



Manchester Essex Regional High School

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TO: Superintendent Pamela Beaudoin

FROM: Julie Sgroi, MERHS Principal

DATE: January 4, 2024

RE: Program of Studies Approval

The High School would like to request School Committee approval for the 2024-2025 Program of Studies. Following is a summary of the changes and updates made to the Program:

School Counseling - formerly Guidance department - has been renamed throughout the document. The counseling department also updated their wording to accurately reflect timelines and current policies, for example, when AP payments are due.

Visual Arts Department - The Visual Art Course Pathways have changed to allow for more students to access the curriculum. The opening description paragraph has added the MassCore recommendation of one year of arts coursework. Other changes to course descriptions were added to accurately reflect the pathways. AP Art History has been removed from the Program of Studies due to lack of interest over the years. Because of the changing pathways, Studio Art has been removed from the Program of Studies and two courses have been added. These two courses are Video Filmmaking and Digital Art & Graphic Design. This increases the number of electives that students can take for Visual Arts without the need to add more staffing, and allows the department to expand its breadth of programming. The new pathway is on page 16 of the Program of Studies.

English Department - A new course has been added, "Literature of Oppression and Resistance in Black America." This course is part of our 12th grade quarterly offerings. The American Western course description was changed to better reflect course offering.

Music Department - Wording of Survey of Music, Chorus, and A Capella course descriptions have changed to accurately reflect the course offerings.



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Math Department - Quantitative Reasoning course description has changed to accurately reflect the course offering.

The following courses will not be offered in the 2024-2025 school year, but remain in the Program of Studies:

9/11 and the War on Terror (runs every other year opposite Facing History and Ourselves)

The following courses will not run due to lack of interest in past years:

Tech Team

Interactive Device Design

Biological and Medical Anthropology

Cultural Anthropology and Archaeology

Foundations of Technology and Engineering

Advanced Physical Education/Fitness for Life

MANCHESTER ESSEX REGIONAL HIGH SCHOOL



2024 - 2025 PROGRAM OF STUDIES

ADMINISTRATION

Ms. Julie Sgroi, Principal
Ms. Elisabeth Drinkwater, Dean of Students

DEPARTMENT CHAIRS

Ms. Beverly Low, School Counseling
Ms. Jean Tarricone, Special Education
Ms. Michelle Magana, World Languages
Ms. Debra Isensee, English
Ms. Kristi Umile, Mathematics & Science
Ms. Lauren DuBois, Social Studies

DISCLAIMER STATEMENT

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

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Accreditation Statement

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

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

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

Manchester Essex Regional Schools – School Committee

Ms. Theresa Whitman, Chairperson
Mr. Jacob Foster
Mr. John Binieris
Ms. Anna Lin Mitchell
Ms. Kate Koch-Sundquist
Mr. Chris Reed
Ms. Erica Spencer

Ms. Pamela Beaudoin, Superintendent of Schools

Mission Statement

Mission

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

Vision

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

Core Values

Student Centered

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

Student Achievement

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

Equity

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

Family & Community Partnerships

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

Resources

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

Vision of the Graduate

Empathetic Global Citizen
Responsible Collaborator
Critical Thinker
Effective Communicator
Self Aware Individual
Innovator and Creator

MERHS Vision of a Graduate

Empathetic Global Citizen

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

Responsible Collaborator

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

Critical Thinker

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

Effective Communicator

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

Self Aware Individual

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

Innovator and Creator

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

Information for Academic Planning

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

School Counseling Mission Statement

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

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

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

- ☐ Students may make appointments with their assigned counselor through an electronic calendar system, accessed by scanning the code for the counselor. Codes are posted in classrooms and outside the school counseling office. Except in cases of emergency, students should only schedule appointments during non-academic blocks. Appointments may also be made before or after school.
- ☐ Parents may contact their child's counselor directly by telephone or e-mail to arrange a meeting.

Massachusetts Guidelines for College and Career Readiness

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

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

MERHS Graduation Requirements

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

Specific requirements

<u>Subject Area</u>		<u>Credits</u>
English	4 years	20
World Language	2 years	10 (two years in same language)
Mathematics	4 years	20
Science	3 years	15
Social Studies	3 years	15 (must include US History I & II)
Civic Action Project	.5 years	2.5
Physical Education	4 years	10
Community Service	40 hours	10 hours per year
State Competency Exams (successful completion of the ELA, Math and Science exams)		

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

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

MERHS Community Service Requirement

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

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

Community service information and forms are available in the School Counseling office and via the weekly bulletin sent to students and parents as community service opportunities become available throughout the school year and summer.

Four-Year Plan

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

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

Grade 9 Schedule

	Credits
English 9	5
Social Studies	5
World Language	5
Math	5
Science	5
Health & PE	2.5
Elective (year/semester course(s))	5.0
Civics Action Project/Portfolio	2.5
Total:	35

Grade 10 Schedule

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

Grade 11 Schedule

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

Grade 12 Schedule

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

Total possible credit opportunities: 140 credits

Special Programs for School Credit

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

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

6. **Online Courses:** With prior approval by the corresponding department chair and the principal, a student may enroll in an online course that is not offered in the MERHS curriculum. Such online courses receive credit and grades are posted either Pass or Fail (P or F).
7. **SCORE – Senior Choice of Related Experience:** SCORE is a five-week internship program that releases seniors from regular classes to carry out hands-on learning projects related to the skills and dispositions defined in the Vision of the Graduate. It is a bridge between the familiar world of school and peer group and the largely unknown world of work and adulthood. Through SCORE, seniors have an opportunity to learn by doing, to assess possible careers, acquire job skills, clarify what further training they need, and finally put to use what they have learned in their years of schooling. Students must have their proposed projects approved by a review board of teachers and administrators. The program culminates in an exhibition fair and presentation.

Guidelines for Post-Secondary Planning

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

Liberal Arts College

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

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

Massachusetts State College and University of Massachusetts

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

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

Four-Year Science or Engineering Majors

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

Nursing Programs

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

Two Year/Community Colleges

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

Technical Schools

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

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

Indicators for Student Success

Each student who graduates from MERHS is prepared to go on to higher education. On average, at least 85% of our graduates elect to go directly to a four-year college; others opt for an interim experience, technical training, the military or employment. Our entire curriculum, therefore, is a college preparatory program with room for individuals to work at different levels in all of the core areas, according to their particular strengths, preferences, and challenges. In the 9th and 10th grades two levels are offered: College Prep (CP) and Honors (H). In the 11th and 12th grades Advanced Placement (AP) courses are added, so that a total of three levels are available for the last two years of high school. Levels represent the different academic standards offered in our courses; the definitions below are those standards represented by indicators teachers have found to be useful and observable. Decisions regarding placement are made on an individual basis, using teacher recommendations, grades from prior courses, placement and standardized test scores where applicable, and input from the student, parents, and the school counselors. **Students and parents may use these indicators as guidelines.** Student's ability to manage classroom work as well as required written homework assignments and studying time will vary depending on the student's academic strengths and time management skills. Please take these factors into consideration.

	Advanced Placement (AP)	Honors (H)	College Preparatory (CP)
Reading and Communication Skills	<p>Reads college-level materials at an independent level.</p> <p>Communicates sophisticated concepts with confidence and clarity.</p>	<p>Reads above-grade-level materials at independent and instructional levels.</p> <p>With support, communicates sophisticated concepts with clarity and confidence.</p>	<p>Reads grade-level materials at the independent and instructional levels. Read above-grade-level materials at instructional level.</p> <p>Working toward communicating sophisticated concepts with confidence and clarity.</p>
Pace of Instruction	Accelerated, college-level pace.	Rigorous pace that assumes mastery of prerequisite content.	Challenging pace appropriate for college preparation.
Independence and Initiative	Requires a high level of independence and the initiative to go beyond course requirements.	Requires a high level of independence and the initiative to pursue course requirements with passion.	Student draws upon teacher support with the goal of increasing his or her level of independence.

Volume of Outside Work (actual time is dependent on student time management, course requirements and other external factors)			
	These times may vary and are dependent upon course requirements and student strengths		
	Expect substantial independent work for each AP course.	Expect up to 1 hour of work per night for each honors course.	Allow for up to 1 hour of work per night for each CP course.

