Program of Studies

2017-2018

Middleborough High School
The course offerings presented in the 2017-2018 Program of Studies are subject to review, revision, change and possible deletion due to enrollment and staffing.
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Accreditation Statement

Middleborough 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-graduation instruction and degrees. Accreditation of any institution by the New England Association of Schools and Colleges (NEASC) indicates that it meets or exceeds criteria for the assessment of institutional quality, which is periodically analyzed through a peer group review process, which happens every ten years. An accredited school is one which has available the necessary resources to achieve its stated purpose and goals through appropriate educational programs. This process also gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through the accreditation process.

Principal’s Message

In February you will begin the scheduling process for the 2017 – 2018 school year, and the process will conclude in June. During this time, you will make course selections that will guide you to your goal of meeting the graduation requirements of a Middleborough High School student. More importantly, though, you will have the opportunity to explore new courses that will allow you to challenge your mind in many different ways. Furthermore, you will have the opportunity to prepare yourself for a lifetime of learning and become the person who you dream to be. As you read through this guide and examine the numerous course offerings, I encourage you to step outside of your comfort zone and take a class to satisfy your intellectual curiosity, challenge your mind critically and explore the world around you through the array of courses that you have the opportunity to take.

It is very important to study this guide carefully, seek input from your teachers, advisors, counselors and your parents/guardians to help you select the best options for the upcoming year. Remember, in challenging yourself to expand your field of knowledge, you must maintain a schedule that is academically balanced and rigorous.

Middleborough High School is offering you a wide range of educational experiences and a rich educational program to truly expand your mind. Our course offerings, school-wide 21st century learning expectations, educational goals and graduation requirements, as well as the policies and procedures that guide our school community, are based on the foundation of our Core Values and Expectations for Student Learning.

As always, I challenge you to be the person you are destined to become and it begins with the ability for you to take command of your own learning experience and select courses that will challenge your mind and expand your view of the world around you.

Best wishes for a successful scheduling process.

Paul F. Branagan Jr.
Principal
January 2018
Non-Discrimination Statement

All programs and activities at Middleborough High School are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability.

The school makes every reasonable effort to provide easy physical access through the use of ramps and elevators. Ample handicapped parking is clearly identified. Handicapped bathrooms are located on each floor. Individuals in wheelchairs are easily accommodated throughout the building and for transportation needs.

All educational programs and services are open to all individuals, students, staff and parents and are advertised to all individuals. All program offerings seek to eliminate bias and encourage full opportunities for all. Program modifications are made to allow for participation of students with disabilities. Pregnant students are provided access to regular education classes and activities during their pregnancy. All extra-curricular activities are offered in a non-discriminatory manner. All scholarships, prizes and awards are free from bias and discrimination.

The Middleborough High School Student Handbook, Program of Studies, School Profile Pamphlet and Scholarship Booklet all contain the above statements. Sexual Harassment and Discrimination procedures are outlined in the Middleborough High School Student Handbook. Students, staff or parents who feel they are aggrieved in a discriminatory manner may contact one of the staff members listed below.

Chapter 622 and Title IX Coordinator:
Mr. Michael Perry, Director of Physical Education, Health and Wellness
Office at Middleborough High School 508-946-2010 X 3116.

Chapter 622 and Title IX Investigator:
Mrs. Carolyn Lyons, Director of Pupil Personnel
Pupil Personnel Service 508-946-2013

Section 504 (Handicap Access Coordinator):
Mrs. Carolyn Lyons, Director of Pupil Personnel
Pupil Personnel Service 508-946-2013

Mrs. Danielle Jameson, Assistant Principal
Office at Middleborough High School 508-946-2010 X 3106.
Middleborough Public Schools

District Mission Statement
The mission of the Middleborough Public Schools is to prepare all students to excel as educated, responsible, global citizens.

Vision Statement
- The vision of the Middleborough Public Schools is to be recognized to its commitment to educational excellence while providing a safe and secure environment that supports teaching and learning.
- Middleborough students will be productive and responsible citizens who contribute to the betterment of the global community.
- Middleborough Public Schools’ educational programming will align and integrate technology with core academic standards.
- Middleborough Public Schools will provide an education which encourages creativity, critical thinking, collaboration and communication.
- The exemplary education of our children will be a shared responsibility of Middleborough families, educators and the community.

Beliefs
- We believe the education of our children is the most important responsibility of our community.
- We believe in the importance of providing the infrastructure, resources, and instructional supports for 21st century learning.
- We believe a 21st century curriculum engages students in critical thinking, creativity, collaboration, innovation, problem solving and communication.
- We believe that a partnership between the families, the schools, and the community is essential in order to provide every child with the educational opportunities that maximize their potential.
- We believe that the effective utilization of data results in informed decision-making and accountability.
- We believe focused teaching, clear expectations and continuous feedback promote accelerated learning.
- We believe that student effort and commitment produce high achievement when accompanied by opportunity and support.
- We believe mutual respect and civility are essential to a quality educational environment.
- We are a learning organization committed to continuous improvement.
Core Values, Beliefs and Learning Expectations

We are the SACHEMS!

Our Graduates:

Solve Problems
Acknowledge Global Issues
Communicate Well
Help Others
Embrace Life-long Learning
Make Learning Relevant
Strive for Excellence

We believe that all students should become life-long learners who can effectively communicate in their world while showing confidence, demonstrating tolerance, and providing service to their community. We challenge students to be informed young adults who will help to solve problems within our global society using creative ideas. A combination of challenging courses, varied instruction, and authentic learning opportunities will provide students with the means to achieve their goals.

Through varied learning opportunities all Middleborough High School students will:

1. Clearly, fluently, and confidently present ideas
2. Acquire and assess information for a purpose
3. Apply critical and analytical thinking to solve problems
4. Collaborate to meet a common goal
5. Create original products that demonstrate skill and knowledge
6. Respect the diversity of beliefs, opinions, and needs in the global society
7. Demonstrate the value of service to the welfare of the community
**Advanced Placement (AP)**

Middleborough High School offers thirteen Advance Placement courses. These courses are for students who are willing and able to apply themselves to college-level studies. Colleges grant credit, placement or both students who score high (3-5) on the AP tests administered in May. All of the Advanced Placement Programs are within the guidelines of the College Board with local curriculum control. Students interested in pursuing Advanced Placement courses must understand that in order to receive credit for Advanced Placement level, they are expected to take the Advanced Placement test.

| Grade to Enter (minimum recommended) | B in Honors  
A in College Prep |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MCAS Achievement (History, Foreign Language, and Fine arts are N/A)</td>
<td>Proficient or higher</td>
</tr>
<tr>
<td>PSAT Scores (History, Foreign Language, and Fine Arts are N/A)</td>
<td>Use Data to help identify who will excel</td>
</tr>
</tbody>
</table>
| Work Ethic                          | - Highly motivated  
- Highly engaged  
- Prepared with materials  
- Completed homework  
- Actively participates  
- Work independently  
- Perseveres regularly  
- Works on multiple tasks at a given time |
| Work Load                           | A minimum of 1 hour per night |
| Technology Expectations             | - Internet access  
- Ability to use Google Docs and Microsoft Word  
- Electronic submission  
- Will learn new software and websites to showcase knowledge without teacher assistance. |
| Extra Help and After School         | - Available after school  
- Saturday sessions are required  
- Be able/comfortable to seek out extra help |

**Expectations**
**Honors (H)**

Students who select courses within this pathway must understand that this is a rigorous college preparatory level. Instruction meets and exceeds all current mastery standards and benchmarks described in the district curriculum and/or state frameworks. Academic learning uses additional textbooks and teaching materials to emphasize critical thinking and reflective thought. An Honors student must be able to work independently on multiple tasks at a given time. This student goes beyond defining, summarizing, and organizing large bodies of knowledge; and can successfully and actively analyze and develop skills of synthesis and criticism. This individual must be personally organized, disciplined and committed.

<table>
<thead>
<tr>
<th>Grade to Enter (minimum recommended)</th>
<th>B in Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B+ in College Prep</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MCAS Achievement (History, Foreign Language, and Fine arts are N/A)</th>
<th>Proficient or higher</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PSAT Scores (History, Foreign Language, and Fine Arts are N/A)</th>
<th>Use Data to help identify who will excel</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Work Ethic</th>
<th>- motivated and engaged - actively participates - prepared with materials - completed homework - work independently - willing to persevere</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Work Load</th>
<th>A minimum of 45 minutes per night</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Technology Expectations</th>
<th>- Internet access - Ability to use Google Docs and Microsoft Word - Electronic submission</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Extra Help and After School</th>
<th>- Available after school - Be able/comfortable to seek out extra help</th>
</tr>
</thead>
</table>

**Expectations**
**College Prep (CP)**

The depth and design of instructional delivery is geared towards preparing the student for the expectations and level of rigor of a four-year college or university. Instruction meets and exceeds all current mastery standards and benchmarks described in the district curriculum and/or state frameworks. A College Prep student is able to move from more structured learning tasks to independent active learning. This student must be able to define, summarize, and organize large bodies of knowledge, and needs to be able to analyze problems and to develop the skills of synthesis and criticism.

<table>
<thead>
<tr>
<th>Grade to Enter (minimum recommended)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCAS Achievement (History, Foreign Language, and Fine arts are N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>PSAT Scores (History, Foreign Language, and Fine Arts are N/A)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Work Ethic | - motivated and engaged  
- actively participates  
- prepared with materials  
- completed homework  
- follow directions |
| Work Load | A minimum of 30 minutes per night |
| Technology Expectations | - Internet access  
- Ability to use Google Docs and Microsoft Word  
- Electronic submission |
| Extra Help and After School | - Available after school  
- Be able/comfortable to seek out extra help |

**Expectations**
Graduation Requirements by Year of Graduation

Our first objective is to bring all students up to proficient levels of achievement based upon the school’s expectations for student learning. The subjects that are required are listed below.

Total credit requirements for graduation:

All students must earn 136 credits including the completion of all core and non-core subject area requirements, and all required MCAS Competencies.

All students are required to take 40 credits each year. Students must remain scheduled in all courses throughout the academic school year. Seniors must earn a minimum of 30 credits as part of their graduation requirement.

Community Service Hours

Community service provides valuable learning opportunities where students can apply what they have learned in classes. Students in the class of 2020 and later will need to document 24 hours of community service learning by the time of graduation to meet the seventh school wide learning expectation. MHS will facilitate students’ tracking of all community service hours performed. Any activity that is done without pay for the good of the community may count. Students who already participate in community service as part of a class, team, club or civic organization will receive credit for their hours upon submission. Students not working through an established volunteer organization should obtain pre-approval for their proposed community service activity. Students who complete hours beyond the minimum may be considered for awards. Students in the classes 2018 and 2019 may receive formal recognition for significant community service; however it will not count toward meeting graduation requirements. Suggestions for community service, contacts and scheduling will be available through guidance and a faculty advisory group.

Archive Project

Beginning with the Class of 2012, students will be required to prepare and present a senior reflective showcase. This showcase will be based upon each student’s body of work that demonstrates achievement of Middleborough High School’s Wide 21st Century Learning Expectations (SWLE’s). This culminating project requires students to collect and exhibit their best work through a digital platform. Students will engage in self-reflection and self-evaluation of their achievements of the SWLE’s at Middleborough High School. As freshmen, students will begin collecting samples of work. Students will reflect on and rate their performance using the school’s rubrics for the SWLE’s for applicable assignments. Students will have numerous opportunities to demonstrate these skills with a wide variety of projects and assignments throughout their high school careers. Students will save and organize their work in a digital archive that can be updated over the course of their high school years to reflect growth and achievement.

The senior showcase will be a presentation/demonstration of the SWLE assignments that best illuminate what they see as their successes. Students will select assignments to include that best tell their own high school story. The audience for the showcase may include peers, teachers, parents, community members and scholarship committee representatives. Students will monitor their progress and ensure completion of this graduation requirement by referencing a yearly timeline and rubric so they can self-pace and self-score. Students will be given a wide variety of assignments and
receive feedback from their course instructors throughout their high school years. Students will be
given time in advisory each quarter of every year to reflect on their cumulative archives. A one-term
course will be available to seniors to help them organize and plan their showcase.

**Promotion Policy**

Promotion from grade-to-grade in high school is based on credit accumulation in conjunction with
the fulfillment of core requirements and academic standards / expectations.

