluation of student progress. Homework, class participation, project, and oral presentations are also important factors in the assessment process.

ENGLISH II (5 Credits, Honors or College Prep): Grammar, vocabulary, spelling, reading and composition skills are taught in a sequential program as a continuation of grade nine at a pace and depth appropriate for each section. A strong emphasis is placed on composition and the application of grammatical concepts as aids to correct, clear, and vivid communication in all oral and written work. Students regularly write compositions, starting with simple summaries and ending with an extensive research paper for honors sections and a level appropriate research paper for CP sections. All research papers must utilize and adhere to MLA standards.

All sections study Shakespeare's *Macbeth*, and all sections study several novels, poetry, at least two plays, and several short stories in order to develop critical judgment and increased awareness of cultural values through the interpretation of literature at a pace and depth appropriate for each section.

Another component of all sections will be MCAS preparation. In March, students will take this state-required exam. All students must receive a passing grade on the English portion of the MCAS as part of the graduation requirement.

Prerequisite for Honors:

English I, Honors Grade: B+

English I, College Prep Grade: A-

Teacher / Department recommendation based on formal assessment given during 9th Grade.

Assessment: Student assessment is based on the following: quizzes, tests, analytical essays, creative short stories, creative poetry, in-class presentations, research papers, portfolios, and class participation.

ENGLISH III – ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (5 Credits, AP): The AP[®] English Language and Composition course is designed so that students may recognize, analyze, and utilize, rhetoric and all its devices. Students will gain a better understanding of the relationship between speaker, message, and audience, as well as develop the skills necessary to form an effective argument and synthesize information from a variety of sources and formats. Students will be exposed to rich and diverse texts; as stated in the College Board's *AP English Language and Composition Course Description*, students will "understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced." With that, students will strive to become informed citizens, utilizing critical reading and thinking skills when reading or viewing texts. Additionally, students will develop the necessary skills to effectively communicate both in the written and spoken word.

This course is constructed in accordance with the guidelines described in the *AP English Language and Composition Course Description*.

Prerequisites:

English II, Honors Grade: A-

Strong recommendation from English II teacher

Assessment: Assessment is based on tests, quizzes, in-class essays, outside writing assignments, research paper, and sample AP test practices.

ENGLISH III, HONORS (5 Credits): Highly motivated students meeting the established prerequisites should take this academically rigorous course. The workload is very heavy, with intensive study in American literature. The major intellectual, social, political and economic developments of this country will be considered, and the effect the trends have had on literature and ideas is the primary focus. Some of the more important writers to be read include Crane, Dickinson, Emerson, Fitzgerald, Frost, Hawthorne, Hemingway, London, Poe, Steinbeck, Twain, Thoreau and Whitman. Periods include American Romanticism (1800-1865) American Realism (1865 to 1890), American Naturalism (1890 to 1914) and the Modern American Age (1915 to present). Literary interpretation and criticism are also an integral part of the curricula. Students will be challenged to express their ideas orally and in writing, with daily discussion and writing assignments. A computer writing laboratory is a mainstay of the entire English III program.

Prerequisites:

English II, Honors Grade: B+

English II, College Prep Grade: A-

Teacher / Department recommendation based on formal assessment given during 10th Grade.

Assessment: Students will be assessed on their understanding of literature as well as their understanding and usage of the conventions of Standard American English, vocabulary and class preparation. The teacher will use essays, short compositions, tests, quizzes, reading checks, homework, research papers, and self and peer evaluations to evaluate student performance.

ENGLISH III, CP (5 Credits): Also for the motivated, average to above-average students, and requiring a serious commitment. This course focuses on the same basic material and skills development as Honors, with selections from modern American authors such as Angelou, Bradbury, Guest, Haley, Kesey, Wolfe, Updike, Vonnegut and others. There is a strong emphasis on writing, communications skills, grammar and vocabulary. Prerequisite: Successful completion of English II

Assessment: Student assessment is based on tests, quizzes, and writing evaluations. Because students revise and rewrite rough drafts of essays, and because they keep their work in folders, the improvement of writing skills and increased knowledge of the writing process make up an important part of the evaluation of student progress. Homework, class participation, projects, and oral presentations are also important factors in the assessment process.

ENGLISH IV – ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (5 Credits):

This is a college-level course offered at the high school level. Students who take this course must be highly motivated and possess outstanding writing ability, study skills and organizational ability. At the completion of this intensive preparatory class, students will have attained the reading and writing skills expected in introductory college composition and literature classes. These students will have a firm foundation and a significant advantage when they begin their collegiate studies in English. A major research project and presentation, called *The Exhibition*, is required.

Refer to pg. 16 for a more in-depth description of the Advanced Placement program.

Prerequisites:

English III, AP Grade: B-

English III, Honors Grade: A-

Strong recommendation from both English III teacher and AP teacher

Assessment: Assessment is based on tests, quizzes, in-class essays, outside writing assignments, research paper, and sample AP test practices.



ENGLISH IV, HONORS (5 Credits): This course is designed for motivated students who anticipate enrolling in a four-year college program. English IV at all levels, but particularly at Honors, focuses on world, ethnic and women’s literature, and provides a solid background in the world intellectual, social, political and economic trends and history and how they have shaped literature and ideas. Heavy emphasis is placed on the masters of British literature – Bronte, Eliot, Shakespeare, Milton and Wilde to name a few – but selections also include authors from around the world such as Conrad, Camus, Marquez, Hurston and others. This course is also designed to vie intensive training in compositional skills and the acquisition of a personal writing style, in preparation for college. A major research project and presentation, called *The Exhibition*, is required.

A computer writing laboratory is a mainstay of the entire English IV program.

Prerequisites:

English III, AP Grade: C

English III, Honors Grade: B+

English III, College Prep Grade: A-

Assessment: Assessment is based on tests, quizzes, writing assignments, research paper, an oral presentation, a creative project, mid-term and final exams.



ENGLISH IV, CP (5 Credits): This course has the same focus as Honors, but at an intermediate level. It, too, will prepare diligent students of above-average and average ability for entrance to two and four-year colleges and vocational schools. As with Honors, the emphasis is on world literature. A major research project and presentation, called *The Exhibition*, is required.

Compositional skills are further developed.

Prerequisite: Successful completion of English III

Assessment: Assessment is based on tests, quizzes, writing assignments, class participation, mid-term and final exams.

THE NATURE OF BEING, HONORS (5 Credits): For more information on this interdisciplinary course, refer to the Interdisciplinary Courses section. This course is a collaboration between the English and Social Studies Departments.

THE STRUCTURE AND ANALYSIS OF FILM (5 Credits): For more information on this interdisciplinary course, refer to the Interdisciplinary Courses section.

WORLD LANGUAGES

The Tahanto Regional Middle/High School has always recognized the need to produce a sense of global citizenship. The world language teachers see the study of a language as necessary for communication in the language itself and also as a means by which the student can gain an understanding of the world and its cultures. The language program has modern efficient techniques of instruction with a variety of resources: visual aids, workbooks, audio and video supplements. Student assessment is an integral part of the learning process. Transfer students or students who have taken online courses will be required to take a placement test in order to be properly placed into the appropriate level.



FRENCH I, CP (5 Credits): French I is an introductory course designed to develop the four language skills of speaking, reading, listening and writing. The class stresses communication and proficiency in meaningful contexts while exposing the student to many aspects of French culture and thought. Authentic resources (videos, blogs, social media, texts, news, music etc.) are the primary resources for this course, and are complemented by the Bien Dit! textbook and workbook series. These combined resources allow the student to hear and see native speakers in their own surroundings.

Assessment: Students will be assessed on their French listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions, dialogues, presentations, projects, homework and class participation to evaluate the students.



FRENCH II, HONORS (5 Credits): French II continues the development of the four language skills of speaking, reading, listening and writing while encouraging students to communicate in longer conversational exchanges about daily life situations. Authentic resources (videos, blogs, social media, texts, news, music etc.) are the primary resources for this course, and are complemented by the Bien Dit! textbook and workbook series. These combined resources allow the student to hear and see native speakers in their own surroundings.

Prerequisite: Successful completion of French I.

Assessment: Students will be assessed on their French listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions, dialogues, presentations, projects, homework and class participation to evaluate the students.



FRENCH III, HONORS (5 Credits, Honors): French III is designed for the serious student who has successfully completed French I and II. Upon completion of the French II Honors, various sources will be drawn upon to further develop and enhance the student's language skills in order to expose him/her to more complex and in-depth structure, vocabulary and cultures.

Prerequisite: Teacher recommendation only.

Assessment: Students will be assessed on their French listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions, dialogues, presentations, projects, homework and class participation to evaluate the students.



FRENCH IV, HONORS (5 Credits, Honors): Advanced French is for the conscientious student who wishes to pursue further study of French language and literature. The student's linguistic skills will be strengthened through the continued study of structure and vocabulary. Carefully chosen authentic resources and discussions that align with the AP themes will expose the student to French thought and values in the target language.

Prerequisite: Teacher recommendation.

Assessment: Students will be assessed on their French listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions, dialogues, presentations, projects, exams, homework and class participation to evaluate the students.



SPANISH I, CP (5 Credits): Spanish I is an introductory course designed to develop the language competency skills of listening, speaking, reading and writing. The culturally rich program includes texts, activities and audio from a variety of online resources, books and teacher created materials. It stresses communication through the use of real-life language situations.

Assessment: Students will be assessed on their Spanish listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions, dialogues, presentations, projects, exams, homework and class participation to evaluate the students. Any student who has successfully completed Spanish I with a teacher recommendation to enter Spanish II may not repeat Spanish I for credit.



SPANISH II (5 Credits, CP or Honors): Spanish II is the second-year course designed to further develop the language competency skills of listening, speaking, reading and writing. The culturally rich program includes texts, activities and audio from a variety of online resources, books and teacher created materials. It stresses communication through the use of real-life language situations.