Advanced Placement Program

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

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

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

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

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

Guidelines for Course Change Requests

1. Teacher Course Recommendations and Course Level Waivers

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

2. Course Withdrawal/Schedule Change Policy

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

- Courses dropped during the first three weeks of the school year (or first week of the semester for half-year courses) will not be posted on the report card.
- Courses dropped after three weeks will have a grade reported for the quarter and a “WP” or “WF” recorded for the remaining quarters of the school year.
- The recognized add/drop period for full year courses is designated for the first three weeks of the school year. Withdrawals from full year courses occurring before the fourth week of school will **not** be noted on the transcript.
- The recognized add/drop period for semester courses is designated for the first five school days of the semester. Withdrawals from semester courses occurring before the third week of school will not be noted on the transcript.
- The recognized add/drop period for quarterly courses (English 12 electives) is designated for the first three days of the semester. Withdrawals from semester courses occurring before the third week of school will not be noted on the transcript.
- Students wishing to add or drop a class must fully complete a **Drop/Add form**. These forms may be obtained from the student’s counselor. A student should follow his/her current schedule until the process is completed and a new schedule is generated.
- Upward level changes may occur during the first three weeks of the first quarter and within one week after first quarter grades are posted.
 - To move up a level, a student must complete a **Course Level Waiver form** and a **Drop/Add form**.
 - Course Level Waiver forms are reviewed by the corresponding department head, who will issue a decision regarding change of placement.
 - Any appeals regarding decisions in level change should be directed to the Principal.
- Downward level changes may occur during the first three weeks of the first quarter and within one week after the posting of first quarter grades.
 - To change a level, a student should complete a **Drop/Add form** and obtain all necessary signatures and information from teachers.
 - Any appeals regarding decisions in level change should be directed to the Principal.
 - A student waived into a higher level course must remain in the course until the end of quarter one.
- Level changes are not permitted during the third and fourth quarters, except with the approval of the Principal.

PROGRAM OF STUDIES

2024-2025

Reminder to Students and Parents:

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

Individual Student Four Year Plan

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

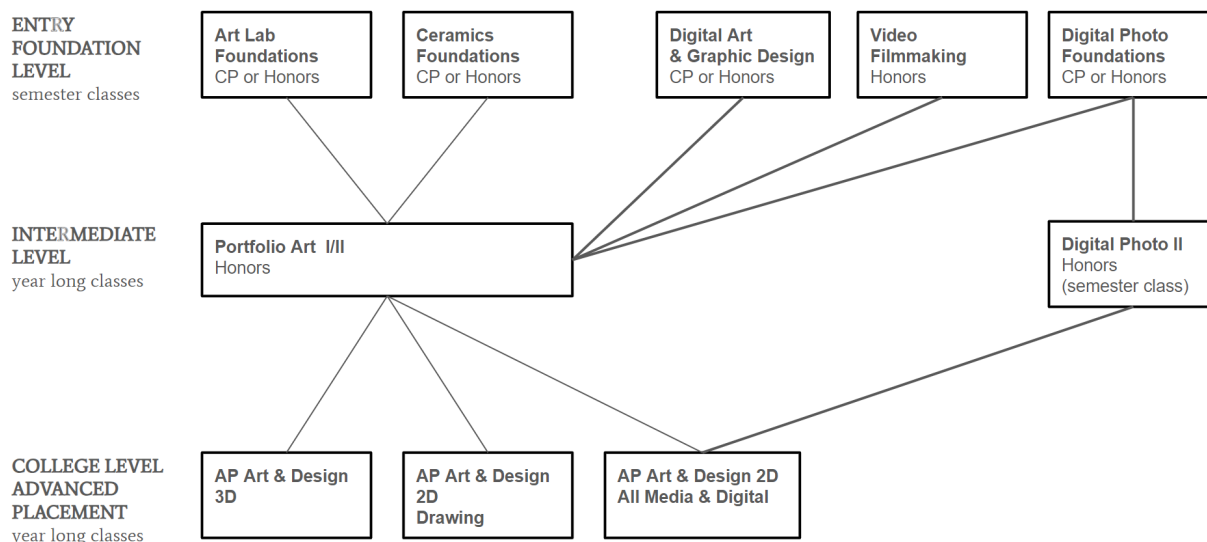
VISUAL ARTS DEPARTMENT

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

MassCore is a state-recommended program of study intended to align high school coursework with college and workforce expectations. While not required, MassCore recommends one year of arts coursework.

<https://www.doe.mass.edu/ccte/ccr/masscore/>

MERHS Art Dept Pathways 2024-25



ART LAB I: FOUNDATIONS

Grades 9-12

711 Semester - College Prep

2.5 Credits

712 Semester – Honors

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

Prerequisite: None.

CERAMICS FOUNDATIONS

Grade 9 - 12

743 Semester – College Prep

2.5 Credits

743H Semester – Honors

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

Prerequisite: None.

DIGITAL PHOTOGRAPHY FOUNDATIONS

Grades 9-12

742A Semester – College Prep

2.5 Credits

742H Semester – Honors

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

Prerequisite: None.

VIDEO FILMMAKING

Grades 9-12

748A Semester – College Prep

2.5 Credits

748H Semester – Honors

This honors level art class focuses on creating short films as a way to communicate visually. The students will learn about the process and ethics of documentary photo/videography as well as the creation of fiction films. Principles of cinematography, video shooting, sound, and editing will be addressed. Students will work alone and in groups to complete assignments. The history of film and the work of filmmakers will also be covered. Skills in Photoshop, WeVideo multi-track video editing, and Adobe Premiere. This honors course requires substantial work outside of class.

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

DIGITAL ART AND GRAPHIC DESIGN

Grades 9-12

749A Semester – College Prep

2.5 Credits

749H Semester – Honors

This course focuses on two main aspects of visual communication: digital art and graphic design. The students will learn about different methods of creating digital art. Some processes may include aspects created by hand and then altered digitally. A unit on AI artmaking will also be a part of the curriculum. Principles of visual communication through graphic design are also included. Students will work alone and in groups to complete assignments that may include design projects such as creating logos and brochures for school groups and

activities. The work of graphic designers, and the influence of graphic design on our culture will also be covered. Skills in Adobe Illustrator and Adobe Aero will be learned. This course may also incorporate principles of User Experience UX design and app and web design using Adobe XD software. Students taking the course for Honors credit will be expected to complete work outside of class.

PORTFOLIO ART I

740 Full Year –Honors

Grades 10 -12

5 Credits

Portfolio 1 will focus on the production of art with extensive exploration of media and techniques. This course is designed for students that intend to pursue extended study in any of the following art disciplines: drawing, painting, printmaking, ceramics/sculpture, mixed media, fiber/fabrics and installation art. This is a choice-based course. Once students have learned basic media such as painting, drawing, ceramics, fiber-fabrics, etc. they will select how they wish to approach major assignments. Students work towards developing a well-rounded portfolio that fulfills a substantial portion of the AP Studio Art requirements. The study of aesthetics, art criticism and art history will enrich each student's work. Critiques, original thinking and problem solving are essential parts of this course.

Prerequisite: Ceramics I, Art Lab I, Digital Photography I, or Video Filmmaking or Digital Art and Graphic Design

DIGITAL PHOTOGRAPHY II

742B Semester – Honors

Grades 9-12

2.5 Credits

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

Prerequisites: C or above in Digital Photography I

PORTFOLIO ART II

740 Full Year –Honors

Grades 10 -12

5 Credits

Portfolio II will focus on the production of art with extensive exploration of media and techniques. This course is designed for students that intend to pursue extended study in any of the following art disciplines: drawing, painting, printmaking, ceramics/sculpture, mixed media, fiber/fabrics, and installation art. This is a choice-based course. Once students have learned basic media such as painting, drawing, ceramics, and fiber/fabrics, etc. they will select how they wish to approach major assignments. Students work towards developing a well-rounded portfolio that fulfills a substantial portion of the AP Studio Art requirements. The study of aesthetics, art criticism and art history will enrich each student's work. Critiques, original thinking and problem solving are essential parts of this course.

Prerequisite: Ceramics I, Art Lab I, Digital Photography I, or Video Filmmaking or Digital Art and Graphic Design, Portfolio I

ADVANCED PLACEMENT STUDIO ART

Grades 11-12

Full Year – Advanced Placement

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

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

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

745 Section 4 – AP Drawing

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

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

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

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

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

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

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

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

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

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

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

AP DRAWING (Full Year 5 Credits):

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

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

BUSINESS EDUCATION

The mission of the MERHS Business Education is to enable students to understand and apply marketing, management and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility in a global economy. Through analysis; interpretation; critical thinking; problem solving; communication, collaboration; creativity and innovation, students will learn to connect concepts with contemporary experiences and in the process develop the skills and dispositions of the Vision of the Graduate.

MARKETING ESSENTIALS

Grades 10 –12

633 Full Year – Honors

5 Credits

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

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

Prerequisite: None.

MARKETING ESSENTIALS

Grades 10 –12

632 Full Year – College Prep

5 Credits

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

BUSINESS MANAGEMENT

Grade 11-12

643 Full Year — Honors

5 Credits

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

Prerequisite: Marketing Essentials

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

BUSINESS MANAGEMENT

Grade 11-12

642 Full Year — College Prep

5 Credits

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

Prerequisite: Marketing Essentials.

ENTREPRENEURSHIP

Grade 12

644 Full Year – Honors

5 Credits

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

Prerequisite: Business Management Honors.

SPORTS AND ENTERTAINMENT MARKETING

Grade 10-12

Semester – Honors

2.5 Credits

Semester – College Prep

2.5 Credits

This course introduces the fundamentals of marketing within the context of sports and entertainment. Marketing strategies will be learned through the lens of sponsorship, market research, endorsements, and promotions while developing the critical thinking and communication abilities relevant to all areas of business. Students will further learn how individual athletes, sports teams, and entertainers are marketed as they create relevant deliverables and engage in stimulating class discussions. This course is a great opportunity for students to learn how sporting events and concerts “work” while also gaining familiarity with the skills needed to embark on a career in the sports and entertainment industry.