Requirements designated to earn status as a:

<table>
<thead>
<tr>
<th></th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32.5</td>
<td>65</td>
<td>97.5</td>
<td>136</td>
</tr>
</tbody>
</table>

Diploma credits (including the completion of all core and non-core subject area requirements and all
required MCAS Competency Determinations).
Students with fewer than 136 credits will not graduate. It is likely that many students will accumulate more than 136 credits at the time of graduation. It may also be the case that some students could transfer to Middleborough High School having accumulated more than 136 credits. It is important to note that in order to earn a Middleborough High School Diploma, in addition to the minimum credit requirements, the minimum graduation requirements listed below must be also be fulfilled in all categories before a diploma can be conferred upon any student.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>20</td>
<td>Students must pass four (4) full semester courses: English I, II, III, IV.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15 or 20*</td>
<td>Students must pass three (3) full semester courses.</td>
</tr>
<tr>
<td>Science</td>
<td>15</td>
<td>Students must pass three (3) full semester lab science courses.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>15</td>
<td>Students must pass three (3) full semester courses: World History II, US History I &amp; II, US Constitution, Civics and Government</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>10</td>
<td>Students must pass two (2) full semester courses: of the same foreign language in the sequence.</td>
</tr>
<tr>
<td>Health/Wellness/Physical Education</td>
<td>10</td>
<td>Students must pass four (4) 2.5 credit courses One (1) physical education course per year.</td>
</tr>
<tr>
<td>Computer Technology</td>
<td>5</td>
<td>Students must pass one (1) 5.0 credit course or (2) 2.5 credit courses in computer technology.</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>5</td>
<td>Students must pass one (1) 5.0 credit course or (2) 2.5 credit courses in theatre, music, or visual arts.</td>
</tr>
<tr>
<td>Senior Credit Requirement</td>
<td>30</td>
<td>All seniors must earn at least 30 credits during their senior year in order to receive a diploma.</td>
</tr>
<tr>
<td>MCAS</td>
<td></td>
<td>All MCAS requirements must be met.</td>
</tr>
</tbody>
</table>

* Students on an Educational Proficiency Plan must earn 20 mathematics credits.

1. In order to receive a diploma, a student must successfully earn a total of 136 credits.
2. Successful completion of a course that meets 45 class periods earns two and a half (2.5) credits towards a diploma.
3. Successful completion of a course that meets 90 class periods earns five (5.0) credits towards a diploma.
4. Successful completion of a course that meets 135 class periods earns five (7.5) credits towards a diploma.
5. Successful completion of a course that meets 180 class periods earns five (10.0) credits towards a diploma.

6. Students must pass all classes required to earn a diploma.

7. Each student must enroll in a full schedule of courses (equal to 40 credits).

8. If a student fails any course other than one required for graduation (as listed in the previous course categories) he/she may be allowed a maximum transfer of 10 credits from the Community Evening School (CES) in the year of graduation to be applied to their graduation credits. Students requesting to take more than 10 credits must be pre-approved by the principal.

9. Each student must have earned 30 credits in their senior year in order to receive a diploma.

10. A student may take a summer school course to improve a course grade for which a grade between 50-59 was earned. Both the failing grade and new grade will appear on the student’s transcript. The student will receive the same number of credits for the class retake had they passed the course at Middleborough High School. The new grade will not be factored into the GPA.

11. A student may take a summer school course to regain lost credit due to the attendance policy. Both the old grade and the new grade will appear on the student’s transcript. The student may only earn credits for credits lost in a course.

12. Students who lose credit for a course based on the attendance policy, but pass the course, may advance to the next course in that subject. They will, however, need to take electives in the same subject to make up for the lost credit (2.5 or 5) and to meet the graduation requirements for that subject. If electives are not offered in that subject area, the course must be repeated.

13. In addition to meeting course and credit requirements, all students are required to pass the English, Mathematics and Science portions of the MCAS test with a minimum score of 220 in order to receive a diploma.

Note: Students will be required to meet or exceed a scaled score of 240 on both the Grade 10 English Language Arts and Mathematics MCAS; or students will be required to meet or exceed a scaled score of 220 on both the Grade 10 English Language Arts and Mathematics MCAS exams and fulfill the requirements of an Educational Proficiency Plan (EPP); the EPP shall be developed for the subject matter area(s) in which students did not meet or exceed a scaled score of 240. Students are required to earn a score of 220 on one Science MCAS.
MCAS & Massachusetts State Standards to earn a High School Diploma

Students must satisfy all Middleborough High School graduation requirements in order to participate in the graduation ceremony.

To earn a high school diploma from Middleborough High School, students must satisfy all Middleborough High School graduation requirements and earn competency determination (minimal score of 220 in each) in the English Language Arts, Mathematics, and the Science/Technology portions of the MCAS test.

Students, starting with the graduating Class of 2010, must satisfy one of the following two conditions in both English Language Arts (ELA) and Mathematics MCAS to earn a competency determination in those subjects: 603 CMR.31.00

1. Meet or exceed the Proficient scaled score of 240 on the English Language Arts and Mathematics grade 10 MCAS tests, or

2. Meet or exceed the Needs Improvement scaled score of 220 on the English Language Arts and Mathematics grade 10 MCAS tests and fulfill the requirements of an Educational Proficiency Plan (EPP).

The Education Proficiency Plan (EPP)

The Educational Proficiency Plan (EPP) is a document that will be designed in collaboration with your child’s guidance counselor. The EPP is required for any student that does not score a 240 or higher in either the ELA or MATH portion of the MCAS. By not reaching a score of 240 or higher in either the ELA or MATH MCAS examinations, the Department of Elementary and Secondary Education has mandated that students must continue their academic study in the deficient core content area(s). In an effort to demonstrate Competency Determination (CD), students at Middleborough High School must use their core courses in Junior and Senior ENGLISH and MATH to fulfill the Competency Determination (CD) mandated by the state. Students are noted as having earned Competency Determination (CD) when they pass their content subject area course(s) and/or pass that course’s standards-based final examination, in addition to receiving full credit. Failure to meet both conditions will result in failure to complete graduation requirements and will result in repeat courses/coursework until proficiency in specific area of need is reached.

Certificate of Completion

It is important to note that a high school diploma cannot be granted to any student that does not fulfill Competency Determination in all required MCAS examinations. Please note that students completing all Middleborough High School graduation requirements WITH THE EXCEPTION OF MCAS can participate in graduation ceremonies, but will not receive a diploma, but rather a certificate of completion.

MCAS Appeals

MCAS appeals are filed through the Guidance Department for seniors, who have not passed all portions of the MCAS test. An appeal to waive the state mandated MCAS requirement for a high school diploma must show that the student is eligible by meeting all of the following criteria:
1. Taken the MCAS test in the subject of the appeal at least three (3) times.
2. Maintained a 95% attendance rate for both the junior and senior years.
3. Successfully participated in tutoring or other academic support services made available or approved by the school.
4. Attained a GPA of at least 1.0 in the subject of the appeal.
5. Achieved a GPA higher than the GPA of at least 6 students who have passed the MCAS and have taken the same sequence of courses in the subject of the appeals.

Questions about the appeals process should be directed to your child’s Guidance Counselor for further information.
Marking System

At the beginning of each course each teacher will provide to all their students an explanation of their particular marking system. The explanation will include but not be restricted to a range of assessment tools and processes that are used in calculating individual grades. Grades are issued four times each year with A, B, C, D considered passing grades and F denoting failure. Numerical equivalents are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59-0</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td></td>
</tr>
</tbody>
</table>

In addition, the following designations are used in the marking system:

- M - Medical excuse
- W - Withdrawn
- I - Incomplete
- P - Pass

GPA, Class Rank & Honor Roll Status

Middleborough High School uses a non-weighted and weighted system to determine GPA, Class Rank and Honor Roll Status.

**GPA:** Grade Point Average is not weighted but based on a 4.0 scale. A student’s GPA is computed by averaging the grades they earn while enrolled at M.H.S.

**For example:**

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A is in College Prep (CP) classes with an “A” average in all.</td>
<td>4.0 GPA</td>
<td></td>
</tr>
<tr>
<td>Student B is in all Honors classes with an “A” average in all.</td>
<td>4.0 GPA</td>
<td></td>
</tr>
</tbody>
</table>
The following is the break down for grade and correlating GPA:

- A+ = 4.00
- A = 4.00
- A- = 3.67
- B+ = 3.33
- B = 3.00
- B- = 2.67
- C+ = 2.33
- C = 2.00
- C- = 1.67
- D+ = 1.33
- D = 1.00
- D- = .67
- F = 0.00

**Class Rank**

Class Rank is weighted; the value of the grades fluctuates depending on the level of the course in which the grades were earned. Computing by using quality points on a 4.76 scale, class rank is computed by tabulating the total number of quality points each student earned then rank them.

At the end of each school year, students’ cumulative rank is calculated. Once the seniors’ fourth quarter grades are calculated, class rank will determine Valedictorian and Salutatorian. Seniors who achieve a weighted GPA of 3.30 earn the distinction of graduating with honors. The Valedictorian is the senior student who is ranked 1st in his/her class. The Salutatorian is the senior student who is ranked 2nd in his/her class. To be eligible for Valedictorian or Salutatorian, a student must be enrolled in the last six (6) consecutive quarters immediately before graduation.
Quality Point Scale

To determine QPA use the following formula:

\[ QPA = \frac{\text{Total # of Quality Points}}{\text{Total Number of Credits Attempted}} \]

<table>
<thead>
<tr>
<th>AP Courses</th>
<th>Honors Courses</th>
<th>College Prep Courses</th>
<th>Non Designated Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>Scale</td>
<td>Scale</td>
<td>Scale</td>
</tr>
<tr>
<td>A+  = 4.76</td>
<td>A+  = 4.55</td>
<td>A+  = 4.33</td>
<td>A+  = 4.11</td>
</tr>
<tr>
<td>A  = 4.40</td>
<td>A  = 4.20</td>
<td>A  = 4.00</td>
<td>A  = 3.80</td>
</tr>
<tr>
<td>A- = 4.04</td>
<td>A- = 3.85</td>
<td>A- = 3.67</td>
<td>A- = 3.49</td>
</tr>
<tr>
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<td>B+ = 3.50</td>
<td>B+ = 3.33</td>
<td>B+ = 3.16</td>
</tr>
<tr>
<td>B  = 3.30</td>
<td>B  = 3.15</td>
<td>B  = 3.00</td>
<td>B  = 2.85</td>
</tr>
<tr>
<td>B- = 2.94</td>
<td>B- = 2.80</td>
<td>B- = 2.67</td>
<td>B- = 2.54</td>
</tr>
<tr>
<td>C+ = 2.56</td>
<td>C+ = 2.45</td>
<td>C+ = 2.33</td>
<td>C+ = 2.21</td>
</tr>
<tr>
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<td>C  = 2.00</td>
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</tr>
<tr>
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<td>C- = 1.67</td>
<td>C- = 1.58</td>
</tr>
<tr>
<td>D+ = 1.46</td>
<td>D+ = 1.40</td>
<td>D+ = 1.33</td>
<td>D+ = 1.26</td>
</tr>
<tr>
<td>D  = 1.10</td>
<td>D  = 1.05</td>
<td>D  = 1.00</td>
<td>D  = .95</td>
</tr>
<tr>
<td>D- = .74</td>
<td>D- = .70</td>
<td>D- = .67</td>
<td>D- = .64</td>
</tr>
<tr>
<td>F  = 0.00</td>
<td>F  = 0.00</td>
<td>F  = 0.00</td>
<td>F  = 0.00</td>
</tr>
</tbody>
</table>

Honor Roll

Honor roll status is based on a student’s grades. Students earning an A- or above in every course may attain high honors status. Students earning a B- or above in every course may attain honor roll status.

<table>
<thead>
<tr>
<th></th>
<th>No grade less than A-</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Honors</td>
<td></td>
</tr>
<tr>
<td>Honors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No grade less than B-</td>
</tr>
</tbody>
</table>
Transcripts

A transcript is a complete record of the courses, course levels, grades, and credits earned in high school. The transcript will also include the student’s GPA and Class Rank. The GPA and Class Rank on each student’s transcripts are fluid and will continue to change throughout high school until the student has satisfied all graduation requirements. After graduation, the transcript becomes final and an official copy is mailed out to the college that the student will attend as proof that the student received an MHS diploma. An official transcript is signed by the Principal and sealed with a Middleborough High School stamp and is sent directly to the college in a sealed and signed envelope. Unofficial transcripts are available upon request from the student’s Guidance Counselor. It is important to note that the unofficial transcript is fluid and the student’s GPA and class rank are continuously changing.

Why is the transcript important?

The high school transcript is very important record that is used by college admissions officers, employers, and military recruiters to make decisions about a student’s admissibility to college, employability in the workforce and eligibility to join the armed forces.

Generally speaking, the high school transcript is what colleges put the most value on when making an admissions decision about their applicants. This complete record of your coursework, grades and credits, provides concrete evidence of whether you’re prepared to attend a particular college or not. The best high school transcript will show consistent grades in a challenging course load and will impress colleges and tell them that you are ready for college-level work. It is important to note that most colleges and universities will re-calculate the student’s GPA. Many schools will give extra weight for honors and AP level coursework. For instance, at the University of Massachusetts, an honors level course is given .5 extra weight and an AP level course is given 1.0 extra weight in the GPA. In essence, the re-calculated GPA will be higher than the MHS GPA for students who have taken honors and AP level courses. Some colleges do not include elective coursework when recalculating GPA.

If you are a student who is going into the workforce after graduation from high school, you too must have a strong transcript. In today’s market in which unemployment is high there are hundreds of applicants for each job, many employers are asking for copies of their applicants’ transcripts. When being compared with another applicant with a stronger transcript, you may lose out on getting a job because of poor performance in high school.