Prerequisite for Spanish II CP or Honors: Teacher recommendation

Assessment: Students will be assessed on the Spanish listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions, dialogues, presentations, projects, exams, homework and class participation to evaluate the students.



SPANISH III (5 Credits, CP or Honors,): This course is intended for the serious student who has successfully completed Spanish I and II. The aim of the course is to enhance the student's conversational and writing skills while developing reading and listening comprehension. The student will be exposed to more advanced language concepts and in-depth vocabulary through real-life language situations. Students will work through a number of carefully chosen supplementary materials to further enhance learning and challenge each student.

Prerequisite for Spanish III CP or Honors: Teacher recommendation.

Assessment: Students will be assessed on their Spanish listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions, dialogues, presentations, projects, exams, homework and class participation to evaluate the students.



SPANISH IV, HONORS (5 Credits): This course is designed for the conscientious student who has successfully completed three years of Spanish. The course includes a comprehensive review of grammatical concepts that are presented in situational context for communication. Students are also introduced to a variety of topics which may include: history, culture, and literary aspects of the Hispanic world through selected readings in Spanish.

Prerequisite: Teacher recommendation.

Assessment: Students will be assessed on their Spanish listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions, dialogues, presentations, projects, exams, homework and class participation to evaluate the students.

HEALTH/PHYSICAL EDUCATION

HEALTH (2.5 credits): Many phases of general health and well-being will be studied. This class seeks to develop in each student an understanding in areas such as responsible decision making, communication, stress management/mental health, nutrition, first aid, drugs and alcohol, building healthy relationships, and sexual education. In general at Tahanto, students take Health in their sophomore year.

Assessment: Assessment is based upon outside reading, writings, projects, homework, class activities, quizzes, and tests.

PHYSICAL EDUCATION (2.5 credits): Physical Education is an integral part of our educational system and is designed to supplement the classroom work by educating through action. The aim of the Physical Education Program is the optimum development of the physically, mentally and socially integrated and adjusted individual through guided instruction and participation in selected activities.

Throughout the course of regular Physical Education classes the following topics will be covered: wellness nutrition/fitness, human growth and stress management depending upon the student’s unit choice.

Fall (1 st Term)	Winter (2 nd & 3 rd Term)	Spring (4 th Term)
Fitness Testing	Dance	Archery
Field Hockey	Badminton	Fitness Testing
Lacrosse	Basketball	Baseball
Soccer	Floor Hockey	Softball
Project Adventure	Pickleball	Project Adventure
Jogging	Square Dancing	Jogging
Touch Football	Team Handball	Track & Field
Frisbee Games	Circuit Training	New Games
Golf	Volleyball	Golf
Zumba	Cross-Country Skiing	Fitness Conditioning

Assessment: Assessment is skill based on individual improvement and effort. Assessment is based on sportsmanship, respect of others, individual differences and participation. Individual effort, skill and written exams are the basis for assessment.

FAMILY AND CONSUMER SCIENCE

CHILD DEVELOPMENT CERTIFICATE PROGRAM – Our child development elective program offers our students an opportunity to pursue a private preschool teacher certification through the Department of Early Education and Care. Students that elect to seek this certification must successfully complete four years in the program and upon graduation will be eligible to be hired as a preschool teacher in the private sector. Students will be working in the Tahanto Preschool. A student may elect to take child development electives without pursuing certification.

CHILD DEVELOPMENT I (5 Credits): This year-long course serves as an academic base for the study of early childhood. The course covers the intellectual, physical, and social/emotional development of the child from birth to age five. Students will learn how to create safe and stimulating physical environments for young children as well as age-appropriate activities that will support the child’s development. Students will have opportunities to observe and work directly with the children in the Tahanto Preschool under the direction of the child development teacher.

Assessment: Student assessment will be based on homework, tests, quizzes, individual and group projects as well as class participation.

CHILD DEVELOPMENT II CP (5 Credits): The Child Development II course is designed for those students with a high interest in fields related to early childhood development (teaching, psychology, medical etc.). Academic assignments are designed to build on the curriculum taught in the first-year course. Students will learn from real-life materials designed to teach early childhood topics such as growth and development, social levels of play, observation techniques, preschool curriculum, activity planning and assessment, and conflict resolution. Students will work directly with the preschoolers in the Tahanto Preschool under the direction of the child development teacher.

Prerequisite: Successful completion of Child Development I and recommendation of the Early Childhood teacher. Students must be self-motivated and be able to work independently, have effective time management skills, and excellent communication skills with adults and children.

Assessment: Assessment is based on work in the preschool lab and outside academic assignments and projects. Students will also be evaluated on attendance and work effort.

CLASS LIMITED TO 10 STUDENTS

Child Development II, Honors (5 credits): This honors-level course offers students with a strong interest and proficiency in the field of child development an opportunity to do more advanced learning and projects. Students who elect this course will sign a contract that outlines specific goals and objectives for the year that will consist of one in-depth project each quarter. These may include but are not limited to: a research paper, curriculum enhancement, and creation of assessment activities for preschool-age children. These quarterly assignments are in addition to the work in the college prep Child Development II course.

Prerequisite: Successful completion of Child Development I (A- or better) and recommendation of the early childhood teacher.

Assessment: Assessment is based on work in the preschool lab and academic assignments. Students will also be evaluated on attendance and work effort.

CHILD DEVELOPMENT III, CP (5 Credits): This year-long course is designed for the highly motivated student who has a keen interest in pursuing certification from the Department of Education. They will be required to take a more active role in the preschool lab including planning age-appropriate activities that are standards-based as well as classroom management. Academically they will be required to read and report on professional journals on a weekly basis throughout the year.

Prerequisite: Successful completion of Child Development I & II (College Prep or Honors) and recommendation of the early childhood teacher.

Assessment: Assessment is based on work in the preschool lab and academic assignments. Students will also be evaluated on attendance and work effort.

CHILD DEVELOPMENT III, HONORS (5 Credits): This course offers the highly motivated student an opportunity to delve deeper into the field of child development. Students will sign a contract that will add one major project per quarter. Topics will include, but not be limited to: a research paper and/or project, curriculum enhancement, and creation of assessment activities for preschool age children. The students will also complete all the work outlined in the Child Development III College Prep course.

Prerequisite: Successful completion of Child Development I (A- or better) and Child Development II (A- or better) and recommendation of the early childhood teacher.

Assessment: Assessment is based on work in the preschool lab and academic assignments. Students will also be evaluated on attendance and work effort.

CHILD DEVELOPMENT IV, CP (5 Credits): The final year in our child development certificate program challenges the student to put into practice all that they have learned in their course work. The culminating activity, "Senior Day", will be in the spring when each student will take charge of running the preschool for one day. They will be responsible for creating a classroom environment based on a theme, planning age appropriate activities and running the classroom with an aide.

Prerequisite: Successful completion of Child Development I, II and III (College Prep or Honors) and recommendation of the early childhood teacher.

Assessment: Assessment is based on work in the preschool lab and academic assignments. Students will also be evaluated on effort, attendance and work effort. "Senior Day" plans will be evaluated by rubrics provided to the students.

CHILD DEVELOPMENT IV, HONORS (5 Credits): This course offers the highly motivated student an opportunity to delve deeper into the field of child development. Students will sign a contract that will add one major project per quarter. Topics will include, but not be limited to: a research paper and/or project, curriculum enhancement, and creation of assessment activities for preschool age children. The students will also complete all the work outlined in the Child Development IV College Prep course.

Prerequisite: Successful completion of Child Development I (A- or better) and Child Development II (A- or better) and Child Development III (A- or better) and recommendation of the early childhood teacher.

Assessment: Assessment is based on work in the preschool lab and academic assignments. Students will also be evaluated on attendance and work effort. "Senior Day" plans will be evaluated by rubrics provided to the students.

MATHEMATICS COURSES

Graphing calculators are required for the math courses. A TI-83 or a TI-84 is preferred. All high school math courses adhere to the Massachusetts Mathematics Curriculum Frameworks. Please NOTE the following:

1. Requirement – All students must pass four years of mathematics in grades 9-12 to graduate.
2. A TI-83 or TI-84 calculator is required for Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, Statistics, and Advanced Algebra & Trigonometry.
3. It is possible to cross over from one level to another, based on previous achievement and teacher recommendation.
4. Entry into **AP** or Honors courses will be determined by previous achievement and teacher recommendation.

ALGEBRA I, CP (5 Credits): This course includes the study of various number systems, variables, functions, polynomials, radicals, linear and quadratic equations and inequalities. Included in this course are data analysis, the algebra of first degree equations, functional relationships, and gaining familiarity with the graphing calculator.

Prerequisite: Successful completion of middle school Pre-Algebra

Assessment: Student progress and achievement are based on the following: class work and participation, homework, cooperative group work, tests, quizzes, projects, presentations and mid-term and final exams.

ALGEBRA I, HONORS (5 Credits): This course provides an intensive study of algebra using practical problems, decision making, and technology to help students communicate mathematically. This rigorous course will prepare students with a firm background for higher math, science and computer courses. More material will be covered than in the College Prep course. NOTE: Any student who takes Algebra I in the 7th and 8th grade should be aware of the new college entrance requirement of taking 4 years of high school mathematics including a math course in the senior year.

Prerequisites: Department Recommendation /Readiness Exam

Assessment: Student progress and achievement are based on the following: class work and participation, homework, cooperative group work, tests, quizzes, projects, presentations and mid-term and final exams.

GEOMETRY, CP (5 Credits): This course provides an introduction to using inductive and deductive methods to prove theorems in two-dimensional and three-dimensional geometry. Integrating algebraic concepts, hands-on exploration and practical application, this course will cover topics including properties of polygons and circles, parallel and perpendicular lines, surface area and volume, et al. A TI-83 or TI-84 graphing calculator is required.