ECONOMICS

Grade 10-12

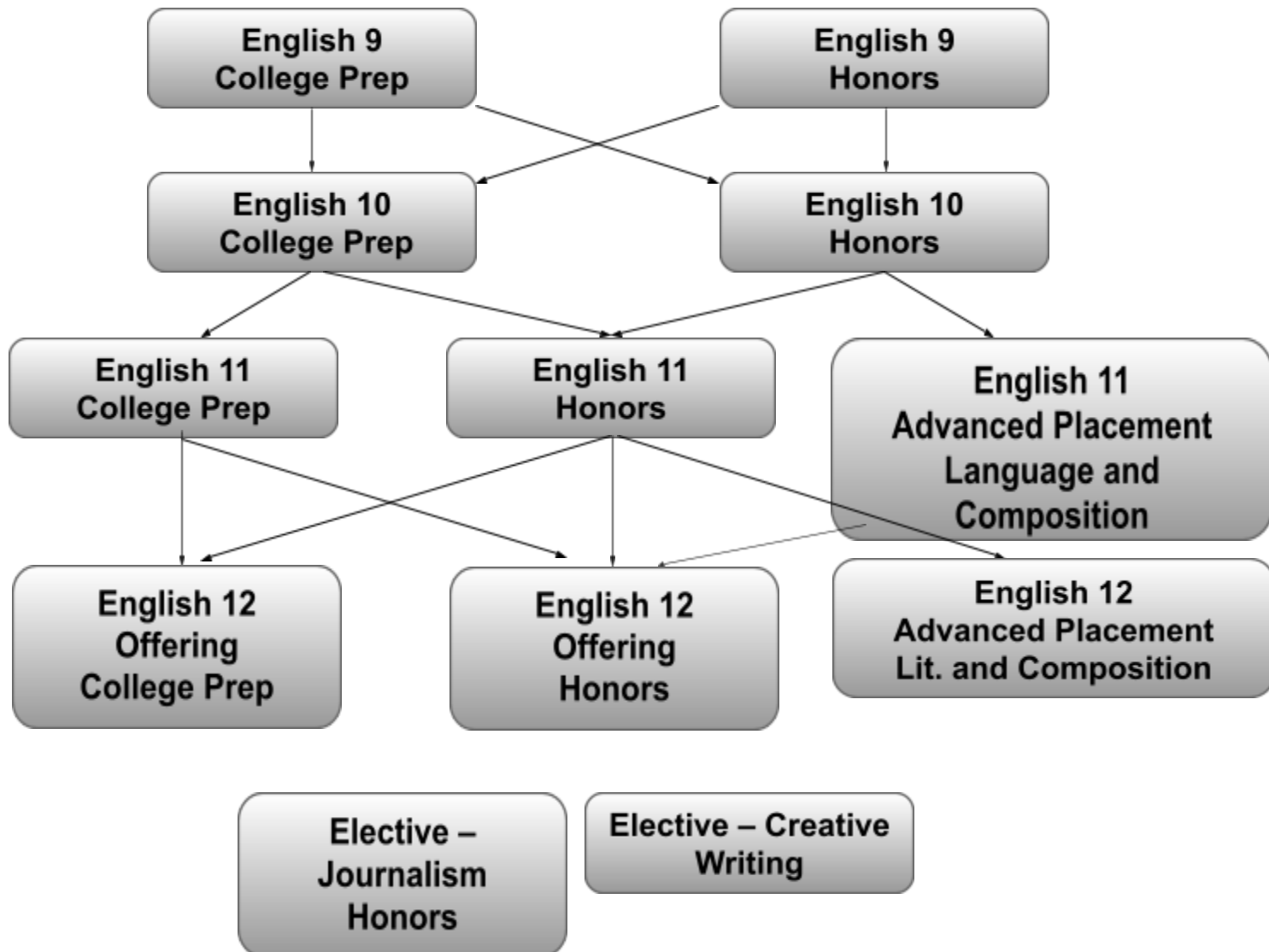
Semester -- Honors

2.5 credits

Semester – College Prep

This course introduces the fundamentals of economics via a mix of projects, activities, and other creative assignments designed to make demanding topics more accessible. Students will learn about key concepts like supply and demand, financial markets, and a variety of both microeconomic and macroeconomic principles within a challenging and engaging environment. The concepts taught will be real world relevant and help guide students to a heightened understanding and awareness of the economic structure that in large part defines the world in which we work and live.

ENGLISH PATHWAYS



ENGLISH

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

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

English 9 – College Preparatory

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

English 9 – Honors

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

Expectations

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

Skills

College Preparatory	Honors
Critical Thinking ·Students will further develop the ability to think at a high level through teacher scaffolding and guidance.	Critical Thinking ·Students independently generate original, higher-level thinking.
Reading Comprehension ·Students will further develop the ability to read and understand literature independently.	Reading Comprehension ·Students independently employ and further develop numerous reading strategies to understand complex literature and the implied meanings therein.
Writing Skills ·Students will further develop the ability to write well-crafted paragraphs and five-paragraph essays of literary analysis. ·Students will increase grammar and vocabulary skills.	Writing Skills ·Students further develop the ability to express insightful ideas through clear logic and effective language. ·Students will consistently apply grammar and vocabulary skills to their writing.
Academic Responsibility ·Students will further develop the ability to work and think independently, including self-expression through the spoken and written word.	Academic Responsibility ·Students demonstrate the ability to formulate and express independent, original thinking through classroom discussions and formal writing assignments. ·Students demonstrate a willingness to take academic risks.

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

ENGLISH 9 – WORLD LITERATURE

111 Full Year – Honors

Grade 9

5 Credits

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

Prerequisite: Grade 8 teacher recommendation.

ENGLISH 9 – WORLD LITERATURE

Grade 9

112 Full Year – College Prep

5 Credits

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

ENGLISH 10 – AMERICAN LITERATURE I

Grade 10

121 Full Year – Honors

5 Credits

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

ENGLISH 10- AMERICAN LITERATURE I

Grade 10

122 Full Year – College Prep

5 Credits

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

ENGLISH 11 – AP LANGUAGE AND COMPOSITION

Grade 11

130 Full Year – Advanced Placement

5 Credits

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

ENGLISH 11 – AMERICAN LITERATURE

Grade 11

131 Full Year – Honors

5 Credits

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

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

ENGLISH 11 – AMERICAN LITERATURE

Grade 11

132 Full Year – College Prep

5 Credits

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

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

ENGLISH 12 – AP LITERATURE AND COMPOSITION

Grade 12

140 Full Year – Advanced Placement

5 Credits

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

ENGLISH 12 – QUARTER OFFERING PROGRAM

Grade 12 students not enrolled in AP Literature and Composition will enroll in a series of three English courses of their choosing during their senior year. Each course will be one quarter in length. Students should select their top three choices of classes for each quarter. After the first three weeks of the course, students may not change the level of the enrolled course.

THE AMERICAN WESTERN

143 First Quarter Honors

144 First Quarter College Prep

Grade 12

1.25 Credits

At almost the very moment the first white Americans reached the western frontier, they set about romanticizing and defining the journey they had just taken and the people who took part in it. The genre's stock characters include cowboys and horse thieves, railroad men and mountain men, fur trappers and buffalo hunters, lawmen and hangmen. Its plots include cattle driving, gold mining, gun fighting, and bounty hunting, just to name a few. Literature about the frontier and the American West continues to be part of our national identity; in fact, it is our national mythology. In this course, students will read a novel that treats both the romantic and realistic notions of the West. Before reading fictional accounts of the West, students will watch three documentaries detailing the cost of settlement to Native Americans and the legacy left behind in the name of "Manifest Destiny." Students will also explore the unexpected opportunities the West opened for women in the areas of work and self-expression. The class will also view several film treatments of different aspects of the West. Titles may include *The Good, The Bad and The Ugly*, *The Revenant*, *The Sisters Brothers*, and *The Ballad of Buster Scruggs*. Students taking the course for honors credit will be required to read an outside novel and complete an additional project or essay.

"THIS IS THE WAY THE WORLD ENDS / THIS IS THE WAY THE WORLD ENDS": DYSTOPIAN LITERATURE

145 First Quarter Honors

146 First Quarter College Prep

Grade 12

1.25 Credits

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

Students taking this course for honors credit will be required to complete additional reading and assessments.

LITERATURE OF OPPRESSION AND RESISTANCE IN BLACK AMERICA

First Quarter

Grade 12

147 First Quarter Honors

148 First Quarter College Prep

Grade 12

1.25 Credits

Literature and History are inextricably linked, informing each other and reflecting the inevitable pendulum swings of popular opinion. One way of grappling with the realities of American Slavery and systemic racism is to examine the way literature is used by both the oppressor and by the oppressed. This course will examine literature that was composed to justify and validate slavery and racism as well as literature that served as a powerful statement of resistance, with an emphasis on the latter. Students will be challenged to confront the ugliest parts of American history and will be empowered to see how individual voices and stories can create

lasting change. Core texts may include *Stamped* by Jason Reynolds and Ibram X. Kendi and *How the Word is Passed* by Clint Smith.