To be eligible to enter the military, a student must first complete high school. The military will request a copy of your final transcript. In order to get into some branches of the service, you must have a very strong high school transcript. Other branches may accept students with weaker grades, but if the student is seeking a specific job, especially the higher paying military jobs, the students won’t even be looked at if they haven’t met certain minimum grade criteria.
Attendance and Tardiness Policies

Daily Attendance and Tardiness to School

Good work habits are the foundation of excellence. At the core of developing good work habits is consistent, punctual attendance. This habit of self-management and organization demonstrates seriousness of purpose and respect for the values of others’ time and work. Practicing daily and punctual attendance develops a crucial life-long habit that leads to success in every phase of life. All students are expected to develop this habit.

**Daily attendance:** Daily attendance is taken Block 1, which begins promptly at the 7:20 A.M. bell. If a student is not inside their classroom by the 7:20 A.M. bell, he/she is considered tardy.

**Tardiness to school:** Students who are not in their Block 1 classroom by the 7:20 A.M. bell must enter through the main entrance and report directly to the front office secretary and report directly to class.

**Consequences for unexcused tardiness to school/class:**

<table>
<thead>
<tr>
<th>Every four (4) tardies to school of under 20 minutes</th>
<th>=</th>
<th>One (1) absence to be counted toward loss of credit for the affected class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any tardy to school 20 minutes or more</td>
<td>=</td>
<td>One (1) absence to be counted toward loss of credit for the affected class(es)</td>
</tr>
</tbody>
</table>

Please refer to the “Loss of Credit Due to Absenteeism” section of the handbook to learn how tardiness and absenteeism will affect students’ accumulation of credits toward grade promotion and graduation.

No tardy student will be allowed to enter his or her Block 1 class without a timed and dated pass from the office.

It is the responsibility of students enrolled in internships or classes held off-campus to communicate with the school, career counselor internship coordinator (Tammy Miller), and the work or school site from which they are absent.

Middleborough High School  508-946-2010
Career Counselor Internship Coordinator  508-946-2010 x3124
**Excused Absences**

Excused absences are absences from school that meet the following criteria and documentation. Excused absences do not count towards loss of credit. However, an absence will not be considered excused if documentation is not received five (5) school days from the date of the absence.

**Excused absences include:**

- Bereavement or family crisis such as a serious illness
- Hospitalization
- School sponsored trip\(^1\)
- Documented court or legal commitment
- Obligatory religious holidays
- Illness substantiated by a doctor’s note\(^ii\)
- College visits (two (2) junior year and two (2) senior year)
  - Additional College visits must be approved by administration.
- Other extenuating circumstances approved by the administration
  - MA Registry of Motor Vehicles Road Test Only will be considered excused (license, not permit)

\(^i\)

- School trips, activities or other special assignments that have previous authorization and teacher notification will NOT be counted as class absence. If a student is close to the maximum absences allowed in a given class, an individual teacher may request that the student attend class.

\(^ii\)

- Doctor notes must be presented to the attendance secretary upon the student’s return to school. No doctor’s excuse may not be accepted after 5 school days from the absence.

**Unexcused Absences**

Any absence from school that does not meet the excused absence criteria is considered *unexcused*. Upon return to school the *unexcused* absence should be able to be verified with a note from the parent or guardian.

Class cuts count as unexcused absences. Students who are tardy to class, dismissed from class, or otherwise miss 20 minutes of class time, without a valid documented excuse, will be considered absent from class. If a deliberate class cut occurred, the student’s parent(s)/guardian(s) will be notified and an ACE will be assigned. Students who continue to cut classes may be suspended out of school and could be recommended for expulsion.

Family vacations are not considered excused absences. Since classroom activities are the most important part of the educational process, the administration does not approve of vacations and/or trips that are taken during the school year.
Truancy
Truancy is defined as an absence from school without a legitimate reason. Consequences include ACE, parent/guardian notification, and parent/guardian conference. Seven (7) or more truancies per marking period for student under the age of 16 will be referred to juvenile court.

Absence Due to Field Trips or School Functions
Students are responsible for keeping up with any work missed while they are on a school-sponsored trip. On the class following a field trip, students must have any previously announced homework completed and be prepared to take any previously announced assignments or assessments given in class.

College Visits
Students in their junior and senior year must obey the following guidelines in order to have a college visit recorded as an “excused absence.”

1. Limited to two (2) one-day visits in the junior year.
2. Limited to two (2) one-day visits in the senior year.
3. The school must be notified in writing by the parent(s)/guardian(s) a minimum of 24 hours before the scheduled absence.
4. Documented proof, recorded on college/university stationary, of the visit must be submitted to the assistant principal’s secretary upon return to school.
5. Additional college visits must have prior approval by administration.

Planned Absences
Parent(s)/Guardian(s) must notify the school in writing including the reason and date of any planned absence. Parental/Guardian notification to a school administrator does not mean that absences are excused.

Absences caused by “once in a lifetime” opportunities may be reviewed by the principal on a case-by-case basis.
Class Attendance and Tardiness to Class

Class attendance and tardiness guidelines mirror that of the daily attendance and tardiness policy.

Class Attendance: If a student is not inside his/her classroom when the bell sounds, he/she is considered tardy, unless a signed pass excuses the tardiness. There is no penalty for an excused tardy.

Class Tardy of Less than 20 Minutes: Students who arrive to class less than 20 minutes late without a signed pass are considered tardy—unexcused. The student will be allowed into class and the teacher will mark the student “Tardy—Unexcused”. This tardy will count toward one (1) absence toward loss of credit. Teachers additionally may assign teacher detentions. Continued violations will be referred to the office.

Class Tardy of 20 Minutes or more: Students who arrive to class late by 20 minutes or more without a signed pass are considered tardy—unexcused. The student will be allowed into class and the teacher will mark the student “Tardy—Unexcused”. This unexcused absence of 20 minutes or more will count as one (1) absence toward loss of credit.

Consequences for unexcused tardiness to class(es):

| Every four (4) tardies to class of under 20 minutes | One (1) absence to be counted toward loss of credit for the affected class |
| Any tardy to class 20 minutes or more | One (1) absence to be counted toward loss of credit for the affected class(es) |

Dismissal Procedure

Students are not permitted to leave the school grounds at any time during the school day without a note from home on the day of dismissal and/or approval from a school administrator. Students are not permitted to text or call parents on their cell phones to be dismissed if they are ill. Students who are ill must see the school nurse. Dismissal notes must be turned into the attendance office with the daily attendance and must contain the following information:

1. Student's complete name (first and last);
2. Reason for dismissal;
3. Time of dismissal;
4. Parent/guardian home and/or work telephone number(s); and
5. Parental/guardian signature.

If any of the above information is omitted and/or a parent/guardian cannot be contacted to confirm the dismissal, the student will not be dismissed. Dismissals will only be made over the phone by an administrator or nurse and only for an emergency. Before leaving the building each student who is dismissed either by note or from the health office must sign out on the dismissal sheet in the main office.

Students who fail to follow the above procedure may be assigned appropriate the disciplinary consequence according our discipline policy.
Loss of Credit Due to Absenteeism

A student jeopardizes losing credit in his/her class(es) if he/she is absent from class(es) a certain number of times. Please see the table below for absence allowances. Regular attendance is expected. Students and parents/guardians must be aware that absences accompanied by a parental note are not counted as excused absences.

No credit will be awarded for classes where students exceed the following number of absences:

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>Credit Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>7.5</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Loss of Credit Appeals

Students can appeal loss of credit at the end of each semester. An appointment must be set up with the principal as soon as possible after receipt of the Loss of Credit notification to discuss the reasons for the excessive absences beyond the policy limits. Parents/Guardians, the Guidance Department, and, when appropriate, the teacher of the class in question, will receive notification of the principal’s final decision.

Students should follow the steps below to appeal a loss of credit:

1. Obtain a copy of the attendance record and Loss of Credit forms from the appropriate assistant principal;
2. Have a parent/guardian submit a letter of appeal to the principal;
3. List the dates and the reasons why the absence(s) should be excused; then
4. Attach the attendance record and Loss of Credit form(s) to the appeal letter.

Comprehensive Credit Recovery Program

Students who lose credit due to absenteeism have the ability to recover some or all of their lost credit by participating in the guidance department’s Comprehensive Credit Recovery Program. There is a credit recovery program for underclassmen who have lost credit in addition to a modified credit recovery program for seniors in jeopardy of not graduating. Students must meet specific criteria to be eligible for credit recovery and must be approved by the Principal.

Interested students should meet with their guidance counselor for more information.

Prolonged Absences

If for a medical reason or other valid reason, a student is absent from school for more than a week, the parent/guardian is encouraged to contact the student’s assistant principal. When a student returns to school after a prolonged illness, a doctor’s note excusing the absences must be brought to the main office if the absences are to be excused.
Make-Up Work
Under normal circumstances, students who are legitimately absent will be allowed the number of days absent plus one day of additional time to complete and submit work missed. It is the responsibility of the student to attain the work that was missed and to schedule a mutually convenient time to make up any tests or quizzes. A student must pick up missed assignments the day he or she returns to school. If a student is suspended from school for three or more days, he/she must request either through an administrator or guidance that work be arranged through the guidance secretary during the length of the suspension. The work must be turned in to either the administrator or the guidance counselor upon the student’s re-entry. Students who are intentionally absent (i.e. class cut) are not allowed to make up the work missed on that day.

If extenuating circumstances prevail, students may be allowed to make up work at the teacher’s or administrator’s discretion.

Participation in Co-Curricular Activities
Any student absent from school may not participate in any school-sponsored activity including Middleborough High School’s Driver’s Education class unless they seek prior administrative approval.
Criteria for College Entrance

College entrance requirements are different at nearly every school. As a guideline, colleges and universities usually consider the following factors in order of priority:

1. Scholastic record
   - rigor of curriculum
   - grades
2. Rank in class
3. Grade point average
4. Results of College Board Entrance Examinations SAT, American College Testing (ACT) and in some cases the SAT Subject Test.
5. Recommendation of the teachers, and counselor on matters such as character, personality traits, and ability for the applicant to perform college work.
6. In and out of school extracurricular activities, including work experience and community service involvement.

Undergraduate Admission Standards for Massachusetts State University System and the University of Massachusetts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Academic Course Requirements for Entering College Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Courses</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 Courses (Algebra I &amp; II and Geometry, or comparable coursework) including mathematics during the final year of high school</td>
</tr>
<tr>
<td>Sciences</td>
<td>3 Lab Science Courses (from Natural Science and/or Physical Science and/or Technology/Engineering)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2 Courses (including 1 course in U.S. History)</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 Courses (in a single language)</td>
</tr>
<tr>
<td>Electives</td>
<td>2 Courses (from the above subjects or from the Arts &amp; Humanities or Computer Sciences)</td>
</tr>
</tbody>
</table>

*Note: comparable courses are defined as coursework that is equal to or beyond the content defined in the Massachusetts Curriculum Frameworks.*

Four Year College Admissions Requirements

Beginning with the class of 2016, Massachusetts State Universities are requiring that all students take a full-year mathematics course during their senior year as part of the criteria for admission to their schools. Students who do not take a mathematics course during their senior year will not meet criteria for admissions and may not be admitted to Massachusetts State Universities. Many private colleges also require students to take a mathematics course during their senior year of high school.
It is the recommendation of the Guidance Counselors at Middleborough High School that all four-year college-bound students take a full-year math course during their senior year. It is critical that students in the classes of 2018-2021 (and beyond) develop a four-year plan that includes a senior math course as well as all other criteria for college admissions.

**SAT & ACT Score Sliding Scale for Freshmen Applicants to UMASS (Boston, Dartmouth & Lowell)**

<table>
<thead>
<tr>
<th>Weighted Average GPA</th>
<th>Combined SAT Score (Evidenced Based Reading &amp; Writing Mathematics)</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.51-2.99</td>
<td>1030</td>
<td>20</td>
</tr>
<tr>
<td>2.41-2.50</td>
<td>1070</td>
<td>21</td>
</tr>
<tr>
<td>2.31-2.40</td>
<td>1110</td>
<td>22</td>
</tr>
<tr>
<td>2.21-2.30</td>
<td>1140</td>
<td>23</td>
</tr>
<tr>
<td>2.11-2.20</td>
<td>1180</td>
<td>24</td>
</tr>
<tr>
<td>2.00-2.10</td>
<td>1220</td>
<td>25</td>
</tr>
</tbody>
</table>

**SAT & ACT Score Sliding Scale for Freshmen Applicants to Massachusetts State Universities**

<table>
<thead>
<tr>
<th>Weighted Average GPA</th>
<th>Combined SAT Score (Evidenced Based Reading &amp; Writing Mathematics)</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.51-2.99</td>
<td>990</td>
<td>19</td>
</tr>
<tr>
<td>2.41-2.50</td>
<td>1030</td>
<td>20</td>
</tr>
<tr>
<td>2.31-2.40</td>
<td>1070</td>
<td>21</td>
</tr>
<tr>
<td>2.21-2.30</td>
<td>1110</td>
<td>22</td>
</tr>
<tr>
<td>2.11-2.20</td>
<td>1140</td>
<td>23</td>
</tr>
<tr>
<td>2.00-2.10</td>
<td>1180</td>
<td>24</td>
</tr>
</tbody>
</table>

A minimum 3.0 GPA is required for admission to Massachusetts State Universities; otherwise, a sliding SAT/ACT scale is used. The UMASS-Amherst average GPA is approximately 3.5 or higher, depending on the major.