Prerequisite: Successful completion of Algebra I.

Assessment: Student progress and achievement are based on the following: class work and participation, homework, cooperative group work, tests, quizzes, projects, presentations, mid-term and final exams.

GEOMETRY, HONORS (5 Credits): This course helps students develop inductive and deductive reasoning skills. Students' progress from informal arguments to more formal presentations of proof. Algebraic concepts are interwoven in the geometry by means of coordinate and transformational geometry. Hands-on activities and the use of technology allow students to discover and explore geometric concepts. NOTE: Any student who takes Geometry in the 8th grade should be aware of the new college entrance requirement of taking 4 years of high school mathematics including a math course in the senior year.

Prerequisites: Department recommendation/Readiness Exam

Assessment: Student progress and achievement are based on the following: class work and participation, homework, cooperative group work, tests, quizzes, projects, presentations, mid-term and final exams.

ALGEBRA II, CP (5 Credits): A continuation of the algebra concepts begun in Algebra I. Again, students will use practical problems, decision making and technology to help them communicate mathematically. It is advised that students purchase or lease a graphing calculator, preferably at TI-83 or TI-84.

Prerequisite: Successful completion of Geometry

Assessment: Student progress and achievement are based on any or all of the following: homework, class work, periodic quizzes, notebooks and tests.

ALGEBRA II, HONORS (5 Credits): A final course in algebra. Topics will be covered in depth with the intention of preparing students for the rigorous course of Pre-Calculus. Each student will be required to purchase or lease a graphing calculator so they may look at problems numerically, graphically, and algebraically.

Prerequisites: Department recommendation/Readiness Exam

Assessment: Student progress and achievement are based on the following: class work and participation, homework, cooperative group work, tests, quizzes, projects, presentations, mid-term and final exams.

APPLIED MATH CP (5 Credits): This course is a continuation and combination of Algebra and Geometry. This project-based course takes an investigative approach to connecting the two subject areas, as well as provides a real-life connection to mathematics. Topics include budgeting, researching and predicting costs, using area to estimate project costs, taxes and surveys. Students will use various technologies including spreadsheets, graphing tools, and presentation software.

Prerequisite: Successful completion of Algebra I, Algebra II, and Geometry

Assessment: Assessment is based on any or all of the following: projects, class discussions, presentation, essays and quizzes.

PRE-CALCULUS, HONORS (5 Credits): The concept of “function” is the underlying idea of this course. The graphing of a variety of functions is stressed. The circular function, based on the idea of a wrapping function, is a complete course in analytic trigonometry. Calculus is introduced through limits and continuity.

Prerequisite: Department recommendation/Readiness Exam

Assessment: Student progress and achievement are based on the following: classwork, homework, notebook, quizzes, tests, quizzes, labs, projects, cooperative learning groups and classroom participation.

ADVANCED ALGEBRA & TRIGONOMETRY, CP (5 Credits): Students will deepen their understanding of algebraic concepts such as functions, models, systems and sequences. This class will then cover matrix operations, series & sequences and basic trigonometry. With the aid of the graphing calculator students graph functions to build their understanding of their properties and uses. The trigonometric concepts include the right triangle and the unit circle definitions of the trigonometric functions, their applications, graphs, and identifies.

Prerequisites: Successful completion of Algebra II

Assessment: Assessment is based on any or all of the following: tests, quizzes, homework, projects and class participation.

CALCULUS, HONORS (5 Credits): A solid knowledge and understanding of algebra, geometry and trigonometry is necessary for the study of calculus. This is a graphing calculator/visualization-based approach course, which integrates numerical, graphical, and algebraic techniques. The course is divided into half-year concentrations of differential calculus and integral calculus. Applications of each are stressed over abstraction. This course ties together for the student all previous years of mathematics.

Prerequisite: Department recommendation/Precalculus Honors

Assessment: Assessment is based on any or all of the following: tests, quizzes, homework, projects and class participation.

ADVANCED PLACEMENT CALCULUS AB (5 Credits): This is a college-level course in differential and integral calculus, equivalent to the first semester of calculus at most universities. Topics include an introduction to limits and continuity, derivatives and their applications, integrals and their applications, antiderivatives and the Fundamental Theorem of Calculus and an introduction to differential equations using slope fields. Students taking this course will have an intuitive understanding of what each concept means and be able to apply it to real-world applications. This is the equivalent of a college Calculus course and most colleges give credit to students taking and passing the AP Calculus Exam given in May of each year.

Prerequisite: Department Recommendation

Assessment: Assessment is based on any or all of the following: tests, quizzes, homework, projects and class participation.

ADVANCED PLACEMENT CALCULUS BC (5 Credits): This is a college-level course in differential and integral calculus, equivalent to the first two semesters of calculus at most universities. Topics include an introduction to limits and continuity, derivatives and their applications, integrals and their applications, antiderivatives and the Fundamental Theorem of Calculus, an introduction to differential equations using slope fields and Euler's Method, Taylor polynomials and series, and calculus using parametric, vector and polar equations. Students taking this course will have an intuitive understanding of what each concept means and be able to apply it to real world applications. This course utilizes a multi-representational approach to calculus: numerically, verbally, algebraically, and graphically. The course is designed to prepare the students to take the AP Calculus BC exam.

Prerequisite: Department Recommendation

Assessment: Student progress and achievement are based on the following: class work, homework, tests; quizzes, class participation, labs and weekly AP practice problems.

STATISTICS, HONORS (5 Credits): This course is offered as an alternative to Pre-Calculus and Calculus. It guides students through the major components of an introductory college level statistics course and focuses on the statistical thinking behind data collection and analysis. Topics include sampling, surveys, experimental design, organizing data, distributions, probability, and inference. Students will work with technology including the TI-84 graphing calculator and online programs in order to develop a complete understanding of statistics. This class involves a substantial amount of reading and discussion and requires the ability to communicate effectively, both orally and in writing.

Prerequisites: Department recommendation

Assessment: Student progress and achievement are based on the following: classwork, homework, tests and quizzes, projects, and activities.

AP STATISTICS (5 Credits): AP Statistics is a year-long introductory statistics course designed for students who have successfully completed Algebra II- Honors. The goal of this AP course is to introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course will cover four themes: Exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

Prerequisite: Department Recommendation

Assessment: Student progress and achievement are based on the following: classwork, homework, tests and quizzes, problems of the day, reading guides, activities, projects, and AP questions.

SCIENCE COURSES

COURSE ID IDENTIFIED WITH A “” SYMBOL SATISFY A LABORATORY SCIENCE REQUIREMENT.



EARTH, ENVIRONMENT, SPACE, and SOCIETY, CP (5 Credits, CP): This multidisciplinary course is an exploration of the interactions between humans, our Earth, other living and nonliving features of our planet, and the universe at large. The course begins with a look from a scientific perspective at what is often called “Big History”, which is a study of the evolution of humanity and its Earthly environment starting all the way back with the first instant of time at the Big Bang. It then proceeds through the formation of the first stars, followed by galaxies, our solar system, planets, moons, and planetary atmospheres. By the end of the first semester, students will have gained a comprehensive understanding of the evolution of our planet as it was when life first arose. During the second semester, the arrival of life and its many varied impacts on the planet will be covered, starting with early simple prokaryotes and culminating in the highly complex and interactive biosphere we have today. Along the way, the course covers mankind’s exploration of the history of our planet, including an extensive study of the exploration of outer space by our species. The course culminates with a close look at the day to day interactions of humanity with our planet, its geological features, and its atmosphere. Climate and weather are studied in this context. The course is conducted in a seminar-based format, with many individual and group projects and significant classroom discussions of the materials learned. Classroom participation is expected and required. This course does NOT have a significant mathematics component, so students who enjoy science but have difficulties with math may find this course especially appealing.

Assessment: Assessment is based on completion of written assignments, quizzes, exams, homework, and research projects.



BIOLOGY BASICS- PART A, CP (5 Credits): This is one of a two-course series (in concert with Biology Basics Part B) introducing students to general concepts in biology. This course will focus on introducing essential themes in ecology, cell structure, function, and evolution which will form the foundation for the specific content the following year in Part B. Note: Although designed to be offered in sequence (A followed by B), students may be assigned Part A or Part B in any order over a two-year sequence to prepare for the biology MCAS test due to staffing considerations.

After successful completion of this course, students will demonstrate understanding in the following areas:

- Interdependent relationships in ecosystems

- Cycles of matter and energy transfer in ecosystems
- Ecosystem dynamics, functions, and resilience
- The structure and function of a cell
- Evidence of common ancestry and diversity
- Natural selection
- Adaptation

This course is designed to develop usable knowledge that can be applied in other science classes. Class time will be divided into instruction, the development of proper science practices through inquiry laboratories, application of ideas to solve problems and the use of mathematical and computational representations to support explanations of content.

Assessment: Assessment is based on tests, quizzes, labs, homework, projects and classroom performance.

****This course serves as a science lab course for graduation requirements.**



BIOLOGY BASICS- PART B, CP (5 Credits): This one of a two-course series (in concert with Biology Basics Part A) that will use knowledge and skills in conjunction with Part A to more specifically prepare for the Biology MCAS exam that students will take in the second semester of their sophomore year. Note: Although designed to be offered in sequence (A followed by B), students may be assigned Part A or Part B in any order over a two-year sequence to prepare for the biology MCAS test due to staffing considerations.