HAMLET

152 First Quarter Honors

Grade 12

153 First Quarter College Prep

1.25 Credits

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

MEMOIR

149 First Quarter Honors

Grade 12

150 First Quarter College Prep

1.25 Credits

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

Quarter 2 Offerings

SOUTHERN GOTHIC LITERATURE

154 Second Quarter Honors

Grade 12

155 Second Quarter College Prep

1.25 Credits

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

WOMEN WRITERS AROUND THE WORLD

156 Second Quarter Honors

Grade 12

157 Second Quarter College Prep

1.25 Credits

Who tells your story? This course will focus on modern women writers from around the world: Marjane Satrapi, Jhumpa Lahiri, Chimamanda Ngozi Adichie, and Mia Alvar. Their works will take us around the globe from Iran to London, to India, Nigeria, Bahrain, and the Philippines. The main texts will include the graphic novel *Persepolis* and the short story collections *The Interpreter of Maladies*, and *The Thing around Your Neck*. The goal of the course is to gain insight into a broad range of human experience and discover how the experience is both influenced by and transcends geography. This seminar-style course combines college-level assignments and student-led discussion with contemporary short stories and graphic novels. Students taking this course for honors credit will write an expanded essay.

MIDDLE EASTERN LITERATURE

158 Second Quarter Honors

Grade 12

159 Second Quarter College Prep

1.25 Credits

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

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

BRITISH LITERATURE: MODERNISM AND MRS. DALLOWAY

160 Second Quarter Honors

Grade 12

163 Second Quarter College Prep

1.25 Credits

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

ABSURDLY ORIGINAL: THE PLAYS OF SAMUEL BECKETT

164 Second Quarter Honors

Grade 12

165 Second Quarter College Prep

1.25 Credits

Nobel Prize-winning playwright Samuel Beckett wrote some of the weirdest and most provocative plays ever put on the stage. A monumentally innovative and influential figure in the history of theater, he boldly rejected traditional rules concerning plot and character in an attempt to express the absurdity of human beings' unending search for meaning in a universe that refuses to provide it. The startlingly original plays he created on this theme are full of paradoxes: they are simultaneously bleak and hopeful, grim and hilarious, merciless and humane, philosophical and silly, profound and simple. Most of his productions are relatively short, so we will be able to sample a wide variety, ranging from masterpieces like *Waiting for Godot* and *Endgame* to monologues like *Krapp's Last Tape* and *Not I* to radio plays like *All that Fall* to one acts like *Play*. Active discussion and creative/non-traditional responses to Beckett's work will be required.

Quarter 3 Offerings

LITERATURE THROUGH FILM: NOIR

166 Third Quarter Honors

Grade 12

167 Third Quarter College Prep

1.25 Credits

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

FROM THE PAGE TO THE STAGE: MOVIE MUSICALS

170 Third Quarter Honors

Grade 12

171 Third Quarter College Prep

1.25 Credits

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

LITERATURE THROUGH FILM: UPSTAIRS VS. DOWNSTAIRS: A LOOK INTO BRITISH CLASS

168 Third Quarter Honors

Grade 12

169 Third Quarter College Prep

1.25 Credits

Peek into the drawing rooms of the great manor houses of Britain; explore their hidden passages, larders, and locked attics. Travel to London's poorhouses and the criminal underbelly lurking beneath the surface of all that is good and proper. Follow the lives of the Lords, the governesses, the orphans, the butlers and the housekeepers of British novels from the 18th to the 21st century. We will examine the differences between life "upstairs" and life "downstairs," while gaining insight into the stratification of British society and the social codes therein.

Films may include the following: *Pride and Prejudice*, *Oliver Twist*, *Jane Eyre*, *Remains of the Day*, and *Atonement*. All students will read novel excerpts and critical essays; honors students will watch an additional film.

DON'T LEAVE HIGH SCHOOL WITHOUT KNOWING THE COEN BROTHERS!

172 Third Quarter Honors

Grade 12

173 Third Quarter College Prep

1.25 Credits

For nearly four decades now, Joel and Ethan Coen have written and/or directed one iconic film after another, including *Raising Arizona*; *Fargo*; *The Big Lebowski*; *Oh Brother, Where Art Thou*; and *No Country for Old Men*. While often paying homage to great films that came before them, Coen brothers' films are immediately recognizable for a variety of trademarks: darkly comedic situations, oddball characters, playful language, devastating irony, wildly convoluted plots, and spectacular mash-ups of different genres and styles. Among the most highly regarded American filmmakers of all time, the Coens consistently cast a critical (yet affectionate) lens on American ideals and American pop culture. This course will chronologically trace their films, analyzing them for their common themes and techniques. Additionally, we will read a variety of film reviews and commentaries on their work.

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

174 Third Quarter Honors

Grade 12

175 Third Quarter College Prep

1.25 Credits

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

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

OTHER ELECTIVES

CREATIVE WRITING

176 Semester - College Prep

Grades 9 – 11

177 Semester – Honors

2.5 Credits

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

JOURNALISM

STUDENT NEWSPAPER

The Manchester Essex Independent

Grades 10-12

161 Full Year – Honors

5.0 Credits

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

WORLD LANGUAGES

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

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

Classroom instruction also encourages students to explore, to investigate and to understand various world cultures through a variety of multimedia sources and travel opportunities. Students are exposed to different lifestyles, artistic expressions, famous people, holidays, current events and global challenges in order to enrich their language study. Students will work to develop and increase their understanding of the diverse cultures studied, make cultural and linguistic comparisons, and make connections with other disciplines. Students will strive to become empathetic global citizens as described in the Vision of the Graduate.

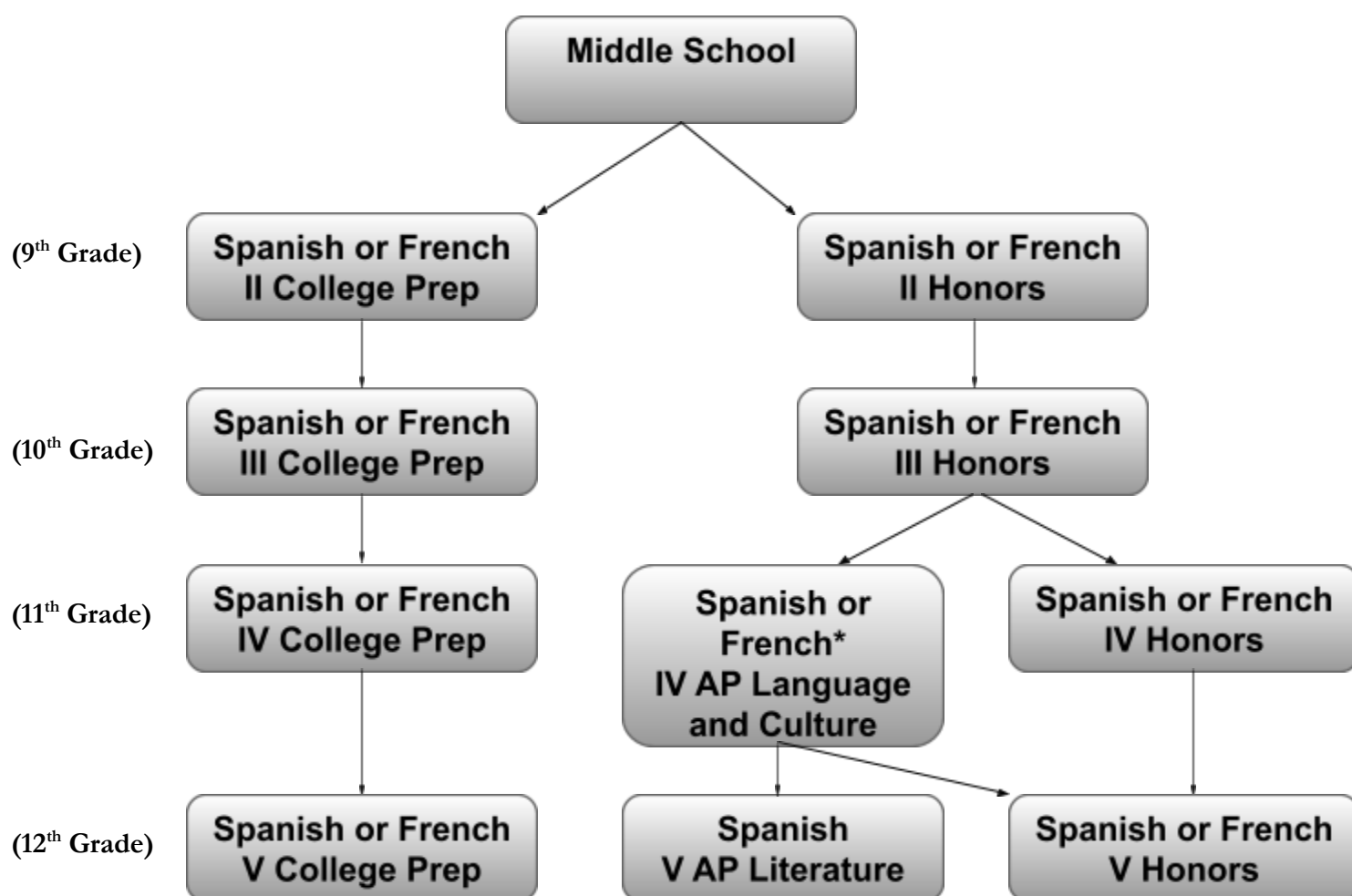
Any student who wishes to begin either French or Spanish as a second world language, and who has a B or better in the first language of study, is strongly advised to take an introductory summer course in the second language at Manchester Essex Regional High School, and then enter French II or Spanish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

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

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

The World Language Department at Manchester Essex Regional High School prepares students for success in achievement of the skills and dispositions defined in the Vision of the Graduate.