A GPA of less than 2.0 is not admissible to the four year state colleges and universities.
**Curriculum Plan**

Most degree-granting colleges require a minimum of sixteen (16) academic units for entrance. A unit represents one year’s work in a regularly scheduled prepared academic subject. Thus, a year of Geometry or a year of United States History, successfully completed, represents one unit for admission to college. A foreign language should be pursued for at least two years, preferably three or more years for college admission. Of the 16 units, a majority of colleges prescribe English (4), Mathematics* (3-4), Social Studies (3, one must be United States History), Science (3, two must be laboratory sciences), Foreign Language (2 years of the same language) and electives (2 courses from the above subjects or the Arts & Humanities or Computer Sciences).

*It is strongly recommended that students take Mathematics their senior year of school.

**Academic Pathways**

To prepare our students to fulfill these initiatives, all students will be provided with the opportunity to, at a minimum, meet all current mastery standards and benchmarks described in the district curriculum and/or state frameworks. Some students may take fewer years to demonstrate achievement than others. Students also master different subjects at different times.

Courses are offered in three Academic Pathways – Honors (H)/Advanced Placement (AP), College Prep (CP). Academic Pathways are meant to position students in a learning environment that encourages successful proficiency of the standards and provides teachers the opportunity to differentiate instructional strategies to best meet the educational needs of each and every student. Each pathway also requires students to engage in tasks that involve higher order thinking (such as inquiry and problem solving) and to practice the authentic application of knowledge.

In order to ensure appropriate course selection, we encourage parents and students to carefully consider the individual requirements as they are explained under each course description. Course expectations along with a student’s prior achievement in the subject area as well as his/her career goals should provide the information needed to make appropriate choices.

**Honors (H)/Advanced Placement (AP)**

Students who select courses within this pathway must understand that this is a rigorous college preparatory level. Instruction meets and exceeds all current mastery standards and benchmarks described in the district curriculum and/or state frameworks. Academic learning uses additional textbooks and teaching materials to emphasize critical thinking and reflective thought. An Honors student must be able to work independently on multiple tasks at a given time. This student goes beyond defining, summarizing, and organizing large bodies of knowledge; and can successfully and actively analyze and develop skills of synthesis and criticism. This individual must be personally organized, disciplined and committed. Middleborough High School offers Sixteen Advanced Placement courses. These courses are for students who are willing and able to apply themselves to college-level studies. Colleges grant credit, placement or both to students who score high (3-5) on the AP tests administered in May. All of the Advanced Placement Programs are within the guidelines of the College Board with local curriculum control. Students interested in pursuing Advanced Placement courses must understand that in order to receive credit for Advanced Placement level, they are expected to take the Advanced Placement test.
College Prep (CP)

The depth and design of instructional delivery is geared towards preparing the student for the expectations and level of rigor of a four-year college or university. Instruction meets and exceeds all current mastery standards and benchmarks described in the district curriculum and/or state frameworks. A College Prep student is able to move from more structured learning tasks to independent active learning. This student must be able to define, summarize, and organize large bodies of knowledge, and needs to be able to analyze problems and to develop the skills of synthesis and criticism.

AP Test Policy

Students who register for an Advanced Placement class are expected to take the AP exam in May. This is a requirement in all AP courses. These exams cost approximately $92.00 per test. The test fee is to be paid by the student by the determined deadline sent in a mailing each Fall. Some financial assistance is available for those students who are unable to afford the test fee. If a student has free or reduced lunch status, the student must bring in a Food Service Agreement to the Guidance Office to obtain a reduced or free exam by the deadline indicated in the letter sent home each Fall. Students who are enrolled in an AP class at MHS and decline to take the AP exam will be required to take a final examination in that course and receive honors weighted credit.

Students who wish to drop an AP course will not be permitted to do so without permission from the high school Principal. If permission is granted, the student will only be permitted to drop the AP Course following the end of Quarter one. The student’s Quarter 1 grade will appear on the students’ transcript and the final average will appear as a “W” for withdrawn.

NCAA Eligibility Standards

Students who wish to participate in college athletics at the NCAA Division One or Division Two level must become eligible by choosing College Prepatory (CP) or Honors (H) level courses, maintaining a high grade-point-average, and earning at least the minimum scores on the SAT or the ACT. Middleborough High School guidance counselors are familiar with all NCAA eligibility requirements, and are available to review students’ course schedules for courses appropriate for NCAA eligibility. Students interested in playing college sports should attend the NCAA Eligibility presentation at Middleborough High School and meet with his or her guidance counselor during their freshman year to begin the eligibility process. Complete information is also available at the NCAA Clearinghouse website: https://web1.ncaa.org/eligibilitycenter/common/index.html.
Course Selection by Intended Major

The preparation for the most competitive colleges should include Honors and Advanced Placement courses. Planning for these courses must begin with the selection of courses for grades 9-11.

<table>
<thead>
<tr>
<th>If a student is planning to go to a four-year liberal arts college, <strong>consider electing:</strong></th>
<th>If a student is planning to receive a bachelor’s degree in nursing (RN), <strong>consider electing:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Years</td>
<td>English</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>Mathematics (4 Recommended)</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>Science</td>
</tr>
<tr>
<td>2-4 Years</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2-4 Years</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>4 Years</td>
<td>English</td>
</tr>
<tr>
<td>4 Years</td>
<td>Mathematics including pre-calculus and AP Calculus (strongly recommended)</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>Science including Biology, Chemistry, and Physics and AP Physics (recommended)</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2-4 Years</td>
<td>Foreign Language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If a student is planning to go to a science or an engineering college, <strong>consider electing:</strong></th>
<th>If a student is planning to major in Computer Science, <strong>consider electing:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Years</td>
<td>English</td>
</tr>
<tr>
<td>4 Years</td>
<td>Mathematics including pre-calculus and AP Calculus (strongly recommended)</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>Science including Biology, Chemistry, and Physics and AP Physics (recommended)</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2-4 Years</td>
<td>Foreign Language</td>
</tr>
<tr>
<td><strong>Full-Range</strong></td>
<td>Computer Aided Design and/or Coding Courses (web design &amp; video game design)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If a student is planning to major in business admiration or information technology, <strong>consider electing:</strong></th>
<th>If a student is planning to major in Fine or Applied Arts, <strong>consider electing:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Years</td>
<td>English</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>Mathematics (4 Recommended)</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>Science</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>Social Studies (U.S. History Required)</td>
</tr>
<tr>
<td>2-4 Years</td>
<td>Foreign Language</td>
</tr>
<tr>
<td><strong>Full-Range</strong></td>
<td>The full range of courses offered in the Business and Technology Departments.</td>
</tr>
<tr>
<td>3 Years</td>
<td>Fine/Applied Art</td>
</tr>
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<tr>
<th>If a student is planning to receive an associate’s degree of science in nursing (LPN), <strong>consider electing:</strong></th>
<th>If a student is planning pursuing a career in the trades, <strong>consider electing:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Years</td>
<td>English</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>Mathematics (4 Recommended)</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>Science (including Biology, Chemistry, or Anatomy &amp; Physiology)</td>
</tr>
<tr>
<td>3 Years</td>
<td>Social Studies (U.S. History Required)</td>
</tr>
<tr>
<td>2 Years</td>
<td>Foreign Language</td>
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</table>
January 5, 2017

Dear Students and Parents:

Middleborough High School will soon begin the Aspen online course selection process for the 2017-2018 academic school year. On Thursday, January 12, 2017 during advisory homeroom, students will be given a computer-generated access code unique to themselves, as well as access to our Program of Studies, instructions for course selection in the Aspen System, and a “4 Year Plan,” worksheet. The online course selection instructions and Program of Studies will also be made available on the MHS website. Please check the Guidance Department website for access to all of this information. We are hosting a Program of Studies/Aspen Scheduling Information Night on Thursday January 12th at 6:30 pm in the MHS Library. Mr. Branagan and the Guidance Department will provide a step by step overview of the online selection process as well as review pertinent academic information, including any changes to the Program of Studies for the next school year. If you do not have internet access at home or you have questions regarding this process, please join us at 5:30pm on January 12th in the computer labs located in rooms 223 and 225 at MHS. Please bring your Aspen code. On January 17th-20th the guidance department will be set up in the cafeteria during lunch to assist students with the course selection process.

Students must select courses totaling a minimum of 40 credits to complete their schedule. For most students, that will mean five major courses including: English, Mathematics, Science, History, Foreign Language, P.E. and 15 credits of elective courses (some may also be graduation requirements) such as: Fine Arts and Technology. It is recommended that students select enough elective credits to surpass the 40 credit minimum to help students to get their desired electives. Please do not sign up for more than 50 credits. MHS Graduation Requirements can be found on the beginning pages of the Program of Studies and on the Guidance Department Website.

Our scheduling methodology at MHS is student-driven. This means Middleborough High School students, including incoming grade 9 students, will choose the courses and course levels that they will take. We strongly encourage parent/guardian involvement to help students make appropriate course and level selections. We want all students to challenge themselves, but we also want to make sure that their placement in courses is appropriate, realistic and is consistent with their past levels of achievement and effort. Students’ course selections will be reviewed by content-specific teachers and your guidance counselor to ensure appropriateness. Recommendations of courses and levels may be made by the high school staff based on student’s demonstrated progress and performance. In the event that staff does not support a student-selected course or level, a meeting may be scheduled to discuss the best option for the student as a team.
All students must complete the online Course Selection process via the Aspen program during the time span of January 13, 2017 through January 27, 2017. Your Guidance Counselor will then begin to review course selections made by students for sequential course accuracy, level accuracy and graduation requirement needs. The Guidance Counselors also reserve the right to place students in courses for which no selections have been made by either student or parent. It is important for students and parents to conduct the online course selection process together. If you do not know your Aspen log-in, or if you need your account to be reactivated, please email Katie Goodine at: kgoodine@middleboro.k12.ma.us.

Special Education students and English Language Learners should also complete the online course selection process to the extent that it is appropriate. For students on IEP’s, the Special Education Department will work together with the Guidance Department to meet student needs related to course selections.

After reviewing the Program of Studies, students and parents who have questions about course offerings and/or the course selection process should begin by contacting the student’s current Guidance Counselor. Please feel free to email your child’s Guidance Counselor in order to address your needs.

On behalf of the Middleborough Guidance Department, we look forward to working with students and families to ensure a smooth process of course selection and student scheduling.

Sincerely,

The Middleborough High School Guidance Department

Middleborough High School Guidance Department Contact Information:

Amy Beirne: (Last names A-E) abeirne@middleboro.k12.ma.us 508-946-2014 x 3111
Ashley Baron Fontaine: (Last names F-M) abaron@middleboro.k12.ma.us 508-946-2014 x 3110
Stephen E. Goldman: (Last names N-Z) sgoldman@middleboro.k12.ma.us 508-946-2014 x 3133

Nichols Middle School Guidance Department Contact Information:

Leslie Buron buronl@middleboro.k12.ma.us (508) 946-2020
Susan Creditor screditor@middleboro.k12.ma.us (508) 946-2020
Middleborough High School Scheduling Process

Online Aspen/X2 Course Selection Process

Middleborough High School’s master schedule is designed with many variables in mind. It is the intent of the Building Administration, counselors and staff to not only offer a well-designed schedule, but one that puts equal emphasis on the placement of a large percentage of student elective interests. Since the entire program is designed each Spring in accordance with requests made by the students; with advice of counselors, and the approval of parents, while also adhering to School Committee approval; staffing needs, staffing schedules; student interest levels, and budget as well as building facility demands – no request for a change in a student’s schedule will be honored unless extraordinary circumstances exist.

See your Guidance Counselor if you feel you have an extraordinary circumstance.

After the start of the school year, unless there is a scheduling conflict, there will be no changes made to a student’s full year schedule with the exception of any of the following conditions:

- A change in academic level is needed
- A move of students from one section to another to balance classes within a department
- A change to correct an error in a schedule
- A recommendation for a change resulting from a pre-referral conference; DCAP or 504 plan initiative; an IEP/Team Meeting; or ELL contact

**Note:** If a student desires a change in academic level, approval will only be granted by the principal after the student, teacher, guidance counselor, parent(s) /guardian(s) communicate and agree to the change.

Reasons for change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate justifications for a schedule change and will not be honored. This is why it is important to choose your courses carefully after careful consideration of the Program of Studies.

No course will be changed without the completion of the ADD/DROP form that provides written acknowledgement from the student's parent/guardian, approval from the teacher and the department chair, the guidance counselor and final approval by the building principal. If a change of course request is approved, the guidance counselor will conduct an ADD/WITHDRAWAL of the appropriate courses. Should the request be denied, an appeal by the parent of the student may be made through the head of the department in which the course is offered or through the principal.