Biology Basics Part B will provide students more specific knowledge in the more challenging content areas of biology. Themes to be studied this year will include the structure and function of organisms from the cellular to the organismal level, the central dogma of biology, DNA structure and function, patterns of heredity and the mathematical patterns that help scientists to formulate inferences. Upon successful completion of this course, students will demonstrate knowledge in the following areas:

- The increased complexity of multicellular organisms developed from cells, tissues, organs and organ system
- Mechanisms organisms use to maintain homeostasis
- The structure of DNA and how that structure is translated into proteins and an entire organism
- The process of information flow through and organism
- Complex processes of photosynthesis and cellular respiration
- Inheritance of traits, variations of traits, and a variety of issues arising from mutations
- Use of mathematical models to predict inheritance patterns

This course is more specifically designed to prepare students for the detailed information they will face on the Biology MCAS test. Using prior knowledge and techniques from the first course, students will develop confidence and understanding of more complex theories and apply these new concepts in meaningful ways by using technology, creating mathematical models, and designing investigations to support their hypotheses.

Assessment:

Assessment is based on tests, quizzes, labs, homework, classroom activities and classroom performance.

****This course serves as a science lab course for graduation requirements.**



BIOLOGY, CP (5 Credits): The students will develop knowledge of vocabulary and concepts useful in learning about living organisms. Practical laboratory exercises using the scientific method will allow the students to gain experience in biological problem solving and will reinforce the material taught in lectures. This course is designed to examine all areas of the 2016 Massachusetts State Frameworks for Biology as a one-year preparation for the Biology MCAS given in the spring.

Prerequisite: Grade C or higher in Engineering the Future

Assessment: Assessment is based on tests, quizzes, lab reports, homework, research papers and classroom performance.

****This course serves as a science lab course for graduation requirements.**



BIOLOGY, HONORS (5 Credits): This course is open to students who have demonstrated high interest and academic achievement in science, and have the recommendation of the science department. Emphasis will be placed on cell biology, ecology, evolution, genetics, and classification. And a comparative study of the development of living systems. In-Depth logical development of life will be studied both biochemically and comparatively. Students will develop analytical skills through laboratory investigation. The curriculum in this course provides a more in-depth and challenging study of the 2016 Massachusetts State Frameworks for biology. Successful completion of this course will prepare students for the Biology MCAS given in the spring.

Prerequisites:

For enrollment in the 9th Grade: Grade of A- in 8th grade science, and recommendation of 8th grade science teacher

Assessment: Assessment is based on tests, quizzes, lab reports, homework, research papers and classroom performance.

****This course serves as a science lab course for graduation requirements.**



AP BIOLOGY WITH LAB (7.5 Credits): This demanding biology course is recommended to those students who have demonstrated advanced skills in science and significant levels of past academic achievement who are interested in science, engineering or medicine. The course will provide a learning environment that enables students a solid understanding of the principle concepts in biology. It will stress the basic facts and synthesis of these facts into major concepts and themes. Topics discussed in this course will include: Chemistry of Life, Cell Structure and

Function, Cellular Energetics, Cell Communication and the Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. This course is designed to follow the same standards and course work as a college introductory Biology course and is aligned with the updated curriculum identified by the College Board in 2019.

Laboratory Requirement: In addition to meeting once daily, this course meets for a double laboratory period (laboratory block) every other day.

Prerequisites:

Chemistry, Honors Grade: B
Biology, Honors Grade: A-
Recommendation of biology teacher

Assessment: Assessment is based on laboratory work done on and off-campus, tests, quizzes, homework, special projects, library research and AP test practices.

****This course serves as a science lab course for graduation requirements.**



CHEMISTRY, CP (5 Credits): College Preparatory Chemistry is a laboratory science designed to develop a student's problem-solving techniques and scientific inquiry skills. Correlation between classroom and laboratory periods will enable students the opportunity to discover important chemical concepts. Students will continue to develop skills to aid them in solving problems using an analytical, scientific approach. This course is designed for the college-bound student who is interested in pursuing any career other than those in the core sciences.

Prerequisites:

Concurrent enrollment in, or successful completion of, Algebra II
Recommendation of Biology teacher

Assessment: Assessment is primarily based on laboratory work, tests, quizzes, and special projects, including a presentation

****This course serves as a science lab course for graduation requirements.**



CHEMISTRY, HONORS (5 Credits): Chemistry is a laboratory science designed to develop a student's problem solving techniques and methods of scientific investigation. Correlation between classroom and laboratory periods will enable students the opportunity to discover important chemical concepts. The course stresses skills through lecture and study that develop the student's capability to solve problems based on hypotheses concluded from experimentation and observation. This course is designed for the college bound student who is academically proficient in the areas of science and mathematics.

Prerequisites:

Grade of B- in Algebra II, AND one of the following grades in Biology
Grade of A- in Biology, Honors, or
Grade of A in Biology, College Prep

Recommendation of Biology teacher

Assessment: Assessment is based on tests, quizzes, laboratory work and special projects.

****This course serves as a science lab course for graduation requirements.**



AP CHEMISTRY WITH LAB (7.5 Credits): This course is designed for the student who has a strong interest in science, has displayed a good academic achievement in prior sciences, and has a good background in algebra. This course is an in-depth study of chemistry as an experimental science. Students in this course will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. This course will contribute to the development of students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Discussion topics will include: Structure of matter, States of matter, Reactions; Descriptive chemistry: and Lab experiments. This course follows the requirements of the Advanced Placement Program and students will have the opportunity to take the Advanced Placement Chemistry Exam.

Laboratory Requirement:

In addition to meeting once daily, this course meets for a double laboratory period (laboratory block) every other day.

Prerequisite:

Grade of B+ in Chemistry, Honors

Successful completion or concurrent enrollment in Pre-calculus

Recommendation of chemistry teacher and current math teacher

Assessment: Assessment is based on laboratory work, tests, quizzes, special projects, and independent portfolio work.

****This course serves as a science lab course for graduation requirements.**



ANATOMY/PHYSIOLOGY, CP (5 Credits): This course will deal with the fundamentals of structure and function as they relate to the human organism. The major focus of the course will be the relationships between the structure and function with special emphasis on vocabulary and critical thinking. Animal dissections will be part of this course. This course is especially useful those interested in health careers.

Prerequisite: Successful completion of biology

Successful completion of chemistry

Grade 11/12 Only

Assessment: Assessment is based on tests, quizzes, homework, and presentations.

****This course serves as a science lab course for graduation requirements.**



ANATOMY/PHYSIOLOGY, HONORS (5 Credits): This course will focus on the essentials of human structure and function. Such systems as the Skeletal, Muscular, Nervous, Digestive, Reproductive, Integumentary and Endocrine will be covered in great detail. The course emphasizes critical thinking and relations between the various systems of the human body. Several laboratory experiments and dissections will be part of the laboratory section of this course. A grade of B or better in Biology is needed for approval into this course.

Prerequisite: Department Recommendation

Grade 11/12 Only

Assessment: Assessment is based on tests, quizzes, homework, presentations, and an extensive research paper.

****This course serves as a science lab course for graduation requirements.**



INTRODUCTORY PHYSICS, CP (5 Credits): Physics is a course that introduces fundamental scientific concepts related to the physical world in which we all live. Topics include, but are by no means limited to: motion and forces, conservation of energy and momentum, nature of heat and heat transfer, waves, electromagnetism, and electromagnetic radiation. Students will continue to develop and deepen their understanding of scientific inquiry skills such as making observations, formulating hypotheses, designing and conducting scientific investigations, analyzing and interpreting the results of scientific investigations, and communicating those results to peers by a variety of means. This course utilizes a conceptual approach to teaching Physics, however, basic math skills including, but not limited to, graphing and solving one or two step equations are essential.

Prerequisite: Successful completion of Algebra II or concurrent enrollment in Algebra II AND recommendation of chemistry teacher.

Assessment: Assessment is based on tests, quizzes and homework. Since there are many experiments required throughout the year, students are graded on lab procedures, as well as the reports themselves that also count substantially toward their grade.

****This course serves as a science lab course for graduation requirements.**



PHYSICS, HONORS (5 Credits): Fundamental concepts of motion and forces, conservation of energy and momentum, nature of heat and heat transfer, waves, electromagnetism, electromagnetic radiation, and modern physics will be studied. Emphasis is placed on problem-solving techniques to answer questions concerning the physical laws of nature. The course will utilize algebraic and trigonometric techniques extensively, so a working competence in these will be essential to success. Calculus will NOT be used in this course. Students planning college majors in science, engineering, or mathematics are especially urged to take this course.

Prerequisite: Grade of B in Honors Algebra II or Honors Pre-Calculus, have taken or will Concurrently take Honors Pre-Calculus, and recommendation of Chemistry teacher.

Assessment: Assessment is based on tests, quizzes, and homework. Since there are many experiments required throughout the year, students are graded on lab procedures, as well as the reports themselves that also count substantially toward their grade.

****This course serves as a science lab course for graduation requirements.**



AP PHYSICS C: MECHANICS (5 Credits): This course will provide full preparation to take the College Board's AP Physics C: Mechanics exam. About 25% of the course content will involve lab work. Students will develop an advanced ability to interpret physical information verbally, mathematically, and graphically. The course will utilize algebraic and trigonometric techniques extensively, so a high level of competence in these areas will be essential to success. Calculus will also be used in this course and, therefore, the student must be concurrently enrolled in a Calculus course or have taken one the previous year. The instruction will be centered on Newtonian mechanics. The course will utilize guided inquiry and student-centered learning in order to enhance the development of critical thinking skills. Note that this course requires a commitment to extensive reading, solving assigned homework problems, and studying, as expected for college level work.

Prerequisites: Grade of B+ in Honors Pre-Calculus or Honors Calculus (including AP), have taken, or will concurrently take, Honors Calculus, recommendation of Chemistry teacher and approval of instructor. It is expected that the student will have already taken Physics Honors previously, but this requirement may be waived at the discretion of the course instructor.