WORLD LANGUAGE COURSE PATHWAYS



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

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

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

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

FRENCH I

Grades 9 - 12

312F Full Year - College Prep

5 Credits

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

Prerequisite: None.

FRENCH II

Grades 9-12

321F Full Year – Honors

5 Credits

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

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

FRENCH II

Grades 9-12

322F Full Year – College Prep

5 credits

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

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

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

FRENCH III

Grades 10-12

331F Full Year - Honors

5 credits

Students will focus their attention in three basic areas: building language proficiency, exploring the people and culture of French-speaking countries, and developing strong writing skills. New vocabulary and grammar are introduced to enhance the student’s level of proficiency, emphasizing the productive skills of speaking and writing. Students will narrate, describe, and explain various topics in the present, passé composé, imperfect, future and conditional tenses and the subjunctive mood. Examples of thematic units in this course are back-to-school and summer activities and narrating past events, talking about future events, jobs and chores, health, giving advice, environment and technology. Authentic resources will be used whenever possible to enhance speaking, and writing skills. Students will read and listen to material prepared for native speakers.

Students will present a research project to the class about an important cultural aspect of a French speaking country. With rare exceptions, the teacher and students will speak French 100% of the time.

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

FRENCH III

Grades 10-12

332F Full Year - College Prep

5 credits

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

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

AP FRENCH LANGUAGE and CULTURE

Grades 11-12

340F Full Year – Advanced Placement

5 Credits

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

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

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

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

FRENCH IV

Grade 11-12

341F Full Year Honors

5 credits

342F Full Year College Prep

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

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

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

FRENCH V

351F Full Year Honors

352F Full Year College Prep

Grade 12

5 credits

French V Senior Seminar is reserved for French students in their final year of high school, and continues student exploration of the language in a more collegiate-like atmosphere. The primary goal of the course is to explore new and different realms of the French-speaking world, using intriguing short-films, well known literature, research projects, discussions of famous people and philosophies, and full-length movies. Students will study new vocabulary as it pertains to our films, discussions, research and readings. Grammar will be reviewed when necessary to enhance comprehension and class discussion. It is expected that the teacher and students will maintain French 100% of the time during this course.

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

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

SPANISH I

312S Full Year - College Prep

Grades 9 - 12

5 Credits

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

Prerequisite: None.

SPANISH II

321S Full Year - Honors

Grades 9 - 12

5 Credits

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

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

SPANISH II

Grades 9 - 12

322S Full Year - College Prep

5 Credits

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

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

SPANISH III

Grades 10-12

331S Full Year- Honors

5 Credits

Students will focus their attention in three areas: building language proficiency, developing strong writing skills and exploring the people and culture of Spanish-speaking countries. New vocabulary and grammar are introduced to enhance the student's level of proficiency, emphasizing the productive skills of speaking and writing. Students will narrate, describe, and explain various topics in the present, preterit, imperfect, future, conditional and perfect tenses and the subjunctive mood. Examples of thematic units in this course are talking about what you like to do, sports, activities, health, giving advice, and technology. Authentic resources will be used whenever possible to enhance listening, speaking, reading and writing skills. Students will read and listen to material prepared for native speakers. Students will present a research project to the class about an important cultural aspect of a Spanish speaking country. With rare exceptions, the teacher and students will speak Spanish 100% of the time.

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

SPANISH III

Grades 10 -12

332S Full Year- College Prep

5 Credits

Students will focus their attention in three basic areas: building language proficiency, exploring the people and culture of Spanish-speaking countries and developing strong writing skills. New vocabulary and grammar are introduced to enhance the student's level of proficiency, emphasizing the productive skills of speaking and writing. Students will narrate, describe and explain various topics in the present, preterit, imperfect and future tenses. Examples of thematic units in this course are talking about what you like to do, sports, activities, health, giving advice, and technology. Authentic resources will be used whenever possible to enhance speaking and writing skills. Students will read and listen to material prepared for native speakers as well as other sources. Students will present a research project to the class about an important cultural aspect of a Spanish speaking country. With rare exceptions, the teacher and students will speak Spanish 100% of the time.

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

AP SPANISH LANGUAGE & CULTURE

Grades 11-12

340S Full Year - Advanced Placement

5 Credits

The goals of this course are three fold: to improve student communication, to expand student understanding of cultures in Spanish speaking countries, and to prepare students for the Advanced Placement Spanish Language and Culture Exam which is given each May. The course focuses on six required course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life and Global Challenges. Classroom instruction focuses on the four skills assessed by the exam: listening, reading, speaking and writing. Students will be able to narrate, describe and explain orally and in writing, topics that relate to them and the world around them in the present, past, future and conditional tenses and the subjunctive mood. Students will read, interpret and analyze authentic resources that may include newspaper articles, plays, short stories, essays and poetry written by famous Spanish speaking authors. Students will also

strengthen their listening skills by interpreting, and analyzing authentic materials such as podcasts, dialogs and videos. The teacher and students will speak Spanish 100% of the time.

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

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

SPANISH IV and V

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

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

Grades 11-12

5 Credits

Students at this level are now moving to a highly communicative environment with students sharing their ideas while exploring themes based on family and friends, community, global challenges, careers and interests. Students will improve their speaking, reading, writing and listening skills. Authentic resources such as videos, podcasts, movies and articles will be used in order for students to develop cultural understanding while also developing skills to make cultural comparisons and connections to their own culture. Students will narrate, describe, interpret and analyze in sentence and paragraph form topics that relate to them and the world around them in the present, past and future tenses and the subjunctive mood. During the course students will view the video series “Destinos” to sharpen linguistic and cultural understanding. It is expected that the teacher and students will maintain Spanish 100% of the time during this course.

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

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

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

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

AP SPANISH LITERATURE AND CULTURE

360S Full year-Advanced Placement

Grade 12

5 Credits

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

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

ONLINE COURSE OFFERINGS (Budget Dependent)

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

SEAL OF BILITERACY

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

MATHEMATICS

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

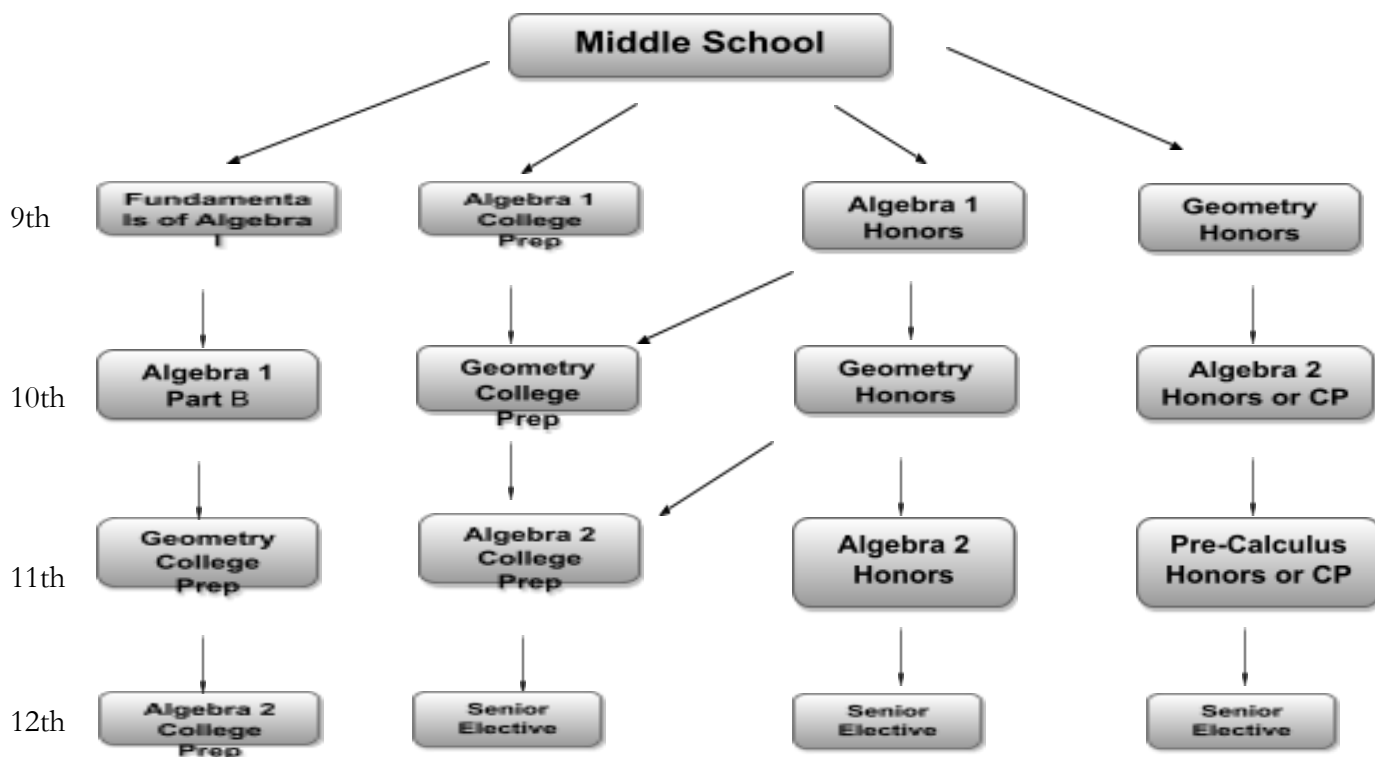
All students are required to complete 4 years of mathematics (20 credits). Students generally take Algebra I, Geometry, and Algebra II in grades 9 through 11 or in grades 8 through 10. Juniors and seniors who have successfully completed Algebra II may take Pre-Calculus (grades 11 or 12), Calculus (grade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