**Note:** With any change in ability level within a department, the student's numerical average will be forwarded to the new teacher. Once school has begun, all dropped courses will appear as WITHDRAWN courses and a (“W”) will appear on a student’s transcript. The student’s earned grade for the term/semester will also appear on the student’s permanent transcript. We are required by the State’s Department of Education to present snapshots of student schedules at the commencement of a school year. Any changes made to student schedules must be posted to the State and reflected on students' transcripts accordingly.
# Contact Information

**Telephone Extensions**

Dial 508-946-2010 and the extension listed below

<table>
<thead>
<tr>
<th>Department Curriculum Coordinators:</th>
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<tbody>
<tr>
<td>Mrs. Jamie MacLeod</td>
<td>~ English Language Arts 3136</td>
</tr>
<tr>
<td>Mr. Scott Nelson</td>
<td>~ Science and Technology 3130</td>
</tr>
<tr>
<td>Ms. Danielle Duggan</td>
<td>~ Fine Arts 3199</td>
</tr>
<tr>
<td>Mr. Sean Kinney</td>
<td>~ Foreign Language 3137</td>
</tr>
<tr>
<td>Ms. Victoria Miles</td>
<td>~ Mathematics 3187</td>
</tr>
<tr>
<td>Mr. Matthew Osgood</td>
<td>~ History and Social Studies 3135</td>
</tr>
<tr>
<td>Mrs. Donna Phillips</td>
<td>~ Library / Media 3131</td>
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<tr>
<th>Guidance Counselors:</th>
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</thead>
<tbody>
<tr>
<td>Mrs. Ashley Baron Fontaine</td>
<td>3111</td>
</tr>
<tr>
<td>Mrs. Amy Beirne</td>
<td>3110</td>
</tr>
<tr>
<td>Mr. Stephen Goldman</td>
<td>3133</td>
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</table>

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<thead>
<tr>
<th>General Information:</th>
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<tbody>
<tr>
<td>Mr. Paul Branagan</td>
<td>~ Principal 3102</td>
</tr>
<tr>
<td>Ms. Danielle Jameson</td>
<td>~ Assistant Principal 3106</td>
</tr>
<tr>
<td>Mr. Andrew Dizel</td>
<td>~ Assistant Principal 3103</td>
</tr>
<tr>
<td>Mr. Michael Perry</td>
<td>~ Physical Education 3116</td>
</tr>
<tr>
<td>Mr. Joshua Porter</td>
<td>~ Futures Program 3181</td>
</tr>
<tr>
<td>Mrs. Melanie Gates</td>
<td>~ Director of STEM 6191</td>
</tr>
<tr>
<td>Mrs. Jennifer Healy</td>
<td>~ Special Education Facilitator (6-12) 3577</td>
</tr>
</tbody>
</table>
School Guidance Counseling

The developmental counseling curriculum at Middleborough High School will help students to feel supported and safe at school, develop interpersonal skills for positive social interactions, understand their personal strengths and challenges, provide information and support to students regarding adjusting to MHS, address personal and academic issues that students encounter, and assist students in making well-informed post-secondary decisions and plans.

Students will be provided with multiple opportunities to demonstrate proficiency regarding the following school-wide learning expectations:

Learning Expectations: School Guidance Counseling

1. Clearly, Fluently, and Confidently Presents Ideas
Students must develop and extensively support main ideas in depth by use of effective details and/or vivid examples. The ideas presented should be in a logical sequence appropriate to the task at hand. There is detailed attention paid to the successful execution of conventions to the specific discipline.

2. Acquire and assess information for a purpose
Students must consistently locate and acquire relevant information while assessing the effectiveness and applicability of the acquired information.
Middleborough High School’s Guidance Department
Massachusetts Model for Comprehensive School Counseling Programs

Massachusetts Model Mission Statement: Massachusetts school counselors will develop and deliver counseling programs and services that provide all students with the requisite knowledge and skills for success in the academic/technical, workplace readiness, and personal/social domains.

GOAL 1: Academic/Technical Achievement: In order to improve student achievement and promote a commitment to lifelong learning for all students, school counselors will provide programs, classroom-based interventions and group and/or individual counseling that:

- **Objective 1**: focus on the development of attitudes, knowledge and skills necessary for success in higher education, the workplace and other post-secondary options.
- **Objective 2**: use district/school data to design and deliver counseling programs and services.
- **Objective 3**: are informed by participation on school improvement teams and the development of school improvement plans.

GOAL 2: Workplace Readiness/Career Planning:
To promote in all students a sense of purpose and an understanding of their unique interests, strengths and limitations, school counselors will provide programs, classroom-based interventions and group and/or individual counseling that:

- **Objective 1**: assist students in making well-informed post-secondary decisions and plans.
- **Objective 2**: focus on integrating academic, technical and employability skill development.

GOAL 3: Personal and Social Development:
To promote the positive personal and social development of all students within a safe learning environment, school counselors will provide programs, classroom-based interventions and group and/or individual counseling that:

- **Objective 1**: feel supported and safe at school.
- **Objective 2**: develop interpersonal skills for positive social interactions.
- **Objective 3**: understand their personal strengths and challenges.

All implementation of school counseling interventions are in accordance with the Massachusetts Career Development Education (CDE) Benchmarks presented by the Massachusetts School Counselors Association (MASCA)
Helping our Students Become Both College and Career Ready

We believe that our students need to prepare for both college and career in a seamless and integrated way. We are dedicated to equipping them with the knowledge, skills and experiences they need to take ownership over their plans after high school. We want to help our students see the connections between the academic learning that they do in the classroom and the application of that knowledge out in the larger world. This body of learning is therefore a part of our Program of Study.

At Middleborough High School, we are proud members of a large statewide network of high schools that offer students opportunities for career preparation. The network is led by the state’s Connecting Activities initiative, which is managed by the MA Department of Elementary and Secondary Education. It enables our school to connect with our regional workforce system, and through it, to many local businesses that support our education enterprise. Our partnership with the Connecting Activities initiative is one of the primary avenues to offer career development opportunities for our students.

Career Development Education (CDE), which generally refers to curriculum and instruction designed to help students prepare for the vast range of career opportunities after completion of their education, is intended to be integrated into students’ learning experiences. Here are some of the CDE activities offered to our students through collaborations led and/or supported by our Connecting Activities partnership:

- Career awareness activities that help introduce our students to the world of work, including research about Labor Market Information
- Guest speaker series in which employers describe their industry sector and occupations, and personal career paths
- Field trips to visit particular organizations or to participate in industry-related events, such as fire science or construction career days
- Career Fairs and Job Fairs
- Work readiness training and supports for job search
- Structured work experiences through our internship and childcare program, which are offered for academic credit and reflected in our students’ transcripts

Career Development Education is an important aspect of preparing students for success after high school. Please consult with your guidance counselor to learn more and to take full advantage of all we have to offer in the area of CDE.
Guidance Curriculum

Goal: To promote College and Career Readiness for all students at Middleborough High School.

Method:
1. Classroom Instructions/Assessment
2. Interdisciplinary Curriculum Units/Activities
3. Large and Small Group Instructional Activities, Presentations and Assessments
4. Parental Educational Outreach
5. Responsive Services:
   a. Individual Small Group Counseling
   b. Consultations
   c. Outside Referrals
   d. School wide intervention programs
   e. Preventative interventions
   f. Crisis Counseling
   g. Student assistance teams
6. Individual Planning
   a. Individual/ small group appraisal
   b. Student monitoring
   c. Referral/placement
   d. Portfolio Development
7. Systems Support
   a. Program Management
   b. Student Assessment
   c. Public Relations and Community Outreach
   d. Professional Development

Grade Nine:
To support grade nine students with their transition to high school, self-awareness, and to foster the development of a four year high school plan.

Grade Ten:
To enhance all students in the tenth grade with skills in applying economic and societal information to personal and career management, skills in evaluating career plans and decisions in relation to aptitudes, values and interests, and knowledge of how and where to access career and labor market information and knowledge of industry’s role in local, national, and global arenas.
Grade Eleven:
To provide students with information and an interactive dialogue on the college application process, college readiness, and post-secondary planning.

Grade Twelve:
To provide information and support to students in their transition to their post-secondary plans.

The Advisory Component of the Guidance Program
As you read above there are many facets of the Comprehensive Guidance Program. Advisory sessions will be an important aspect of the Comprehensive Guidance Program where students will meet in small groups and their advisor monthly. The goal of the advisory component of the Comprehensive Guidance Program is to foster effective relationship between students and faculty, and to provide an interactive dialogue regarding self-discovery and career and college readiness. Students are expected to be present for each session and to be ready to learn.
Advanced Placement Capstone

AP Capstone is an innovative program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. The big ideas and learning objectives in the program reflect the core academic skills needed for college, career and life readiness identified by leading educational organizations. We are proud to be among the first schools in the country offering this program to students.

The AP seminar and AP Research distinguish the features of AP Capstone. The skills needed in other AP classes and college is presented in these courses.

The aim is to help students complete the following:

- Analyze topics through different lenses for greater meaning or understanding
- Plan and conduct a study/investigation
- Propose solutions to real world problems
- Collaborate to solve a problem
- Plan and produce communication
- Integrate, synthesize and make cross-cultural connections.

How AP Capstone Works

Students typically take AP Seminar in the 10th or 11th grade, followed by AP Research. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. This signifies their outstanding academic achievement and attainment of college-level academic and research skills.

When students complete a series of AP courses, AP Seminar, and AP Research, they may be eligible for the AP Capstone Diploma. The Capstone program begins with AP seminar in the sophomore year.
760-AP  
Seminar  
Advanced Placement  
Credits: 7.5

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical text; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

770-AP  
Research  
Advanced Placement  
Credits: 7.5

Prerequisite: AP Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question.

In the AP Research course, students further develop the skills acquired in the AP Research course, students further develop the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of approximately 4000-5000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Note:

Students typically take AP Seminar in the 10th or 11th grade, followed by AP Research. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. This signifies their outstanding academic achievement and attainment of college-level academic and research skills.

Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate signifying their attainment of college-level academic and research skills.
English Language Arts

English courses are designed to develop a student’s ability to read, write, and speak effectively. Courses are designed to focus on depth of knowledge rather than broad coverage. Core courses immerse students in a literate environment where they are provided with opportunities to acquire the essential knowledge and skills to become effective critical thinkers, speakers, and writers. Students are expected to be conscientious citizens who value literacy in their everyday lives, and apply their knowledge and skills in authentic situations through speaking, listening, reading, and writing. Each course fosters high levels of expectation and achievement in the development of the four domains of language arts. Core courses also recognize the value of diversity that is cultivated through an appreciation of multicultural traditions in our country and the world.

Learning Expectations: English

1. Clearly, Fluently, and Confidently Presents Ideas
   Students must develop and extensively support main ideas in depth by use of effective details and/or vivid examples. The ideas presented should be in a logical sequence appropriate to the task at hand. There is detailed attention paid to the successful execution of conventions to the specific discipline.

2. Acquire and assess information for a purpose
   Students must consistently locate and acquire relevant information while assessing the effectiveness and applicability of the acquired information.

5. Create original products that demonstrate skills and knowledge
   Students must apply skills in a unique and imaginative way to demonstrate extensive knowledge on a specific topic, while ethically utilizing resources.
## Pathways: English Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>Core</th>
<th>Elective</th>
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</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>English 9</td>
<td>Reading and Writing Poetry, Journalism I, Irish Literature and Culture, Mythology, Gender Studies, ELA Strategies I</td>
</tr>
<tr>
<td>Grade 10</td>
<td>English 10</td>
<td>Reading and Writing Poetry, Journalism I and II, Irish Literature and Culture, Mythology, Gender Studies, ELA Strategies II</td>
</tr>
<tr>
<td>Grade 11</td>
<td>English 11, AP Language &amp; Composition, AP Literature &amp; Composition</td>
<td>Reading and Writing Poetry, Journalism I and II, Irish Literature and Culture, Mythology, Gender Studies</td>
</tr>
</tbody>
</table>
**English 9**

The purpose of this course is to help students become more effective readers and writers. English 9 courses explore diverse cultures through the study of various genres. Students will explore the journey of self-discovery as a universal theme. The research and writing process is emphasized throughout the year as students learn to craft better arguments by generating their own thesis statements, gathering, organizing and analyzing evidence, and revising earlier drafts of their work. Students are expected to use current technology to research and develop several projects, many of them oral presentations. Common assessments will be given for all levels.

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**011-H**  
**English 9 Honors**  
Credits: 5.0

English 9 Honors emphasizes composition, interdisciplinary readings, and reading and writing expository prose. The depth and design of instructional delivery is rigorous as the student begins the pathway to a four-year college or university. Additional challenging expository readings will be used to emphasize critical thinking, writing and reading skills. There is an emphasis on independent work and thoughtful reflection, challenging the student to synthesize material by developing long-range projects and presentations. This body of work will include a study of the fundamentals of writing a research paper in Modern Language Association (MLA) format, a number of analytical papers, and several oral presentations.

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**012-CP**  
**English 9 College Prep**  
Credits: 5.0

English 9 College Prep emphasizes composition. Instruction meets or exceeds all current mastery standards and benchmarks described in the district’s Frameworks. The depth and design of instructional delivery is geared toward preparing the student for the expectation and level of rigor of a four-year college or university. There is an emphasis on analysis of material leading toward synthesis as the student is guided from more structured learning tasks to independence. The body of work will include a study of the fundamentals of writing a research paper in MLA format, two analytical papers, and at least one oral presentation.
English 10

This course will include an introduction to multiple genres in literature as well as rhetorical techniques with an emphasis on various levels of interpretation. The writing process is emphasized throughout the year as students continue to learn to craft better arguments by generating more complex thesis statements, gathering, organizing, and analyzing evidence, and revising earlier drafts of their work. Students will explore universal themes related to integrity and justice. Courses focus on various historical content areas, including Early American Colonialism through the Civil War, in order to develop interdisciplinary contexts and opportunities between History/Social Sciences and English Language Arts. MCAS preparation will continue throughout the semester with a heavy focus on reading comprehension, open response writing prompts, and long composition prompts. Students are expected to use current technology to research and develop several projects. Common assessments will be given for all levels.