Assessment: Assessment is based on tests, quizzes, and homework. Tests and quizzes will include sample AP level test questions. Since there are many experiments required throughout the year, students are also graded on lab procedures, as well as the reports themselves that count substantially toward their grade.

****This course serves as a science lab course for graduation requirements.**

COMPUTER SCIENCE PRINCIPLES (with AP option) (5 Credits): Computer Science Principles offers a multidisciplinary approach to learning the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Students may opt to take this course for AP credit.

Prerequisite: Algebra I _____ Co-requisite: Must be entering 10th, 11th or 12th grade



ENGINEERING THE FUTURE, CP or Honors (5 Credits): While science is defined as the study of the natural world, engineering is defined as the study of the human-made world. In this course, students complete four projects developed by the Museum of Science's National Center for Technological Literacy® (NCTL®) to explore the engineering discipline. In project one, students utilize the engineering design process and technical drawing skills to design an organizer for their everyday use. In project two, students investigate loads, failure analysis, and strength of materials to design an energy efficient home of tomorrow. In project three, students study manufacturing, patents, fluids, and thermal systems to reverse engineer a candle powered boat design. Finally, in project four, students develop an appreciation of electrical engineering as they create a variety of electrical circuits using the popular Snap Circuits platform.

“Through this course's practical real-world connections, students have an opportunity to see how science, mathematics, and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate.” - <http://legacy.mos.org/etf/>

****This course serves as a science lab course for graduation requirements.**

Assessment: Assessment is based on completion of laboratory projects, written exams, and homework.

SOCIAL STUDIES

The courses offered by the Social Science Department reflect both the strength of traditional offerings as well as recent worthwhile advances in the field of social science education. The curriculum has been reviewed and aligned so as to comply with the requirements of Massachusetts history and Social Science Curriculum frameworks. A wide variety of instructional techniques are employed to foster positive student attitudes and skills learning to effective citizenship.



HISTORY I, CP (5 Credits): Grade 9 Only

This class will cover the basic content and concepts of the development of human history from c.500 to c.1500. The topics and goals are similar to the Honors description. This course, however, will be supplemented with a series of frequent but shorter writing assignments.

Assessment: Homework, projects (research and presentations), class participation, major writing assignments, tests, quizzes, class work, and debates.



HISTORY I, HONORS (5 Credits): Grade 9 Only

History I outlines the development of the human experience from c.500 to c.1500. This study of major world societies will begin with a short review of prior civilizations studied. This course will blend analysis and consideration of North American civilizations (US History) within the global context. Assignments will foster the development of student research and analytical skills as demonstrated through frequent written assignments and may also be developed through project based research and formal debates.

Prerequisite: Grade of B+ in 8th Grade Social Studies. Recommendation of teacher

Assessment: Homework, projects (research and presentations), class participation, major writing assignments, tests, quizzes, class work, and debates.

UNITED STATES HISTORY I, CP (5 Credits): This course is designed to focus on American History from the Age of Exploration to the conclusion of the Civil War. Students will be expected to complete an in-depth analysis of the concepts and controversies facing Americans throughout this time period. Such analysis will be multi-faceted, utilizing economical, geographical, societal, ethical, and philosophical strands in order to develop broad-based understanding of American History. Students are expected to utilize primary sources, develop analytical skills, and complete an original research project.

Assessment: Assessment will be based on the following: homework, quizzes, tests, short term writing assignments, long term writing assignments, student presentations, primary and secondary source interpretation, and debate in both parliamentary and trial setting.

UNITED STATES HISTORY I, HONORS (5 Credits): This course is designed to focus on American History from the Age of Exploration to the conclusion of the Civil War. Students will be expected to complete an in-depth analysis of the concepts and controversies facing Americans throughout this time period. Such analysis will be multi-faceted, utilizing economic, geographical, societal, ethical, and philosophical strands in order to develop broad-based understanding of American History. Students are expected to utilize primary sources, develop analytical skills, and complete an original research project.

Prerequisites:

Grade of B+ in World History II, Honors, or
Grade of A- in World History II, College Prep
Recommendation of teacher

Assessment: Assessment will be based on the following: homework, quizzes, tests, short term writing assignments, long term writing assignments, student presentations, primary and secondary source interpretation, and debate in both parliamentary and trial setting.

HISTORY II, COLLEGE PREP (5 Credits)

History II outlines the development of the global human experience from c.1500 to c1900. Our nation's history will be examined as part of this experience, demonstrating how America has both influenced and been shaped by our collective global history. Students cultivate their understanding of history through analyzing historical sources and learning to make connections and craft historical arguments. They will be challenged to consider the importance of historical context, cause and effect, and recognizing point of view in order to reach this understanding. Students will explore concepts like humans and the environment, cultural developments and interactions; governance; economic systems; social interactions and organization; technology and innovation.

Assessment:

Assessment will be based upon the following: homework, quizzes, tests, projects, short term writing assignments, long term writing assignments, role play, student presentations, primary and secondary source interpretation, and debate in both parliamentary and trial settings.

HISTORY II HONORS (5 Credits)

History II outlines the development of the global human experience from c.1500 to c1900. Our nation's history will be examined as part of this experience, demonstrating how America has both influenced and been shaped by our collective global history. Students cultivate their understanding of history through analyzing historical sources and learning to make connections and craft historical arguments. They will be challenged to consider the importance of historical context, cause and effect, and recognizing point of view in order to reach this understanding. Students will explore concepts like humans and the environment, cultural developments and interactions; governance; economic systems; social interactions and organization; technology and innovation. **Honors students explore the same content as**

those in the college prep course, but are expected to work with more independence as they read, research, and write about social, political, and cultural issues that arise throughout the course.

Prerequisite:

Grade of B+ in History I, Honors or
Grade of A- in History I, College Prep or
Recommendation of teacher

Assessment:

Assessment will be based upon the following: homework, quizzes, tests, projects, short term writing assignments, long term writing assignments, role play, student presentations, primary and secondary source interpretation, and debate in both parliamentary and trial settings.

ADVANCED HONORS, HISTORY II (5 credits)

This course is for students with a strong interest in history, the capability to work independently, and a high personal motivation as evidenced by past performance in social studies classes. Students will be expected to complete an in-depth study of the concepts and controversies that have faced humanity from the Age of Exploration to the Age of Imperialism. Students cultivate their understanding of world history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. There will be a special emphasis placed upon the development of specific skills necessary to succeed in AP World and AP United States history courses offered in the upper grades. Much of this study is considered to be at an entry-level college equivalency.

Prerequisites:

Grade of A- in History I, Honors, or
Grade of A in History II, College Prep, or
Recommendation of teacher

Assessment:

Assessment will be based upon the following: primary source interpretation, document-based essays, Advanced Placement style prompt based objective questions, short answer questions, homework, in-depth independent textbook work, role play, quizzes, secondary source analysis, projects, role plays, tests, and debates in both trial and parliamentary settings.

AP UNITED STATES HISTORY (5 Credits): This course is for students with a strong interest in history and high personal motivation as evidenced by past performance in social science classes. As recommended by the AP Board, very heavy emphasis is placed on independent reading of primary source materials and extensive writing assignments. The student in an Advanced

Placement class is expected to have developed fundamental critical and analytical skills prior to electing such a course. Many colleges consider it essential that the student take the Advanced Placement Exam.

Prerequisites:

Grade of A- in US History I, Honors, or
Grade of A in US History I, College Prep, or
Grade of B- in Advanced Honors US History
Recommendation of teacher

Assessment: Assessment will be based upon the following: primary source interpretation concluding document position papers and document based role play debates, a formal research paper, tests (both in essay form and AP objective questions), quizzes, homework, and secondary source analysis.



AP EUROPEAN HISTORY (5 Credits): The AP course in European history is intended for qualified students who wish to complete classes equivalent to college introductory courses in European history. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world. In addition to providing a basic narrative of events and movements, the goals of AP European history are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students will be expected to take the AP Exam.

Prerequisites:

Grade of B- in AP US History or
Grade of A- in US History II, Honors or
Grade of A in US History II, College Prep or
Grade of B- in Pre-AP US History
Recommendation of teacher

Assessment: Assessment will be based upon the following: primary source interpretation concluding document position papers and document based role play debates, a formal research paper, tests (both in essay form and AP objective questions), quizzes, homework, and secondary source analysis.



GLOBAL CONTEMPORARY ISSUES (2.5 Credits): This is a first semester course in which we will take a historical and contemporary look at issues in international politics, U.S. foreign relations, U.S. domestic policy, and the global economy. This course provides students an opportunity to familiarize themselves with the issues that frequent newspapers, television news, and other popular media, and fuel the controversies that both divide our population here in the United States and around the globe. The course will be flexible in nature to accommodate significant current events, but the general direction of the class will be to study how the world

developed to what it is today and where it is going next. In addition to the course content, the common core standards will be addressed throughout all units.

Assessment: Assessment will be based on homework, research, Internet use, debates, class discussions, tests, opinion questions, and worksheets.



GLOBAL STUDIES (5 credits) This elective course is available to all students in grades 10-12. The first semester is dedicated to theory, and the second to practice. Students will begin with a theoretical study of the fundamental concepts that govern relations among nations, as well as a survey of major international events. Students will gain an appreciation for the role the United States has played in world affairs, as well as studying the roles and actions of other countries. Project based work where students apply reasoning and problem-solving skills to analyze important foreign policy issues will be a critical component of assessing student progress during the course. Students will also be required to use information, media and technology effectively to complete class work and group projects.

Having learned about the world around them in the first semester, students will then use the second semester to place themselves into that world. Students will explore opportunities to connect with local, regional, national, and international community partners, applying their theoretical knowledge of international relations as they join the international community. Additionally, students will learn how to create and complete a variety of service learning projects.