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

MATH DEPARTMENT CALCULATOR POLICY

Students are encouraged to obtain an approved graphing calculator. If the cost of a graphing calculator is an issue, please see the department chair or school administration.

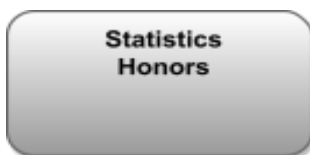
Math Department



Senior Electives:



Other Elective:



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

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

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

ALGEBRA I

Grade 9

411 Full Year – Honors

5 credits

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

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

ALGEBRA I

Grade 9

412 Full Year – College Prep

5 credits

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

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

FUNDAMENTALS OF ALGEBRA I

Grade 9

413 Full Year – College Prep

5 credits

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

GEOMETRY

Grade 9 or 10

421 Full Year- Honors

5 credits

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

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

GEOMETRY

Grade 10

422 Full Year – College Prep

5 credits

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

FUNDAMENTALS OF GEOMETRY

Grade 10

414 Full Year – College Prep

5 credits

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

ALGEBRA II

Grade 10 or 11

431 Full Year – Honors

5 credits

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

ALGEBRA II

Grade 10 or 11

432 Full Year – College Prep

5 credits

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

PRE-CALCULUS

Grade 11 or 12

441 Full Year – Honors

5 credits

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

PRE-CALCULUS

Grade 11 or 12

440 Full Year – College Prep

5 credits

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

QUANTITATIVE REASONING

Grade 11 & 12

442C Full Year—College Prep

5 credits

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

QUANTITATIVE REASONING

442 Full Year—Honors

Grade 11 & 12

5 credits

This course emphasizes the numeracy skills needed for college-bound students to reason about quantities, their magnitudes, and the relationships between and among quantities. In addition to applying skills from Algebra I & II, Geometry and Pre-calculus, students will learn the basics of mathematical modeling in business and finance: supply and demand, banking, the stock market, credit, accident reconstruction, profit and loss, and budgeting applications. Critical thinking and quantitative literacy are emphasized. Students will learn how to describe and interpret data to make informed, mathematically supported, decisions using various interpretive, summary and graphical techniques, along with measures of central tendency and variance. A major theme of the course is that calculation, quantification, and measurement can supplement but cannot replace quantitative reasoning and problem solving.

Two characteristics of this course should be noted from the outset. First, the course will emphasize the interpretation of data analysis over a theoretical approach. Second, most of the learning will take place through a hands-on approach to data analysis. This course will provide students with the ability to use data to effectively inform decision making.

Prerequisite: A final grade of “B-” or better in Precalculus and teacher recommendation.

AP CALCULUS AB

450 Full Year – Advanced Placement

Grade 12

5 credits

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

Prerequisite: A final grade of “B-” or better in Honors Pre-Calculus and teacher recommendation.

HONORS CALCULUS

451 Full Year – Honors

Grade 12

5 credits

Topics are similar to those in AP Calculus, with emphasis on applications of derivatives and integrals. Students are NOT expected to take the College Board AP Calculus Exam. A graphing calculator is required for this course.

Prerequisite: A final grade of “C” or better in Honors Pre-Calculus or a “B” or better in College Prep Pre-Calculus and teacher recommendation.

HONORS STATISTICS

461 Full Year -- Honors

Grades 10 – 12

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

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

AP STATISTICS

471 Full Year – Advanced Placement

Grade 11 or 12

5 credits

Statistics is the science of collecting, analyzing, and drawing conclusions from data. Students will explore four broad conceptual themes: describing patterns and departures from patterns in data sets; sampling and experimentation; anticipating patterns using probability and simulation; and statistical inference. The study of statistics is notably different from other fields of mathematics, as there is as much emphasis on reading critically and writing responses precisely as there is on computational proficiency. The course covers the AP Statistics curriculum set forth by the College Board,

and students are expected to take the AP Statistics exam given in May. A TI-84 Plus graphing calculator is required for this course.

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

WOMEN IN ENGINEERING

Grades 10 – 12

462 Semester – Honors

2.5 Credits

463 Semester – College Prep

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

LIFE SKILLS FOR THE 21ST CENTURY

GRADES 11 – 12

458 Semester – Honors

2.5 Credits

459 Semester – College Prep

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

MUSIC DEPARTMENT

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

MUSIC THEORY I

Grades 10-12

761 Semester – Honors

2.5 Credits

This course is recommended for beginners as well as more serious musicians who are interested in furthering their musical skills and talent. Students will learn the fundamentals of music such as reading and writing standard musical notation, basic piano/keyboard skills, time and key signatures, intervals, scales, chords, musical texture, form and musical analysis.

Rhythmic and melodic dictation as well as sight-reading and ear-training are included. Students will be introduced to the basic principles and practice of music composition and to the use of the music software, Sibelius. The final includes writing and presenting an original composition that is theoretically sound and properly notated.

COMPOSITION/SONGWRITING

Grades 10-12

762 Honors – Semester

2.5 Credits

This course includes a more advanced, in depth study of listening skills; rhythmic practices; chordal analysis; part-writing, key changes; modulation methods; formal structures; and ear-training skills. Students will be introduced to the principles and practice of music composition and will be expected to write and present original compositions that fit various theoretical criteria.

Prerequisite: Music Theory I or permission from the instructor.

PIANO LAB I

Grades 9-12

771 Honors-Semester

2.5 Credits

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

PIANO LAB II

Grades 9-12

771B Honors-Semester

2.5 Credits

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

VOCAL LAB I

Grades 9-12

772 Honors – Semester

2.5 Credits

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

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

SURVEY OF MUSIC

Grades 9-12

773 Honors-Year Long

5.0 Credits

This course is designed for students who are interested in broadening their knowledge and developing a broader understanding of music, its history, and the role it has played in shaping society. Students will study the characteristics, composers, and overall development of music by surveying chronologically, the eras in Western Music. The class begins with the music of ancient Greece (4 B.C.) and goes through the music of today; exploring popular, classical, and other styles of music. Students will learn to draw connections between music and the arts, ideas, and major events of an era. As a class, we will delve into the roles musicians have played in society and how that has evolved over time. Students will also learn basic notation of various eras and the music terminology to describe, analyze and discuss music to which they listen.

CONCERT BAND

Grades 9-12

755 Everyday – Full Year

5.0 Credits

1 & 2 year of enrollment CP

3 & 4 year of enrollment H *

* there is an expectation of leadership and more advanced musicianship

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

INDEPENDENT STUDY

Grades 9-12

College Prep

Credits Vary

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

Prerequisite: Approval of the teacher.

JAZZ BAND

Grades 9-12

758 Full Year

2.5 Credits

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

CHORUS

763 Alternate Days – Full Year

763D Everyday – Full Year

1 & 2 year of enrollment CP

3 & 4 year of enrollment H *

* there is an expectation of leadership and more advanced musicianship

Grades 9-12

2.5 Credits

5 Credits

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

A CAPPELLA

769 Honors – Full Year

Grades 9-12

5 Credits

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

Prerequisite: Auditions and participation in the full Chorus..