021-H

English 10 Honors

Credits: 5.0

English 10 Honors emphasizes composition as well as, reading and writing expository prose. The depth and design of instructional delivery is rigorous as the student continues on the pathway to a four-year college or university. Challenging expository readings will be used to emphasize critical thinking, reading and writing skills. Students will write a multitude of MCAS-style open responses, in addition to MCAS-style long-composition pieces. There is an emphasis on independent work and thoughtful reflection challenging the student to synthesize material by developing long-range projects and presentations. This body of work will include at least one research paper in MLA format as well as several analytical papers and oral presentations.

022-CP

English 10 College Prep

Credits: 5.0

English 10 College Prep emphasizes composition. There is an emphasis on analysis of material leading toward synthesis as the student is guided from structured learning tasks to independence. The depth and design of instructional delivery is geared toward preparing the student for the expectations and rigor of a four-year college or university. Students will write a multitude of MCAS-style open responses, in addition to MCAS-style long composition pieces. The body of work will include at least one research paper in MLA format, two analytical papers, and one oral presentation.
**English 11**

English 11 focuses on various genres in literature with an emphasis on Post Civil War to Modern American Literature. Students critically examine the breadth, diversity, and evolution of American literature through extensive close readings of poems, novels, short stories, plays, and essays, focusing on the universal theme of an individual’s social responsibility. Emphasis is placed on closely reading and re-reading texts to identify patterns, contradictions, and the relationship between motifs and larger themes and ideas. Writing is emphasized throughout the course with special attention given to precise, well documented analytical essays. Essays vary in length and students are given the opportunity to improve their writing through the revision process. Students are expected to use current technology while conducting research for several projects. Common assessments for will be given for all levels.

**031-H  English 11 Honors**  
Credits: 5.0

English 11 Honors emphasizes the importance of the close reading of texts to identify complex themes and motifs. Students are introduced to a variety of literary criticisms, which they will use to support an original argument. Students will focus heavily on rhetorical analysis, which will allow them to hone their writing skills for argument and for the SAT. Challenging expository readings will be used to emphasize critical thinking, writing and reading skills. In both class discussions and compositions, students will apply close reading skills to demonstrate understanding of complex themes. The depth and design of instructional delivery is rigorous as the students continue on the pathway to a four-year college or university. The body of work includes a research paper in MLA format, a number of analytical papers, and oral presentations.

**032-CP  English 11 College Prep**  
Credits: 5.0

English 11 College Prep emphasizes the importance of the close reading of texts to identify complex themes and motifs. Students will be exposed to critical analysis essays and be asked to evaluate the validity of the writer’s point of view as well as use these essays to support their original analytical essays. In both class discussions and compositions, students will apply close reading skills to demonstrate understanding of complex themes. The depth and design of instructional delivery is geared toward preparing the student for the expectation and rigor of a four-year college or university. The body of work will include a research paper in MLA format, at least two analytical papers, and one oral presentation.
English 12

If students do not choose to take an AP course, they may choose from a variety of English 12 courses, all of which are one semester long. Upon completion of each course, all students will write an intensive research paper, which will serve as the common assessment for each course. Honors courses will include a longer research paper and more independent reading and writing throughout the semester.

046-H Theories of Violence in American Culture Credits: 5.0 Honors

This course will examine what lies behind America’s simultaneous disgust and obsession with violence, and the social and psychological effects generated by living in a culture of fear. Students will focus on the following essential questions: Is our culture truly built and maintained by violence or the threat of violence? Who has the “right” to use violence? Is violence an integral part of the American character? By analyzing the words and images of American culture, students will attempt to address these issues in an interdisciplinary format using a variety of lenses. Topics will include: violence in movies, on TV and in music; racial violence, mob mentality and group violence; domestic abuse; gangs; police brutality and social control; the portrayal of violence in the news; American foreign policy; violence in literature; problem solving and violence; gender and violence; children and schools; anti-violence and de-escalation. Students are expected to complete a significant amount of independent reading and a variety of writing assignments that focus on the different modes of discourse. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

047-CP Theories of Violence in American Culture Credits: 5.0 College Prep

This course will examine what lies behind America’s simultaneous disgust and obsession with violence, and the social and psychological effects generated by living in a culture of fear. Students will focus on the following essential questions: Is our culture truly built and maintained by violence or the threat of violence? Who has the “right” to use violence? Is violence an integral part of the American character? By analyzing the words and images of American culture, students will attempt to address these issues in an interdisciplinary format using a variety of lenses. Topics will include: violence in movies, on TV and in music; racial violence, mob mentality and group violence; domestic abuse; gangs; police brutality and social control; the portrayal of violence in the news; American foreign policy; violence in literature; problem solving and violence; gender and violence; children and schools; anti-violence and de-escalation. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.
048-H  **Dystopian Literature**
Honors  Credits: 5.0

In this course, students will investigate dystopian themes in literature, exploring how authors from various cultures and time periods have attempted to answer the essential question: Could a utopian society ever exist, and why does such a search for the perfect world typically backfire? Students will examine the use of propaganda, the restriction of freedom, constant surveillance, and the dehumanization of societies. By reading a variety of dystopian works, and viewing some dystopian films, students will identify and analyze how dystopian authors turn an inquisitive eye on their own societies. Critical and analytical discussions and writing will be required. Students are expected to complete a significant amount of independent reading and a variety of writing assignments that focus on the different modes of discourse. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

049-CP  **Dystopian Literature**
College Prep  Credits: 5.0

In this course, students will investigate dystopian themes in literature, exploring how authors from various cultures and time periods have attempted to answer the essential question: Could a utopian society ever exist, and why does such a search for the perfect world typically backfire? Students will examine the use of propaganda, the restriction of freedom, constant surveillance, and the dehumanization of societies. By reading a variety of dystopian works, and viewing some dystopian films, students will identify and analyze how dystopian authors turn an inquisitive eye on their own societies. Critical and analytical discussions and writing will be required. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

051-H  **Literature and Film**
Honors  Credits: 5.0

This course will explore the intersection of film and literature. In the process, students will be introduced to the history and theory of film by studying some masterworks of cinema. The course will also study how literary texts are translated into film. Students are expected to complete a significant amount of independent reading and a variety of writing assignments that focus on the different modes of discourse. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.
050-CP  **Literature and Film**  
College Prep  
 Credits: 5.0  

This course will explore the intersection of film and literature. In the process, students will be introduced to the history and theory of film by studying some masterworks of cinema. The course will also study how literary texts are translated into film. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

052-H  **War Literature**  
Honors  
 Credits: 5.0  

Given its perennial and pervasive nature in the world in which we live, war is often the subject of notable pieces of writing. In this course, students will read a selection of poems and novels as well as a variety of primary source materials. When appropriate, students will also examine passages from soldier’s diaries, documentaries, and films. Students are expected to complete a significant amount of independent reading and a variety of writing assignments that focus on the different modes of discourse. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

053-CP  **War Literature**  
College Prep  
 Credits: 5.0  

Given its perennial and pervasive nature in the world in which we live, war is often the subject of notable pieces of writing. In this course, students will read a selection of poems and novels as well as a variety of primary source materials. When appropriate, students will also examine passages from soldier’s diaries, documentaries, and films. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

054-H  **Communicating Your World**  
Honors  
 Credits: 5.0  

In this course, students will explore topics of individual interest and strengthen their communication skills in several modes. Students will begin by telling about their lives via first person narratives and memoirs. Students will also investigate individually chosen topics ranging from pop culture to politics, science to sports, education to entertainment, and inform and entertain others through short nonfiction pieces. In the second part of the course, students will use digital storytelling modes to transform selected first quarter pieces into podcasts and short videos. The course will culminate with an extended individual or paired portfolio that includes a combination of forms studied throughout the course. Students are expected to complete a significant amount of independent reading and a variety of writing assignments that focus on the different modes of discourse. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.
055-CP

**Communicating Your World**

College Prep

Credits: 5.0

In this course, students will explore topics of individual interest and strengthen their communication skills in several modes. Students will begin by telling about their lives via first person narratives and memoirs. Students will also investigate individually chosen topics ranging from pop culture to politics, science to sports, education to entertainment, and inform and entertain others through short nonfiction pieces. In the second part of the course, students will use digital storytelling modes to transform selected first quarter pieces into podcasts and short videos. The course will culminate with an extended individual or paired portfolio that includes a combination of forms studied throughout the course. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

056-H

**Contemporary Literature**

Honors

Credits: 5.0

In this course, students will study post-1950s literature from around the world and examine how this literature addresses contemporary issues. Students examine multiple genres to develop a sense of how particular genres are used today to represent ideas and events. Students analyze how the interpretations and themes of contemporary literature read in this course relate to the current time period as well as historical moments. Students reflect on how cultures and societies mirror each other throughout time and space, creating a deeper understanding of the human condition. Students are expected to complete a significant amount of independent reading and a variety of writing assignments that focus on the different modes of discourse. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

057-CP

**Contemporary Literature**

College Prep

Credits: 5.0

In this course, students will study post-1950s literature from around the world and examine how this literature addresses contemporary issues. Students examine multiple genres to develop a sense of how particular genres are used today to represent ideas and events. Students analyze how the interpretations and themes of contemporary literature read in this course relate to the current time period as well as historical moments. Students reflect on how cultures and societies mirror each other throughout time and space, creating a deeper understanding of the human condition. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.
058-H  
**Literature of Diversity**  
Honors  
Credits: 5.0  
The artistic expressions of people of color (African-Americans, Asians, Latinos, and Native Americans) are celebrated through the readings of novels, short stories, poetry, drama, and non-fiction. Special contributions of ethnic and religious racial groups to the American community are explored. Students are expected to complete a significant amount of independent reading and a variety of writing assignments that focus on the different modes of discourse. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

059-CP  
**Literature of Diversity**  
College Prep  
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060-H  
**Sports Writing and Literature**  
Honors  
Credits: 5.0  
In Sports Writing and Literature, students will read both nonfiction and fiction sports writing. This course will focus on the use of sports in literature and journalism and its relevance in today’s society. Students will examine various short stories, novels, and magazine and newspaper articles, as well as write their opinions about several themes within the writing. Students will study main ideas that include leadership and character, current trends, rivalries, definitions of success and failure, jinxes and fate, heroes, and coaching ethics. Students will also analyze modern sports writing, talk radio, documentaries, and films. Those taking this class should have an interest in both athletics and literature. Students are expected to complete a significant amount of independent reading and a variety of writing assignments that focus on the different modes of discourse. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.
061-CP  Sports Writing and Literature  Credits: 5.0
College Prep

In Sports Writing and Literature, students will read both nonfiction and fiction sports writing. This course will focus on the use of sports in literature and journalism and its relevance in today’s society. Students will examine various short stories, novels, and magazine and newspaper articles, as well as write their opinions about several themes within the writing. Students will study main ideas that include leadership and character, current trends, rivalries, definitions of success and failure, jinxes and fate, heroes, and coaching ethics. Students will also analyze modern sports writing, talk radio, documentaries, and films. Those taking this class should have an interest in both athletics and literature. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

062-H  Memoir Writing  Credits: 5.0
Honors

In this course, students will decide what story to tell and the best way in which to tell it. Students will compose their own memoirs and will read excerpts from a variety of famous memoirs. Through varied and comprehensive writing exercises, students will learn how to sharpen their instincts and hone their storytelling craft, and how to find their true voice, which will make their stories unique and authentic. Memoir Writing will teach students how to dig deeper into their life experiences in order to mine important memories that will enable them to add incredible depth and richness their stories. Students are expected to complete a significant amount of independent reading and a variety of writing assignments that focus on the different modes of discourse. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

063-CP  Memoir Writing  Credits: 5.0
College Prep

In this course, students will decide what story to tell and the best way in which to tell it. Students will compose their own memoirs and will read excerpts from a variety of famous memoirs. Through varied and comprehensive writing exercises, students will learn how to sharpen their instincts and hone their storytelling craft, and how to find their true voice, which will make their stories unique and authentic. Memoir Writing will teach students how to dig deeper into their life experiences in order to mine important memories that will enable them to add incredible depth and richness their stories. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.
064-H    Contemporary Rhetoric
Honors
Credits: 5.0

Rhetoric is the study of how we make meaning through purposeful communication and persuasion. In this course, students will explore our contemporary understandings of cultures and identity through an investigation of mass media, political culture, social trends, and current issues. Students will engage with 20th and 21st century texts from not only traditional modes of writing (e.g. essays, blogs, articles, poetry, narrative), but also digital forms, visuals, and material mediums (e.g. social media, documentary, art, monuments). The goal of this course is for students to investigate rhetoric in their daily lives to become informed citizens who are able to think critically, argue effectively, and communicate clearly about the world in which we live. Students are expected to complete a significant amount of independent reading and a variety of writing assignments that focus on the different modes of discourse. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

065-CP    Contemporary Rhetoric
College Prep
Credits: 5.0

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066-H    Gothic and Horror Literature
Honors
Credits: 5.0

Students will study both contemporary and classic authors such as Hawthorne, Shelley, Poe, and Stephen King. Topics of study connected to these works and authors will include the psychology of horror, why people like to be scared, and how the genre has evolved to what it is today. Students are expected to complete a significant amount of independent reading and a variety of writing assignments that focus on the different modes of discourse. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.
067-CP  Gothic and Horror Literature  Credits: 5.0
College Prep

Students will study both contemporary and classic authors such as Hawthorne, Shelley, Poe, and Stephen King. Topics of study connected to these works and authors will include the psychology of horror, why people like to be scared, and how the genre has evolved to what it is today. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

068-H  Literature and Psychology  Credits: 5.0
Honors

This course uses psychology as a lens through which to more accurately view and understand humanity as it is expressed in literature. The nature of personality, human motivation, conformity, and the search for identity are some of the psychological topics that will be analyzed within the context of literature. Sensitive issues such as suicide, abuse, and depression, will be examined. The aim of this course is to specifically examine written literary works and unusual patterns of behavior and emotion. Using psychological theories as a guide, students will examine the minds of literary characters. Students will also examine the interconnectedness of mental instability, power, gender roles, perseverance, and the struggle to escape. Students are expected to complete a significant amount of independent reading and a variety of writing assignments that focus on the different modes of discourse. Upon completion of the course, all students will write an intensive research paper for the final curriculum embedded performance assessment.