The primary goals of this elective are to prepare students for citizenship, to be cognizant of and sensitive to the requirements of changing realities in the international community, and to understand how they can exercise their rights and responsibilities as citizens as they help determine what role their nation plays in world affairs in the future.



AP PSYCHOLOGY (5 Credits): The purpose of the AP Psychology course is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

Prerequisites: Grades 11 and 12. The student must be a strong reader or be willing to devote extra time to compensate for that weakness. A grade of B or better in English II or III is recommended. It is not required to take an honors or college preparatory Psychology course .

Assessment: Grades are based on activities, homework, research, and labs. Discussion is an integral part of any psychology class. A participation grade, usually about 20% of the

quarter's points, are included in grade calculations. Tests are given at the end of each chapter and are modeled on the AP exam with multiple choice and free response questions.

PSYCHOLOGY, HONORS (5 Credits): This Honors course involves a deeper and more thorough explanation of the study of human thought and behavior. More time is devoted to hands on research and experiments. Topics covered are learning and memory, research and statistics, social psychology, life span issues, neuroscience, and abnormal psychology. Understanding of self and how people interact with others are enhanced in group work, journal writing, and role-play. Movie clips to demonstrate how the artistic world views people and their adjustment to others and to society will be used. Textbook, journal articles, and popular fiction will be read.

Prerequisite: The student must be a strong reader or be willing to devote extra time to compensate for that weakness. A grade of B or better in English is recommended.

Assessment: Writing assignments, group and individual projects, and tests. Assessment is also based upon each student's willingness to openly participate in all class discussions and activities. Journals, reading, research projects, homework, quizzes, and tests are also used for assessment.



HUMAN BEHAVIOR (5 Credits): Open to grades 9-12. . This class is an introduction to the basic concepts of psychology and sociology. Areas of study include: personality and behavioral development; intelligence; heredity/environment; frustration and conflict resolution; socialization, inequalities, and deviance. Lectures, case studies, field trips, oral reports, research papers, debates, and audio-visual aides will be used.

Assessment: Assessment is based upon a student's willingness to openly participate in class discussions and activities. Journals, readings, research projects, homework, quizzes, and tests are also used. **Should not be taken at the same time as AP Psychology**

ECONOMICS, HONORS (5 Credits): Limited to juniors and seniors, the first part of this class is intended to provide the student with an overview of the field of economics. The historical impact of philosophers such as Smith, Malthus, and Ricard will be presented. It will offer the subject matter tools of analytical economics to the problems of the changing times: inflation, growth, pricing, income, and foreign trade. The second part of this class will have an emphasis on the study of the market mechanism and how it works. It is intended to illustrate to the student that the critical problems that our society faces are related to responsible conduct in the area of economics. It is the intent (subject to change) to offer Economics in non-election years.

Assessment: Assessment will be based on tests, quizzes, class participation, projects, homework, and a research paper.

THE NATURE OF BEING, HONORS (5 Credits): For more information on this interdisciplinary course, refer to the Interdisciplinary Courses section. This course is a collaboration between the English and Social Studies Departments.

OTHER PROGRAMS / COURSES

TRANSITIONAL LEARNING CENTER:

The principle goal for the program is to provide relevant educational opportunities that address the independent living and vocational needs of the students. The Transitional Learning Center program is designed to adapt to the needs and abilities of the student. Instruction is given in a small group setting to facilitate individual students in accessing the curriculum in ELA, mathematics, vocation, and/or transition. Curriculum is orientated around real-world problems and authentic tasks which allow students to practice strategies pertaining to organization, problem-solving, reading for information, and communication that will assist in independent living. Key concepts such as cooking, cleaning, first aid, health and safety, and self-care tasks such as grooming, washing clothes, meal planning and preparation, and home/school safety procedures are practiced. Students are taught basic banking skills, comparative shopping, and how to access community or other public services through the newspaper and phonebook. Opportunities are available with the school environment for pre-vocational training.

Assessment: Performance evaluations are based on teacher devised rubrics: written/oral tests and quizzes, homework, in-class presentations, self-evaluations, and portfolios.

LEARNING RESOURCE CENTER:

The Learning Resource Center (LRC) serves as a center for the students in grades 6 through 12; individual and small group instruction facilitates the strengthening of academic weaknesses. Additionally, the staff provides Gillingham Reading Therapy and the Wilson Reading Program for the non-reader.

The staff provides testing, primarily in the area of specific learning disabilities, and formulates remedial programs as indicated by the testing. The LRC Specialist acts as a liaison between regular classroom teachers and students. In many cases each student's individual educational plan requires that oral exams be given instead of written exams as a measure of his or her achievement. On those occasions, the teacher in the LRC will give the exam to the student and return it for correction.

At any time during the year, should anyone feel a student may need assessment or reassessment, the LRC Specialists should be notified; the referral process is simple, not time consuming, and is the most effective means of identifying students with possible learning problems. Often an early referral is the difference between a frustrating year and a successful one.

ATTEND COLLEGE EARLY (ACE)

“The Attend College Early Program is a collaboration between the student and his or her family, their high school, and Quinsigamond Community College. It is an opportunity for mature, college ready students to simultaneously complete high school graduation requirements and begin their pursuit of higher education. The program is also designed to supplement competitive high school courses or offer opportunities for advanced coursework not available in the Tahanto curriculum. Interested students must qualify for the program through satisfactory grades, discipline, and results on the Accuplacer. Sophomores or juniors who may have an interest in participating in the program should see their school counselor for more detailed information.

COUNSELING:

Counseling is available at Tahanto to help students overcome issues or problems they encounter that interfere with their education. At certain times in our lives, we all encounter obstacles that impede our progress. Our ability to work through or overcome these obstacles is what builds our character and self-esteem.

The school psychologist, school adjustment counselor and school counselors offer counseling services for students and parents who may request it. Faculty/Staff can also make referrals for counseling.

Individual or group support sessions are ongoing. Counseling is usually short-term and directed toward helping a student enhance the quality of his/her life and reaching self-defined goals. Typical issues that are addressed in counseling include abuse, academic progress, anxiety, anger management, bullying/harassment, depression, family issues, grief/loss, relationships with family, friends, or loved ones, and substance use.

If you are interested in learning more about counseling services that are available to you, speak to the school psychologist, school counselor, or leave your name with the Counseling Department secretary.

SPEECH & LANGUAGE PROGRAM:

The Speech/Language Program is an inclusive program for students in grades 6-12 dealing with disorders of articulation, language, auditory, memory, voice, and/or fluency. Services are provided through consultation, in class support, small group support and individualized programs, as needed. Curriculum materials are used as the basis for intervention whenever possible.

Assessment: Daily assessment is based on “time on task,” organization, effort, completion of daily agenda, and participation in small study groups.

ACADEMIC SUPPORT: (2.5 or 5 credits)

This credit-based course is a Special Education Service that is recommended by a student's Team to deliver specialized instruction facilitating progress towards IEP goals and objectives. Essential to the course's design is the belief that the academic support must address individual learning trajectories and the capacity to access the full educational experience available to all students. Participants are also taught how to leverage their learning styles to best shift the focus of control from the instructor to the student, an important factor in becoming a more self-reliant, self-directed individual. Assignments may be used as a vehicle for accessing core academic content areas in English, history, mathematics, and science; and, teaching skills such as organization, time management, test preparation, and task completion. Grades are based on the student's class participation, assessments, effort, growth, and improvement in strategy and skill utilization.

Assessment: Students are graded on daily performance tasks, time-on-task, extension activities, participation in whole or small group lessons, and growth and improvement in strategy/skill utilization.

INTENSIVE LANGUAGE: (2.5 credits)

This course teaches basic language skills to those students with a diagnosed language/learning disability in phonology, syntax, semantics, reading comprehension or written composition. Structured multi-sensory language training and curriculum materials are combined to facilitate growth in skill areas and simultaneously provide tutorial support for classroom goals.

Assessment: Because students enrolled in I.L.A. have been diagnosed with a language/learning disorder, and all have individual, specific language goals, assessment includes a combination of standardized and informal measures. Standardized testing includes an initial evaluation to determine eligibility for the class and subsequent three-year re-evaluations. Informal measures include mastery of concepts taught which occurs all year long, as well as a yearly assessment of progress made toward individual goals determined for each student at his/her last team meeting.

WORK-STUDY PROGRAM:

The Work-Study Program is designed for Junior and Senior students. The purpose of this program is to provide an opportunity for students to continue their education, and at the same time, gain practical work experience under the supervision of the school and the employer. Entrance into the program must be approved by the Counseling Department.

Students selected to participate in the Work-Study Program must meet the following requirements:

1. Obtain parental consent and be at least 16 years of age.
2. Possess a satisfactory attendance record.
3. Provide their own transportation.
4. Maintain a satisfactory academic average.
5. Comply with the rules and regulations of the school.
6. Conform to the rules and regulations set down by the employer.

7. Be employed in a program that will satisfactorily give them practical work experience. This will be determined by the Coordinator of the program and the Counseling Department or member of the staff.
8. Students must be enrolled in at least six major subjects in addition to Work-Study.

A member of the staff will ensure that all requirements of the Work-Study Program are being met. Participants will be required to work 15 hours per week. The five (5) graduation credits earned by participants in the program will be granted upon job performance.

TEACHER ASSISTANT PROGRAM (2.5 or 5 Credits):

To become a teacher assistant, a student must meet several prerequisites. A detailed description of the Teacher Assistant Program follows:

- Be a junior or senior
- Be recommended by a faculty member (student may elect a course on his/her own, but must have a faculty member's recommendation)
- Earned at least an A- in the course in which he/she is assisting
- Be limited to taking a maximum of 5 Credits (2 semesters) in the TA Program

Description of Course

- Teacher will request/recommend that a student be his/her TA for a particular course
- Teacher will be responsible for training and evaluating student
- Student must maintain the same confidentiality that is maintained by a teacher with reference to grades.
- Student may be required to perform duties which may include:
 1. Taking attendance
 2. Checking Homework
 3. Photocopying materials
 4. Tutoring students having difficulties or students who were absent
 5. Correcting tests (must be rechecked by teacher)
 6. Keeping a daily journal or doing a paper on TA experience

Assessment: Teacher will be required to grade student. Evaluation guidelines will be consistently applied and may include assessment by checklist and written and performance objectives.