SPECIAL NOTES

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

PHYSICAL EDUCATION AND HEALTH

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

Freshman and Sophomore Requirements

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

Junior and Senior Requirements

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

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

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

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

PHYSICAL EDUCATION AND HEALTH

909 Semester – College Prep

Grade 9-10

2.5 Credits

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

ADVANCED PHYSICAL EDUCATION/FITNESS FOR LIFE

Grades 11-12

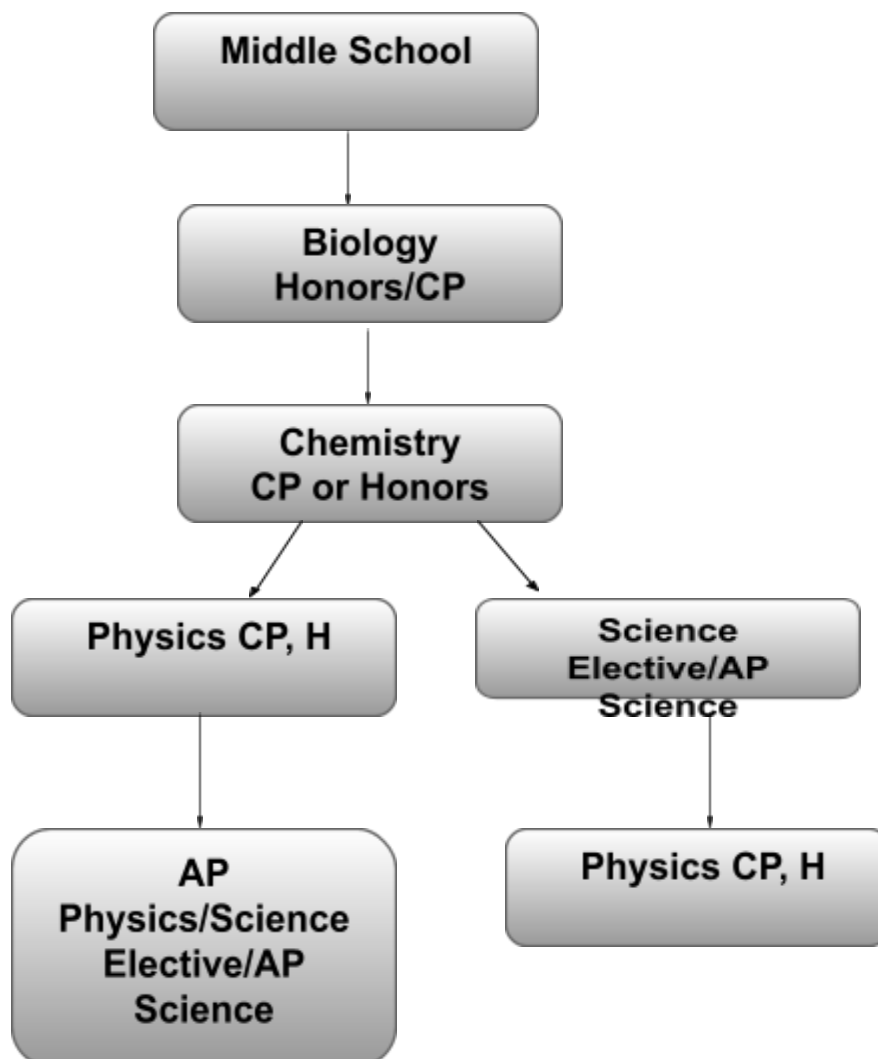
912 Semester- College Prep

2.5 Credits

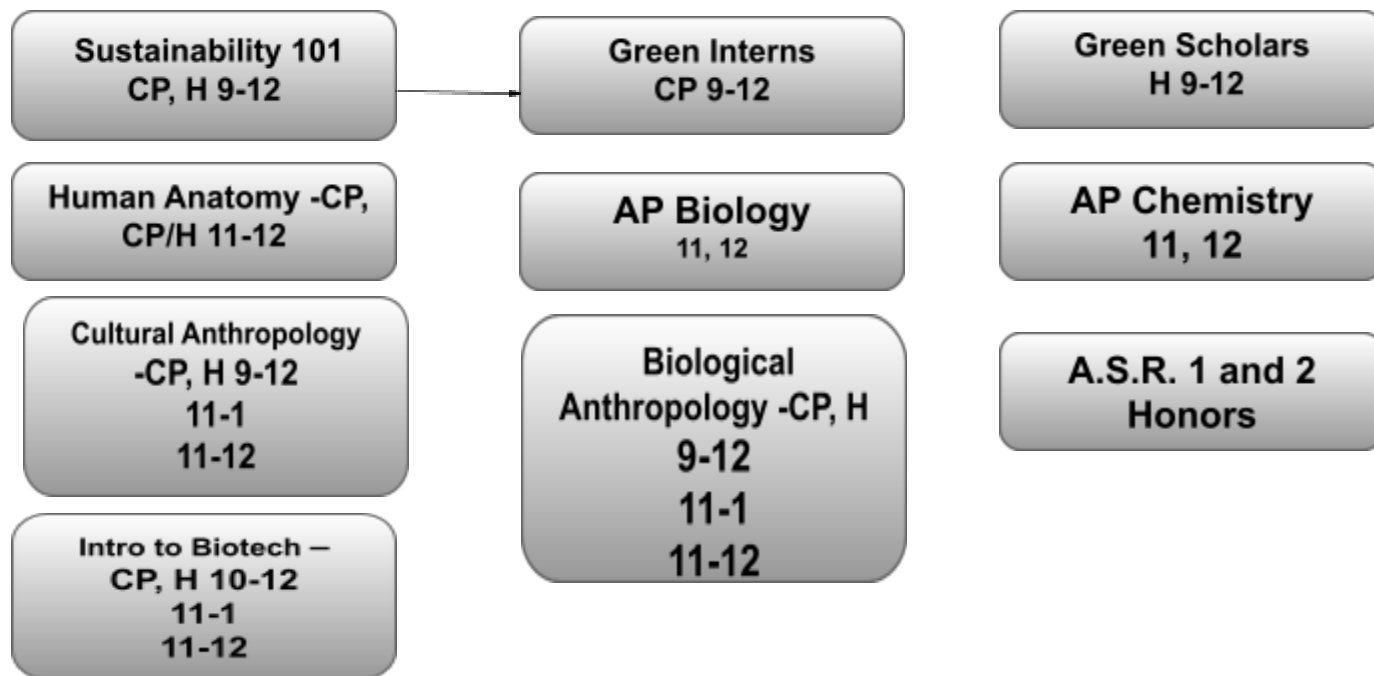
Advanced Physical Education/Fitness for Life will introduce students to a wide array of exercise science concepts. The course curriculum has been designed to provide students with a comprehensive understanding of how specialized exercise and dietary approaches affect performance and health. Advanced strength training, conditioning, and nutritional concepts will be covered. Students interested in pursuing exercise science related careers or occupations such as coaching, personal training, physical therapy etc. will find this course of studies during college or occupational objectives.

**Not offered during the
2024-2025 School Year**

SCIENCE PATHWAYS



Electives: See Program of Studies for Pre-Requisites



SCIENCE

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

FOUNDATIONS OF TECHNOLOGY AND ENGINEERING

Grade 9

517 Full Year- College Prep

5 Credits

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

Not offered during the
2024-2025 school year

BIOLOGY

Grades 9

521 Full Year - Honors

5 Credits

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

BIOLOGY

Grade 9

522 Full Year – College Prep

5 Credits

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

AP BIOLOGY

Grades 11 – 12

550 Full Year – Advanced Placement

5 Credits

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

CHEMISTRY

Grades 10

531 Full Year – Honors

5 Credits

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

CHEMISTRY

Grades 10

532 Full Year - College Prep

5 Credits

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

AP CHEMISTRY

Grade 11 – 12

533 Full Year – Advanced Placement

5 Credits

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

PHYSICS

Grade 11-12

542 Full Year – College Prep

5 Credits

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

**Note: Open to sophomores concurrently taking Algebra II and Chemistry*

PHYSICS

Grades 11-12

541 Full Year – Honors

5 Credits

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

**Note: Open to sophomores concurrently taking Algebra II and Chemistry*

AP PHYSICS I

Grade 11-12

543 Full Year – Advanced Placement

5 Credits

AP Physics 1 is an algebra-based, introductory college-level physics course. The course uses inquiry-based investigations to explore topics in mechanics including; circular motion, gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. Twenty five percent of instructional time will be spent doing lab work with providing students opportunities to demonstrate understanding of the physics principles and apply appropriate scientific practices required by the college board.

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

Prerequisites: Geometry and concurrently taking Algebra II

AP PHYSICS 2**Grades 11-12****544 Full year****5 Credits**

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Students electing to take this course are expected to take the AP Physics II test in May.

Prerequisite: College prep physics or honors physics and concurrently taking Precalculus

AP PHYSICS C: Mechanics**Grade 11 – 12****540 Full Year – Advanced Placement****5 Credits**

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

Prerequisite: Concurrent enrollment in AP Calculus

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

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

HUMAN ANATOMY & PHYSIOLOGY**Grade 11-12****551 Full Year – Honors****5 Credits**

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

HUMAN ANATOMY & PHYSIOLOGY**Grade 11-12****552 Full Year – College Prep****5 Credits**

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

AUTHENTIC SCIENCE RESEARCH PROGRAM**Grades 11 –12**

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

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

AUTHENTIC SCIENCE RESEARCH I

Grade 11

591 Full Year – Honors

5 credits

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

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

AUTHENTIC SCIENCE RESEARCH II

Grade 12

592 Full Year – Honors

5 credits

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

INTRODUCTION TO BIOTECHNOLOGY

Grades 10-12

597 Semester - Honors

2.5 credits

598 Semester – College Prep

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

SUSTAINABILITY 101**595 Semester - Honors****596 Semester- College Prep****Grades 9-12****2.5 Credits**

Students enrolled in Sustainability 101 will gain an in-depth understanding of a wide array of topics and their associations with the environment in a unique presentation, including: ecological and environmental health, social justice, population growth, waste management strategies, transportation, consumerism, future generations, biodiversity, animal rights and welfare, pollution, energy production and consumption, food and agriculture, and applicable and sustainable business practices. This course focuses on these two principal goals: Offering students an extensive range of resources and skills with which to formulate his/her own environmental ethic and to articulate and defend these ideas with clarity, consistency and coherence and to examine/analyze the effects of the 21st-century man, as well as his policies on the global environment.