069-CP  Literature and Psychology  Credits: 5.0
College Prep

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Advanced Placement English

030-AP  English Language and Composition  Credits: 7.5
Advanced Placement

Open to: Grades 11, 12

This college-level course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods, and gain understanding of the connections between writing and interpretive skill in reading. Concurrently, to reflect the increasing importance of graphics and visual images in texts published in print and electronic media, students are asked to analyze how such images both relate to written texts and serve as alternative forms of texts themselves. The course emphasizes expository, analytical, and argumentative writing with a focus on rhetorical technique and purpose which form the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. Students will learn to move beyond the programmatic and formulaic responses and to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. Students will read primary and secondary sources, synthesize material from these texts in their own compositions, and cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA). Students are expected to take the AP English Language and Composition exam offered in May.

040-AP  English Literature and Composition  Credits: 7.5
Advanced Placement

Open to: Grades 11, 12

This course includes a study of various genres in contemporary and canonical World Literature. In order to prepare students for the competitive AP examination, the course emphasizes composition, interdisciplinary readings, as well as reading and writing prose and poetry. The course is geared toward preparing the student for the rigor and expectation of a four-year college or university. University level textbooks including challenging expository and critical readings will be used on a daily basis. There is an emphasis on independent work, challenging the student to synthesize material, reflect thoughtfully and self-assess his/her learning. The approach of this class demands that students participate in group inquiry through discussion as this fosters independent inquiry that is essential to success on the AP examination. The body of work focuses on long-range projects and presentations, which include a research paper in MLA format, a number of analytical papers and several oral presentations. Summer reading at the AP level consists of reading two books with written and oral assessments given upon return to school. Students are expected to take the AP English exam offered in May.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>083</td>
<td><strong>Mythology</strong></td>
<td>2.5</td>
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<tr>
<td>084</td>
<td><strong>Irish Literature and Culture</strong></td>
<td>2.5</td>
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<tr>
<td>034-CP</td>
<td><strong>Journalism I</strong></td>
<td>5.0</td>
</tr>
<tr>
<td>045-CP</td>
<td><strong>Journalism II</strong></td>
<td>5.0</td>
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### Mythology
Open to: Grades 9, 10, 11, 12

The course allows students to explore the world of mythical and biblical allusions. Students will focus on popular Greek myths and Biblical allusions and discuss how the universal appeal of these tales and how authors recreate them in modern literature. Students will draw upon these tales to discuss the significance of universal concepts authors repeat in modern literature. There will be pairings of Greek and Biblical allusions with modern short stories and poems.

### Irish Literature and Culture
Open to: Grades 9, 10, 11, 12

The course is an intense survey of Irish Literature and film. The reading in this course will be rigorous. Students should be prepared to read independently and come to class ready to analytically discuss the literature daily. Irish music and lyrics will also be part of the course. The cultural aspects of Irish life – traditions, rituals, family, religion – will also be incorporated as well in each unit. All major literary genres will be approached: the short story, the novel, the poem and song lyric, and finally drama.

### Journalism I
Open to: Grades 9, 10, 11, 12

This course allows students to explore the world of journalistic writing primarily for the print medium and a brief overview of broadcast journalism. Students will focus on different types of journalistic writing, such as feature articles, hard news articles, sports articles, and editorials. Students will learn various aspects of layout and design leading to the publication of weekly newsletters for Middleborough High School.

### Journalism II
Open to: Grades 10, 11, 12 who have successfully passed Journalism I

This course is only open to students who have successfully completed Journalism I. The focus of this course will be to conduct interviews for various types of journalistic writing, such as feature articles, hard news articles, sports articles, and editorials. Students will be in charge of leading Journalism I students in various aspects of layout and design leading to the publication of weekly newsletters for Middleborough High School. Students who have successfully taken Journalism I may take this course several times.
Reading and Writing Poetry

Credits: 2.5

Open to: Grades 9, 10, 11, 12

This course encourages students to express their creative flair, as they read and explore the poems of well-known writers and write their own original poetry. Students will explore the many forms, subjects, and themes of poetry, and will write their own poems with attention to personal and artistic expression. By the end of the course, students will revise their written work and publish it on the class Wiki.

Gender Studies

Credits: 2.5

Open to: Grades 9, 10, 11, 12

This course focuses on the ever-changing role of women in society. Students will explore the following questions and concepts: What effect did the Women’s Rights Movement have on literature? How has the role of women evolved in various cultures around the world? How has time changed the role of women, or has that role changed? Students will consider these questions as they examine works written by a number of authors including: Kate Chopin, Margaret Atwood, Louisa May Alcott, and Sophie Kinsella. Students will also examine the treatment of women in various cultures around the world. Through the use of film, literature and television, students will explore the ever changing role of women in various cultures and societies over the past seventy years. Students are expected to participate in in-depth discussions and text analysis, complete daily and long-term reading assignments, and write several research and thesis papers incorporating both primary and secondary sources.

ELA Strategies I

Credits: 2.5

Open to: Grade 9

This course supports the English Language Arts Curriculum Frameworks standard, Understanding a Text, which states that: “Students will identify the basic facts and main ideas in a text and use them as a basis for interpretation.” As this standard describes a significant component of the MCAS test, this course is designed to supplement the core English course and focus students on specific critical areas of the test. This course will move student understanding beyond literal comprehension to increase students’ abilities to read and think analytically and critically and to write effective summaries interpreting the author’s intent. A variety of readings, including short stories, essays and excerpts from longer works, will be utilized to expose students to different types of writing. Students will work to demonstrate understanding of literary terms and concepts; identify and analyze main ideas, themes and author’s purpose; and develop a well-organized, well-supported and fluent interpretive summary. Students are selected for this course.
Open to: Grades 10

This course supports the English Language Arts Curriculum Frameworks standard in Non-fiction, which states that: “Students will identify, analyze and apply knowledge of the purpose, structure and elements of non-fiction… and provide evidence from the text to support their understanding.” As this standard describes a significant component of the MCAS test, this course is designed to supplement the core English course and focus students on specific critical areas of the test. The course is reading intensive and is based upon essays and other forms that include a variety of non-fiction genres such as autobiography, biography, expository writing, as well as magazine and newspaper articles. Student writing focuses on the analytical and reflects the non-fiction genres examined in class. The course will increase student understanding and consideration of how authors’ use of structure, logic, tone, style, and evidence support a thesis and extended argument. The progress students make at each stage of intervention is closely monitored. Students are selected to this course.
Mathematics

The Mathematics Department offers a variety of courses that appeal to students with diverse interests and learning styles. Our goal is to provide standards-based, student centered instruction in every math class. Through problem solving experiences, hands-on exploration, discovery and discussion coupled with technology, students will make sense of mathematics and appreciate its power.

Each course within this department is aligned with the 2011 MA State Curriculum Framework for Mathematics. Within this framework, there are Eight Standards for Mathematical Practice that students proficient in math should meet. These eight standards are essentially habits of mind that students of mathematics courses should be developing while they explore the content. They are as follows:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

In addition to the standards for mathematical practice, MHS has adopted 21st century learning expectations that we believe will help students enter college and/or the workplace. The specific learning standards that will be assessed for students enrolled in mathematics courses are the following:

3. Apply Critical and Analytical Thinking to Solve Problems
Students must clearly state and comprehensively describe the problem at hand then identify highly effective solutions based on comprehensively gathered information. Their solution should successfully identify conclusions, implications, and consequences.

5. Create original products that demonstrate skills and knowledge
Students must apply skills in a unique and imaginative way to demonstrate extensive knowledge on a specific topic, while ethically utilizing resources.
## Pathways: Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Core</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Algebra I, Geometry</td>
<td>Math Strategies I</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Geometry, Algebra II, AP Statistics</td>
<td>Math Strategies II, Discrete Mathematics</td>
</tr>
</tbody>
</table>

*Courses will be offered on a rotating basis, in collaboration with Massasoit Community College as part of the “Jim Braga Pathway to Business”, and qualify as Grade 12 Mathematics.
101-H  **Algebra I**

**Honors**

Credits: 7.5

A review of simplifying expressions and solving equations will be supplemented with extensive problem solving. Topics include exploring expressions, solving equations, working with functions and rational numbers, solving and graphing linear equations, proportional reasoning, graphing relations and functions, analyzing linear equations, solving linear inequalities, solving systems of equations in two variables, exploring and factoring polynomials, solving and graphing quadratic functions, simplifying rational and radical expressions and exponential functions. Students should expect challenging enrichment activities. This course is designed for the very motivated student who needs a strong foundation for advanced mathematical study. Successful completion of this course is designed to prepare students for Geometry Honors. A graphing calculator such as TI-84 PLUS CE is strongly suggested.

102-CP  **Algebra I**

**College Prep**

Credits: 7.5

This course in Algebra requires proficiency with the arithmetic processes of signed numbers, fractions, decimals and percentages. The course will extend math topics including evaluating expressions, solving equations, working with functions, computing with rational numbers, solving linear equations and proportional reasoning. Students will learn to recognize and graph relations and functions, analyze linear equations, solve and graph linear inequalities and solve systems of equations in two variables. They will simplify and solve absolute value expressions and equations. They will explore polynomials, factor polynomials, solve and graph quadratic functions, simplify rational and radical expressions and exponential functions. Students should expect frequent homework. Successful completion of this course is designed to prepare students for Geometry CP. A graphing calculator such as TI-84 PLUS CE is strongly suggested.

111-H  **Geometry**

**Honors**

Credits: 5.0

Honors Geometry introduces students to vocabulary, concepts, formulas and methods of reasoning that will be essential in advanced math classes. The course content develops knowledge of the procedures of logic necessary for solving problems and proving theorems. Several methods of proof are explored and utilized to master traditional theorems. The relationships that exist among geometric figures, both plane and three-dimensional, will be developed sequentially through the topics of congruence and similarity. The importance of ratio and proportion, translation, reflection, rotation and dilation will be explored along with their applications to real life problems. Students will use the concepts of perimeter, area, and volume to solve many real life problems. Two-column, paragraph, coordinate and indirect proofs will be a major emphasis during the course. Students will become adept at using right triangle trigonometry to solve real world and math problems. Projects done outside of class will be required of each student each term to give students the opportunity to do in-depth research.
112-CP  
**Geometry**  
College Prep

Credits: 5.0

Geometry develops knowledge of the procedures of logic necessary for solving problems and proving theorems. Algebraic skills and concepts as well as the two-column proof are used to achieve this goal. The relationships that exist among geometric figures will be developed sequentially and used to derive important mathematical formulas. The concepts of congruence and similarity will be explored along with their applications in solving real world problems. Strategies for solving ratio and proportion problems will be explored and emphasized. Students will use right triangle trigonometry to solve real world and math problems. Construction of geometric figures will assist students to improve their understanding of the many concepts presented. Traditional theorems, postulates, and properties are introduced and will be used extensively throughout the course.

121-H  
**Algebra II**  
Honors

Credits: 5.0

Algebra II Honors will extend the work done with graphing equations and inequalities, and solving systems of linear equations and inequalities. Topics in Algebra II Honors include using matrices to solve systems of linear equations, exploring polynomial expressions, and simplifying radical and rational expressions. Students will deepen their understanding of quadratic functions and inequalities. In addition, students will be able to solve problems involving conic sections, work with exponential and logarithmic functions, investigate sequences, series, and discrete mathematics, and understand and apply trigonometric functions. There will be a heavy emphasis on the use of handheld technology in conjunction with the math topics in this course. A graphing calculator such as TI-84 PLUS CE is strongly suggested.