Educere online courses (2.5 or 5 Credits, Levels are based on course taken): Tahanto offers its students (grades 10-12) the opportunity to access courses over the Internet through Educere. This allows students to take a wide variety of elective subjects on a semester schedule. Courses are posted online for each semester and listings are also available through the Counseling Department. Prior administrative approval is required for participation in the program and Educere courses cannot be substituted for those which are available at Tahanto. Other requirements may apply. Check with your School Counselor for more information.

DIRECTED STUDY (Not for credit): Directed Study is a 48 minute period of structured learning time. It has been instituted to provide students with some dedicated time in the school day during which they can do some things that they may not have necessarily been able to do in a typical school day without this kind of time and flexibility incorporated. It is our hope that this block of time alleviates some of the stress that students may be experiencing as dedicated and involved scholars!

During Directed Study, there are several things that students can do. Students can:

- work on their choice of academic assignment
- read
- receive extra help from the Directed Study teacher or staff member
- receive help from one of their other teachers if they have made an appointment (*Pass required*)
- attend pre-scheduled meetings in the Counseling Department or the Main Office (*Pass required*)
- attend another pre-arranged meeting (*Pass required*)
- go to the library (*Please check library board in the morning for available periods.*)

ENGLISH AS A SECOND LANGUAGE (2.5-5 Credits, dependent on individual program needs)

Students who speak a language other than English at home are assessed when they enter Tahanto. If the results of the assessment suggest that they are in need of additional academic support, students participate in ESL classes to develop their speaking, listening, reading and writing skills.

Assessment: Progress in English is measured in a variety of formative and summative assessments.

****COURSES NOT OFFERED IN 2021/2022****

****EXPLORING BIOETHICS HONORS (2.5 Credits):** This course gives students an opportunity to grapple with some of the most challenging and engaging ethical issues our society is facing as a consequence of advances in the sciences. Exploring Bioethics complements existing science curricula and aligns with the National Science Education Standards. The structure of the course will facilitate learning and stimulate ethical inquiry. Real-lifecases introduce a core set of ethical considerations that are important for analyzing ethical issues in medicine and sciences. Course elements emphasize key bioethical concepts and analytical methods, cutting-edge science content, real-world scenarios, and a variety of assessment tools. Activities promote active and collaborative learning to help students develop their ethical-reasoning and critical thinking skills. This course is restricted to upperclassmen only (11,12) **Must be taken opposite of Current Topics in Science.**

*****SENIOR PROJECT (2.5 or 5 Credits, Honors):** The mission of the Senior project is to promote the achievement of social and academic learning expectations by providing an opportunity for seniors to demonstrate their ability to communicate, to problem solve and to contribute as a responsible member of a community. Students will meet with an advisor daily to work on several components of their project. Components include fieldwork in a desired area, a research paper and a final presentation to a panel of judges.

Assessment: Assessment is based upon a completion of all above components, paperwork, research paper and meeting required deadlines.

****CURRENT TOPICS IN SCIENCE (2.5 Credits):** This course examines science from a Science-Technology-Society-Environment, or issues based perspective. This course is designed to encourage an interdisciplinary approach to the teaching and learning of science and recognizes the diverse interconnectedness among the sciences as practiced today. Consequently, rather than emphasizing the principles and foundation of a particular discipline (e.g biology), this course integrates a variety of science disciplines in order for the student to better understand a science-related issue, trend, innovation, or point of view. Big Ideas Covered throughout the curriculum include:

- The Nature of Science and Technology
- Science, Technology, Society and the Environment
- Scientific and Technological Skills and Attitudes

Teachers will select the text/materials, topics, and content used in the course to achieve the various learning outcomes based on the students' interests, current issues, or recognized essential areas of inquiry. Integrated units may include:

- Science and Media literacy
- Climate Change
- The Human Endeavor in Space
- Emerging Medical and Health Technologies
- Sports Science and the Modern Athlete
- Mass Extinctions and the Evolution of Life on Earth
- Worldwide Water

****MIXED MEDIA ART (5 Credits):** Mixed-Media, in visual art, refers to artwork where more than one material is used. This class will explore a variety of mixed-media art forms and techniques that stem from 2-D Design, 3D Design, Drawing and Painting methods while expanding on the Elements of Art (space, shape, texture, value, form, line, color) & Principles of Design (balance, contrast, pattern, movement, unity, proportion) learned in previous art courses. Students will

build a portfolio of artwork that will showcase their talent through the development of personal style through a variety of visual concepts, methods, and techniques.

Prerequisite: none

Assessment: Students will fill out self-assessments for each project. Assessment is based on both effort and achievement. Students will be evaluated on use of time and materials.

Class size limited to 12 students



****GLOBAL ART (5.0 Credits):** A semester course emphasizing importance and meaning of art in world cultures. Students will explore styles and techniques from diverse cultures and time periods such as Latin American bark paintings, Japanese lanterns, and Moroccan textiles. Students “travel” from country to country, building an extensive global visual vocabulary.

Assessment: Students will maintain a portfolio of finished work. Each student will complete a self-assessment of each work. Students will prepare and exhibit their work. Teacher assessment is based on both effort and achievement.

CLASS LIMITED TO 12 STUDENTS

****DRAMA (5 Credits):** This is a foundation class designed for students to promote enjoyment and appreciation for all aspects of theater. The class will focus on performance, historical and cultural connections, and use of auditorium technology. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. The class will be run through a combination of formal instruction and hands-on stage experience. Through this course, students will learn about creating a drama production and will also gain confidence in their public speaking skills. Drama class is the right choice for you whether you have a desire to learn more about set design, direction, acting, or you just want to learn to become more comfortable in your own shoes.



****THE 21ST CENTURY STUDENT: SOCIALLY SAVVY, GLOBALLY CONNECTED (2.5 Credits):** This course blends together the information, media and technology skills students need to be successful in the 21st Century with the interpersonal skills needed to be successful in college, the workplace, and in life in general. It explores one’s character development, leadership capabilities and ethics as we learn how to work best with others, whether they are across the hall, or across the world. Students will use these newfound skills when interacting with others both online and in person. Students will develop both team and individual projects that are interdisciplinary in nature. We will explore such diverse topics as: personality testing, possible occupations, interview protocol, website creation and evaluation, copyright, photo retouching, email scams and social network safety and other current topics of critical interest.

Prerequisite: Grades 9 & 10

Assessment: Assessment will be based on projects and presentations using rubrics aligned to both ISTE and Social, Emotional and Character Development standards.



NONVIOLENT MOVEMENTS IN THE MODERN WORLD (2.5 Credits): This is a second semester course; the focus will be about current and historical movements to create change in the world—without war. We will learn about Gandhi, the Danish resistance, MLK, Mandela and apartheid, the Chinese Democracy movement of 1989, Arab spring, Burma and Aung San Suu Kyi, Peace activism in New England, and contemporary peacemaking in war zones (Palestine and Afghanistan). Students will develop an understanding about the issues, such as corruption, dictatorships, and economic injustice, and will learn about the strategies to combat them, including protests, blockades, hunger strikes, and boycotts.

Assessment: Assessment will be based on homework, research, Internet use, debates, class discussions, tests, opinion questions, and worksheets.

****ARCHITECTURAL DRAWING AND INTERIOR DESIGN (5.0 credits)**

This semester's course focuses on computer-aided design and the study of architectural design. Students will learn the Archi-CAD architectural design software and complete projects in landscape architecture, kitchen design, bathroom design, structural layout, interior design, building codes, and cost estimating. A house will be constructed as a final project and will be presented using multiple forms of communication such as traditional architectural plans and walkthroughs. Throughout this course students will use critical thinking skills to understand and design within codes and specifications.

Prerequisite: Successful completion of Intro to Computer-Aided Design and Manufacturing.

Assessment: Assessment is based on completion of laboratory projects, written exams and homework.

****APPINVENTOR: (2.5 credits):** The concept of this course is to introduce high school students to computer science using App Inventor ([HTTP://appinventor.mit.edu/](http://appinventor.mit.edu/)) and mobile devices such as tablets and smartphones. Students will program code in the software and download/install the apps on the device. The engineering design process will play a critical role in software development as students attempt to create apps that are viable in today's consumer market.

Assessment: Assessment is based on completion of laboratory projects, written exams and homework.

****WRITER'S WORKSHOP(2.5 Credits):** This course is designed to introduce high school students to the personal and academic skills needed for success in high school, college, and the workplace. The course incorporates study skills, analytical and objective writing skills, as well as goal planning and application in order to prepare students for opportunities in careers and higher learning. The course culminates in a college/ career-based research paper and presentation.

Writers' Workshop is designed to teach students basic writing skills and fundamentals in the areas of expository writing, the argumentative essay, summary writing, and narrative, as well as

the MLA requirements for the research paper. In addition the functional concept of the Writers' Workshop recognizes the emphasis upon writing skills by four-year colleges, and the writing demands of the revised SAT examination. For these reasons, Writers' Workshop stresses the importance of essential writing components such as strong thesis statements and topic sentences, appropriateness and proper citation of evidence, paragraphing, the use of transitions, proper punctuation, the clear articulation of ideas, and the seamless incorporation of quoted material. (Grades 10-12)

Assessment: Writers' Workshop also stresses and facilitates the ability of students to assess their own written work through the process of in-class readings and the presentation, through a variety of assignments, and a number of writing problems that students will often encounter over the course of their writing experiences.