ONCE UPON A CRIME**757/758 Semester – CP & Honors****Grades****10–12****2.5 Credits**

In this year-long co-taught course (English and Science), students will learn elements of forensics such as fingerprinting, DNA, evidence/analysis; they will investigate mock crime scenes and re-examine a cold case. Students will examine the history of the human obsession with true crime and the stories of both victims and criminals. Works may include *The Forever Witness*, *In Cold Blood*, *Dateline*, multiple crime podcasts, and various other true crime media resources.

GREEN SCHOLARS**006 Semester****006 Full Year****Grade 10-12****2.5 credits****5 Credits**

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

Prerequisite: Sustainability 101 and/or Green Team Interns

GREEN TEAM INTERNS**007 Semester– College Prep****Grades 9-12****2.5 Credits**

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

Prerequisite: none

CULTURAL ANTHROPOLOGY AND ARCHAEOLOGY**593/594 Semester – CP & Honors****Grades 9-12****2.5 credits**

Anthropology is the scientific study of the past and present in a holistic way. Anthropology analyzes, interprets, and explains human behavior. Some aspects of society that will be covered are Subsistence

Not offered during the
2024-2025 school year

Students will learn about cultures and societies. Anthropology is the subfield that describes, interprets, and explains human behavior. Some aspects of society that will be covered are Subsistence and Kinship, Ethnicity and Race,

Economics and Politics, and Language and Communication. Archaeology is the examination of past human behavior and cultural patterns through the evidence of material remains. Students will analyze the rise and fall of civilizations over time. Honors and College Prep levels are taught simultaneously.

BIOLOGICAL AND MEDICAL ANTHROPOLOGY

Grades 9-12

257/258 Semester - CP & Honors

2.5 credits

Biological Anthropology is the study of human biological diversity over time and space. Students will start with basic primatology and go on to study the evolution of man. Additional topics include Heredity, Human Variation and Adaptation, and Anatomy and Culture. Students will explore the intersection of genetics, disease, and culture in the study of Medical Anthropology. Factors which influence health and well-being, the experience and distribution of illness, the prevention and treatment of sickness, healing processes, and the cultural importance and use of various medical systems will be explored. Honors and College Prep levels are taught simultaneously.

Not offered during the
2024-2025 school year

COMPUTER SCIENCE & TECHNOLOGY STEM PATHWAYS

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

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

INTERACTIVE DEVICE DESIGN

467 Semester- Honors

Students will learn about design and music. Students will program and will cover the basics of computer decisions. Human computer interaction groups and will have considerable autonomy in deciding what they build. Recommended for students who are thinking about the computing track.

Not offered during the 2024 - 2025 school year.

Grade 9-10

2.5 Credits

ies of projects that are based in art programming environment. Projects ping, and how computers make primary focus. Students will work in

INTRODUCTION TO CODING

466 Semester - Honors

465 Semester – College Prep

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

Grade 9-10

2. 5 Credits

PHYSICAL COMPUTING

460 Semester - Honors

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

Grades 9-10

2.5 credits

PYTHON

469 Semester-Honors

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

GRADES 10-11

2.5 Credits

AP COMPUTER SCIENCE

460 B Full year

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

Grades 11-12

5 Credits

ROBOTICS

554 Semester – College Prep

555 Semester - Honors

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

Grades 9-12

2.5 Credits

ELECTRONICS

470 Semester- Honors

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

Grades 10-12

2.5 Credits

CAD

624 Semester – Honors

471 Semester – College Prep

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

GRADES 9-12

2.5 Credits

MECHANICAL DESIGN

473 Semester - Honors

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

Grades 10-11

2.5 Credits

SPECIAL PROJECTS IN ENGINEERING

476 Year - Honors

Grade 12

5.0 Credits

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

TECH TEAM

464 Semester - Pass/Fail

Grades 9 – 12

2.5 Credits

In this course, students will ~~serve the school community with their technology~~ technology-related skills. Students will learn about common troubleshooting in support, utilizing tech in a quick response resources specializing with efficiency and effectiveness. In addition, students will evaluate learning opportunities for staff and students.

**Not available during the
2024-2025 school year**

Areas of Concentration:

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

SOCIAL STUDIES DEPARTMENT PATHWAYS



SOCIAL STUDIES DEPARTMENT

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

WORLD HISTORY II

211 Full Year –Honors

Grade 9

5 Credits

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

WORLD HISTORY II

212 Full Year – College Prep

Grade 9

5 Credits

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

Prerequisite: None

UNITED STATES HISTORY I

221 Full Year –Honors

Grade 10

5 Credits

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

UNITED STATES HISTORY I

222 Full Year – College Prep

Grade 10

5 Credits

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

AP UNITED STATES HISTORY II
230 Full Year – Advanced Placement

Grade 11
5 Credits

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

UNITED STATES HISTORY II
231 Full Year –Honors

Grade 11
5 Credits

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

UNITED STATES HISTORY II
232 Full Year – College Prep

Grade 11
5 Credits

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

AP PSYCHOLOGY
240 Full Year – Advanced Placement

Grade 12
5 Credits

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

Grade 11-12

5 Credits

SOCIOLOGY

GRADES 10-12

5 Credits

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

FACING HISTORY AND OURSELVES

GRADES 10-12

5 Credits

In order to promote greater awareness of the societal issues students will face in today's world, this course will examine bias, racism, and prejudice in a historical context. Through the study of intolerance, genocide, and the Holocaust, students will be able to make the fundamental correlation between history and the moral and ethical choices they are forced to make on a daily basis in their own lives. While students will learn facts and background surrounding specific events in history, they will also be asked to examine the psychological motivations of the individual and of the group and the ethical implications of their actions. See the "Indicators for Honors or Advanced Placement" on page 13. *Prerequisite for Honors: Teacher Recommendation*

GRADES 10-12

5 Credits

In this course, students will learn about the September 11, 2001 attacks on the United States and the response by the United States and the world. The course will cover the events leading up to the attacks and the world's response. The course will also cover the impact of the attacks on the world and the lessons learned from the events. The course will conclude with a discussion of what we can do moving forward. See the “Indicators for Honors or Advanced Placement” on page 13.

Prerequisite for Honors: Teacher Recommendation

Not offered during 2024 – 2025 school year

Grade 11-12

5 Credits

This Advanced Placement course provides students with an in-depth study of American government and politics. Students will study government structures and procedures and the patterns of political processes and behavior. Students will interpret U.S. government and politics by examining the Constitutional underpinnings of the federal government, institutions of the national government, public policy, political beliefs and behavior, civil rights and liberties, political grouping, and the media. The course is taught on the college level and provides preparation for the national AP U.S. Government and Politics exam, a required undertaking for all who enroll. See the “Indicators for Honors or Advanced Placement” on page 13. *Prerequisite: Teacher recommendation and a final grade of “B-” or better in United States History Honors.*

COMPARATIVE GOVERNMENT & POLITICS

245 Full Year – Advanced Placement

Grade 12

5 Credits

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

CURRENT GLOBAL TOPICS

251 Full Year - Honors

Grades 11-12

5 Credits

252 Full Year - College Prep

5 Credits

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

EVIDENCE BASED ARGUMENTATION

151 Full Year – Honors

Grades 9-10

5 Credits

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

MEDIA LITERACY AND CIVIC ACTION

257 H Semester

GRADES 9-10

258 CP Semester

2.5 Credits

In this course students will learn key concepts in media literacy by examining their own media consumption and learning the tools for becoming more critical consumers of the news. Media literacy concepts include how news is generated, standards of journalistic integrity, and methods for evaluating media sources.

Students will also develop and conduct a Civic Action Project. Students will start by exploring issues that are important to them at the local, state, national, and global level. Students will select one issue and conduct research into the root causes and barriers to change. Students will then create and follow through on an action plan to create change.

At the completion of this course students will have the tools necessary to be informed, active, and engaged global citizens in the 21st century.

See the “Indicators for Honors or Advanced Placement” on page 13. *Prerequisite for Honors: Teacher Recommendation*

DIVERSE AMERICAN STORIES
273 Semester – Honors
272 Semester - College Prep

Grades 9-12
2.5 Credits

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

SPECIAL EDUCATION

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

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

Inclusion Support:

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

Learning Strategies:

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

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

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

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

Transitions Program:

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

Related Services:

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

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