****SCIENCE FICTION AND FANTASY (5 Credits):** For this course, students will examine science fiction and fantasy as genres rooted in a fusion of philosophical ideas, scientific speculation, and literary art. In this class, students will analyze short stories, novels and films from different periods of time in order to think critically about connections to modern-day ideas. Particular attention will be paid to the historical influences and common themes of these genres. Assessment: tests, quizzes, writing assignments, oral presentations, & creative projects.



****COLLEGE-BOUND ORGANIZATION AND GLOBAL RESEARCH (2.5 CREDITS):** What happens when you finally get to college? You're in and excited, but what comes next? College Bound English will help to establish your path to success! You will learn how to take great notes to use them effectively to study and review for essays and tests in humanities and science classes outside of English.

Students will learn strategies to aid them in managing their time so they can get everything done, get good grades, and still have time for the extracurricular experiences that college has to offer.

This course also offers students the opportunity to access, evaluate, and write about information from untraditional and international sources, such as television, movies, streaming videos, YouTube, blogs, and online interviews, journals, and magazines. Essential writing components such as strong thesis statements and topic sentences, appropriateness and proper citation of evidence, paragraphing, the use of transitions, proper punctuation, the clear articulation of ideas, will be stressed. Students also examine contemporary literature often comparing it to different media adaptations. And of course, students will develop the ability to clearly articulate their own ideas in writing. Course materials will be mostly current, non-fiction articles and contemporary media.

Assessment: Assessment will be based on a student-generated research portfolio

****JOURNALISM (5 Credits):** This full-year elective course is a comprehensive print journalism workshop covering the basic principles of news gathering, news writing, editorial, entertainment, and feature-writing. In addition to classroom instruction, the course is modeled after a real newspaper newsroom, with the teacher serving as managing editor, and the students are involved in all phases of producing a newspaper. This course is open to juniors and seniors but sophomores and freshmen may be admitted on a space-available basis.

Assessment: Students in this course will be assessed through quizzes and tests on course content, research projects for the first semester of this course. Students will be assessed on research projects and weekly writing assignments for the second semester of this course. Also during the second semester, the students will be responsible for producing and publishing 4 editions of the high school newspaper, *The Stag Sentinel*. Students are given detailed assessment rubrics before starting any major project in this course. All homework assignments are posted daily in the classroom. Extra help is available every Wednesday or through appointment. All students are required to take the mid-term and final examination unless they meet the school requirements for exemption.

****CREATIVE WRITING (2.5 Credits):** This course is broken into 7 thematic units. The final project will be a publication of students' best writing, bound, presented with a formal reading of a favorite poem or story, and distributed to classmates, parents, etc. Thematic units include The Memoir, The Family, Myths & Mythology, Nature/Transcendentalism, Postmodernism, Drama/Dialogue/Voice, and Poetry & Songs.

Assessment: This is a writing-intensive course and students will be assessed on the quality and progress of their written work.

****JOY OF COOKING (2.5 Credits):** With the explosion of new scientific information and evidence, this semester course is designed to examine nutrition through the study of a variety of systems, like My Plate. Students will increase their knowledge of healthy eating by preparing unusual breakfast, lunch and dinner menus, and making a wide variety of low fat, no fat and vegetarian recipes. Students will learn to analyze recipes and how to substitute ingredients to increase their knowledge of healthy eating. Each student will conduct a computer analysis of his/her own diet and individual eating patterns with a goal of making enjoyable and healthy heart choices. The class will also provide students with an understanding of basic cooking skills and how to set up their first kitchen and cook on their own.



****FOOD, CULTURE AND SOCIETY (2.5 Credits):** Throughout the ages, food choices have been influenced by six primary factors: food availability, technology, socio-economic class, religion, politics, seasons and climate. This course offers students the opportunity to study and analyze the effect of culture and food and the relationship of diet to good health within each society. Students will discover, share, and develop an appreciation for diverse tastes passed from generation to generation within cultures all around the world. Students will read about cultures, and prepare various international dishes.

****BAKING (2.5 Credits):** This semester course explores the preparation of baked goods, including cookies, pastries, cakes, breads and entrees. Topics covered include correct measuring techniques, equipment use, purpose of ingredients and the science principles of baking.

Assessment: Student assessment is based on tests, quizzes, class participation, lab and classroom performance and homework.



****AP PHYSICS II (5 Credits):** This course will provide full preparation to take the College Board's AP Physics II exams. While the AP-I course covers mostly mechanics, this AP-II course covers a combination of electromagnetism and modern physics. About 25% of the course content will involve lab work. Students will develop an advanced ability to interpret physical information verbally, mathematically, and graphically. The course will utilize algebraic and trigonometric techniques extensively, so a high level of competence in these areas will be essential to success. Calculus will not be used in this course, although an understanding of the basic principles of differentiation and integration will be helpful to many students. The instruction will be centered on electricity and magnetism, waves and optics, and atomic and nuclear physics. The course will utilize guided inquiry and student-centered learning in order to enhance the development of critical thinking skills. Note that this course requires a commitment to extensive reading, solving assigned homework problems, and studying, as expected, for college level work.

Prerequisites: Grade of B+ in Honors Algebra II or Honors Pre-Calculus, have taken or will concurrently take Honors Calculus and recommendation of Chemistry teachers. It is expected that the student will have already taken Physics Honors previously, but this requirement may be waived at the discretion of the course instructor.

Assessment: Assessment is based on tests, quizzes, and homework. Tests and quizzes will include sample AP test level questions. Since there are many experiments required throughout the year, students are also graded on lab procedures, as well as the reports themselves that count substantially toward their grade.

****This course serves as a science lab course for graduation requirements.**



****ASTRONOMY (2.5 Credits):** Runs daily, first semester only. Astronomy is the study of the universe outside of the immediate environment of the Earth and its atmosphere. From its beginnings in ancient times through the present, students will learn what and how mankind has learned about our solar system, as well as distant stars, galaxies, space, and time. Students will learn the widely varied techniques of astronomical observation and space exploration, including a discussion of many space missions conducted by NASA and international space agencies. The makeup and life cycles of stars, galaxies, and planets will be examined, as will such exciting new topics as black holes, exoplanets, Dark Matter and Dark Energy. Students will engage in some classroom labs as well as multiple research projects. Optional night sky observations will be scheduled, weather permitting. This course runs daily, semester 1 as part of the Earth, Environment, Space and Society course, space permitting.

Assessment: This will be a project-based course. Grades will be determined by projects as well as tests, quizzes, and class participation.

**  **BIG HISTORY (5 Credits):** This is an interdisciplinary course involving Cosmology/Astronomy, Chemistry, Biology, and social sciences. It spans the subject of history broadly from the Big Bang to the present and looks into the future. This course requires students to look across disciplines to examine how we got here, our place in the universe, and where we are headed.

**  **CONTEMPORARY AMERICAN ISSUES (2.5 Credits):** This course will provide students with a framework and models for analyzing current issues. The critical issues facing the world may change yearly, but this course will provide the students with critical-thinking skills by defining problems, collecting data and offering solutions. The course incorporates a book updated yearly and will also make use of CNN broadcasts and news journals.

Assessment: Assessment will be based on homework, research, Internet use, debates, class discussions, tests, opinion questions, and worksheets.

**  **PSYCHOLOGY (2.5 Credits):** This class is an introduction to the basic concepts of psychology. Areas included will be: personality and behavioral development; intelligence; heredity/environment; frustration and conflict resolution; personality development with specific reference to the young adult; and theories of conditioning. Lectures, case studies, field trips, oral reports, research papers, debates, and audio-visual aids will be used.

Assessment: Assessment is based upon student's willingness to openly participate in all class discussions and activities. Journals, readings, research projects, homework, quizzes, and tests are also used for assessment.

****SOCIOLOGY (2.5 Credits):** Students will use the framework of the discipline of sociology and the operation and organization of group behavior to analyze contemporary issues. This approach may include topics such as the teenager and generation differences, religious and ethnic bias, sociology and politics, and the issues of poverty, race, and affluence.

Assessment: Assessment is based upon a student's willingness to openly participate in all class discussions and activities. Journals, readings, research projects, homework, quizzes, and tests are also used for assessment.

AMERICAN GOVERNMENT, HONORS (5 Credits): Limited to juniors and seniors, this course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Special emphasis will be placed on current political events at all three levels of government.

Assessment: Students will be assessed based on performance on tests and quizzes, writing assignments, and class discussion.



SPANISH V, HONORS (5 Credits): This course continues to focus on listening, speaking, reading and writing skills. It is an advanced course intended for the serious and motivated student who has successfully completed four years of high school Spanish. Students will be expected to read a variety of texts in the target language, as a departure point for further development of oral and written communication skills. Particular attention will be paid to increasing oral proficiency and grammatical accuracy.

Prerequisite: Strong teacher recommendation only.

Assessment: Students will be assessed on their Spanish listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions dialogues, presentations, projects, exams, homework and class participation to evaluate the students.

****NURSE ASSISTANT PROGRAM (2.5 or 5 Credits):**

To become a nursing assistant in the health office, a student must meet several prerequisites:

- Senior
- Most recent Honor Roll
- Nursing as a career goal
- Participation in an interview process

Description of Course:

- Student will be taught basic nursing assistant duties such as vital signs, height, weight, hearing and vision screens.
- Student will maintain Health News Bulletin Board.
- Student will research and present issues related to adolescent health issues to the health classes and/or middle school classes.
- Student will assist the school nurse in other duties as they arise.
- Student must maintain confidentiality as outlined in the program of studies.
- Student will meet the applicable requirements of the Teacher Assistant Program as outlined herein.