122-CP  
**Algebra II**  
College Prep

Credits: 5.0

Algebra II CP will extend the work done with linear equations and inequalities, graphing linear relations and functions, and solving systems of equations and inequalities. Students will apply matrices when solving systems of equations. They will explore piece-wise and other non-linear functions. They will simplify radical and polynomial expressions. They will be able to solve radical and quadratic equations using algebraic and graphical methods. A graphing calculator such as TI-84 PLUS CE is strongly suggested.
123-CPA  
**Algebra II**  
College Prep Applied  
Credits: 5.0

Algebra II CP Applied will extend the work done with linear equations and inequalities. Students will solve systems of linear equations and inequalities using a variety of strategies. The course will focus on real world applications of algebra. Students will solve and graph absolute value functions and inequalities in one and two variables. They will explore quadratic and exponential expressions and functions. They will be able to solve quadratic functions using graphical and algebraic methods. Students will perform operations on polynomial expressions. This course is designed to support students who have not been successful with Math MCAS in previous years.

1415-AP  
**Statistics**  
Advanced Placement  
Credits: 7.5

Closed to: Students who successfully competed 1416-H or 142-CP

Advanced Placement Statistics is a course designed to prepare students for the AP Statistics Exam. The course emphasizes the exploration and interpretation of univariate and bivariate data through graphical and numerical displays and summaries. This includes dot plots, stem plots, histograms and cumulative frequency plots. Data is analyzed using measures of central tendency, measuring spread and measuring position. Students will also learn how to plan a study by gathering appropriate information forming conjectures and interpretations of that information. Understanding basic probability theory and producing models using that theory are integral components of the course as well. Finally, students will confirm the validity of models through statistical inference by using confidence intervals and various tests of significance. A graphing calculator such as TI-84 PLUS CE is strongly suggested.

1416-H  
**Statistics**  
Honors  
Credits: 5.0

This course will focus on 9 primary standards in statistics: 1. summarize, represent, and interpret data on a single count or measurement variable, 2. summarize, represent, and interpret data on two categorical and quantitative variables, 3. interpret linear models, 4. understand and evaluate random processes underlying statistical experiments, 5. make inferences and justify conclusions from sample surveys, experiments, and observational studies, 6. understand independence and conditional probability and use them to interpret data, 7. use the rules of probability to compute probabilities of compound events in a uniform probability model, 8. calculate expected values and use them to solve problems, and 9. use probability to evaluate outcomes of decisions. This course will emphasize the theoretical concepts involved in statistical formulas. Topics in this course are introduced first from a mathematical approach where the mathematical methods are learned first. Understanding is then expanded through the use of activities and projects where students can apply the concepts. A graphing calculator such as TI-84 PLUS CE is strongly suggested.
142-CP  
**Statistics**  
College Prep  
Credits: 5.0


This course is designed as an activity based learning experience. A variety of hands-on activities and projects will be used to explore the concepts and discover the basic underlying mathematics involved in statistical methods. A graphing calculator such as Ti-84 PLUS CE is strongly suggested.

150-CP  
**Financial Literacy**  
College Prep  
Credits: 5.0

Open to: Grades 12

This course will focus on the mathematics of real-world finance, enabling students to become knowledgeable consumers. Topics include budgeting, money management, savings and loans, stocks and financial investments, insurance options, renting versus owning property, taxes, and credit. Instruction will engage students in grappling with a variety of financial situations.

131-H  
**Pre-Calculus**  
Honors  
Credits: 5.0

Honors Pre-Calculus is the study of the theory and application of elementary functions. Students in Pre-Calculus Honors will master algebraic properties and graphs of polynomial, radical, rational, exponential, logarithmic, and trigonometric functions, with an emphasis on the unit circle and radian measure. Students will apply exponential growth and decay to solve real life situations and math problems. This course provides the trigonometry necessary to move forward to calculus, along with a focus on arithmetic and geometric sequences and series. Polar coordinates will be explored both analytically and graphically. A graphing calculator such as Ti-84 PLUS CE is strongly suggested.

132-CP  
**Pre-Calculus**  
College Prep  
Credits: 5.0

Pre-Calculus is the study of the theory and application of elementary functions. Students in Pre-Calculus CP will explore basic, polynomial, exponential and logarithmic functions. Students will investigate exponential growth and decay in the context of real world situations and will understand trigonometric functions, with an emphasis on the unit circle and radian measure. A graphing calculator such as Ti-84 PLUS CE is strongly suggested.
Honors Calculus is open to grade 12 students with a strong background in Algebra, Geometry and Pre-calculus. Calculus is a branch of mathematics with much relevance in problem solving and the applied sciences. The course will build on the major concepts and functions learned in algebra, geometry, and pre-calculus. Essential topics of calculus will be explored, including limits, continuity, derivatives, integrals, areas between and under curves, extreme values, and volumes of masses. This course will prepare grade 12 students for future college calculus courses, but to a lesser degree than Advanced Placement (AP) Calculus. A graphing calculator such as TI-84 PLUS CE is strongly recommended.

Advanced Placement Calculus AB is intended for those students going to a four-year college to study mathematics, science or engineering. Strict adherence is paid to the AP Calculus curriculum published by the College Board. The course consists of both differentiation and integration with applications in addition to other calculus topics such as differential equations. The course will cover the equivalent of at least a semester and a half of Calculus offered at most colleges. The approach will be to study functions from four points of view – numerical, graphical, analytical, and verbal. Students are expected to take the AP Calculus exam offered in May. A graphing calculator such as TI-84 PLUS CE is strongly suggested.

Advanced Calculus BC is intended for those students going on to a four-year college or university to study mathematics, science or engineering. Strict adherence is paid to the AP Calculus curriculum published by the College Board. The course consists of advanced techniques in limit calculation, differentiation and integration; including integration by substitution, parts and partial fractions. Students will also study the calculus of polar, parametric and vector functions. Additionally, the course will focus on the theory and application of numeric sequences, infinite series, Taylor polynomials, Taylor Series and ordinary differential equations. The course will cover the equivalent of at least two semesters of Calculus offered at most colleges. The approach will be to study calculus from an applied point of view; understanding where the calculus is used in various settings to include science, engineering and business. Students are expected to take the AP Calculus BC exam offered in May. A graphing calculator such as TI-84 PLUS CE is strongly suggested.
138-AP **Calculus BC (half year)**

Advanced Placement

This course is open to grade 12 students who have successfully completed AP Calculus AB in grade 11 and wish to continue their study of AP Calculus in grade 12. This course will be offered in semester 2, and will continue where the AP Calculus AB curriculum left off. Students are expected to take the AP Calculus BC exam offered in May. A graphing calculator such as TI-84 PLUS CE is strongly suggested.

106 **Math Strategies I**

Credits: 2.5

Open to: Grade 9

This course will provide the student with a solid understanding of number sense, data analysis, statistics and probability. The course is designed to enhance students’ foundational skills in preparation for success on the grade 10 math MCAS. Students will be proficient in performing computations with and without a calculator. Problem solving strategies will be presented to empower students with the tools required to score in the proficient range or above in the MCAS exam.

106J **Math Strategies II**

Credits: 2.5

Open to: Grade 10

This course will provide the student with a solid understanding of algebra, geometry, and measurement. The course is designed to enhance students’ algebraic and geometric reasoning skills in preparation for success on the grade 10 MCAS. Students will learn to persevere when problem solving. Students will be proficient in performing computations with and without a calculator. Problem solving strategies will be presented to empower students with the tools required to score in the proficient range or above in the MCAS exam.

106K **Math Strategies III**

Credits: 2.5

Open to: Grades 11, 12

This course is designed to review the content areas of mathematics for students who have not yet passed the math MCAS required for graduation. Students will review all the content strands with emphasis on answering multiple choice, short answer, and open response questions. The course instructors will utilize student test data to provide individualized instruction.
Consumer Economics

Credits: 2.5

Open to: Grades 11, 12

This is a very practical course, which develops the student’s ability to understand and deal with the basic math in “real life” situations. Each lesson features a relatively short introduction and/or demonstration with more time for discussion and completion of work. Topics include purchasing, money management, investing, borrowing, transportation, recreation, insurance, State and Federal taxes, utilities, calculating hourly wages, commissions, salary, benefits, net pay, checking accounts, charge accounts, credit cards, loans, and topics of special interest.

Discrete Mathematics

Credits: 2.5

Open to: Grades 10, 11, 12

This one-term course, Open to students in grades 10-12, focuses on graph theory, which is the study of vertex-edge graphs. Topics covered include: Set Theory, Counting Methods, Probability, Logic and Truth Tables, Isomorphism, Coloring, Planarity, Trees, Digraphs, Circuits, Vectors and Matrices. A hands-on and project-based instructional approach will help students generalize and make sense of discrete mathematics.

Financial Accounting I & II*

Credits: 3.0

Open to: Grades 10, 11, 12

Prerequisite: Students are required to complete the Accuplacer exam prior to the onset of the course.

This course is an introduction to accounting concepts and principles. Topics cover the accounting cycle, recording transactions, adjustments, the worksheet, financial statement preparation, and closing the accounts. Current assets, including cash, receivables, inventories, and methods of depreciation are covered. The emphasis is on the sole proprietorship form of business organization for both service and merchandising firms. Computer applications are integrated.
Personal Finance*

Open to: Grades 10, 11, 12

College Credits: 3.0

Prerequisite: Students are required to complete the Accuplacer exam prior to the onset of the course.

This course provides for the planning and management of personal assets by individuals over both short-term and long-term periods. Topics include household budgeting, savings and financial institutions, consumer credit and other borrowings, insurance investments, pensions and annuities, and the implications of taxes in decisions. An overview of relevant topics for planning, maintenance, and protection of personal estates is also discussed.

*Courses will be offered on a rotating basis, in collaboration with Massasoit Community College as part of the “Jim Braga Pathway to Business”, and qualify as Grade 12 Mathematics.
History and Social Studies

The History and Social Studies Department curriculum, grades nine through twelve, provides a common program for all students complete with a variety of required and elective courses, which satisfy district guidelines regarding concepts and skills that all students will achieve being enrolled in a social studies course at Middleborough High School. The common core courses, World History II, United States History I and II, are offered in a three-year sequence and are designed to develop in every student critical thinking skills, and to foster a spirit of acceptance, inquiry and critical reflection. The successful completion of three years of History at the high school consisting of World History II and United States History I and II is required for graduation. Beginning in the 9th grade and continuing into grade 12, students are offered a wide variety of electives and Advanced Placement United States History.

The History and Social Studies Department course offerings focus on the depth of knowledge and understanding rather than the broad base of coverage of major historical topics and time periods. Every course the department offers is designed to develop the student's ability to analyze and solve problems using appropriate strategies. Each course is created with the mission to have students demonstrate the qualities of good citizenship within the school and larger community, and to work effectively within a group to meet the following school-wide learning expectations.

Learning Expectations: History and Social Studies

2. Acquire and assess information for a purpose
Students must consistently locate and acquire relevant information while assessing the effectiveness and applicability of the acquired information.

3. Apply Critical and Analytical Thinking to Solve Problems
Students must clearly state and comprehensively describe the problem at hand then identify highly effective solutions based on comprehensively gathered information. Their solution should successfully identify conclusions, implications, and consequences.
# Pathways: History and Social Studies

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World History II

Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic and religious conflict in many parts of the world.

211-H World History II Honors

Credits: 5.0

In addition to the core material of the course, it emphasizes writing, primary source readings and their analysis, and historical research. This course assumes the ability on the part of the student to think critically, and to read and write proficiently. The depth and design of instructional delivery is rigorous as the student begins the pathway to a four-year college or university. Instruction meets and exceeds all current mastery standards and benchmarks described in the Frameworks. Along with the textbook, students will use additional primary and secondary sources to emphasize critical thinking, reading and writing skills, and analytical skills. There is a commitment to independent work and thoughtful reflection challenging the student to synthesize material by developing long-range projects and presentations. This course will require students to complete one major research project per semester, the completion and analysis of document based questions, and one major writing assignment per term.

212-CP World History II College Prep

Credits: 5.0

In addition to the core material of this course, it emphasizes writing, primary source readings and their analysis, and historical research. This course assumes the ability on the part of the student to think critically, and to read and write proficiently. The depth and design of the instructional delivery is geared toward preparing the student for the expectation and level of rigor of a four-year college or university. Instruction meets and exceeds all current mastery standards and benchmarks described in the Frameworks. There is an emphasis on analysis of material leading toward synthesis as the student is guided from more structured learning tasks to independence. This course will require students to complete one major research project per semester, the completion and analysis of document based questions, and one major writing assignment per term.
United States History I (1763 – 1900)

Students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They will learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing of the key ideas of the U.S. Constitution. Students will also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America’s westward expansion, the establishment of political parties, and economic and social change. Students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. Finally, students will learn the major aspects of the building and expansion of America during the late 19th century in preparation for the dawn of the 20th century.

221-H United States History I Credits: 5.0

Honors

In addition to the core material of the course, there is an emphasis on writing, primary source readings and their analysis, and historical research. This course assumes the ability on the part of the student to think critically, and to read and write proficiently. The depth and design of instructional delivery is rigorous as the student begins the pathway to a four-year college or university. Instruction meets and exceeds all current mastery standards and benchmarks described in the Frameworks. Along with the textbook, students will use additional primary and secondary sources to emphasize critical thinking, reading and writing skills, and analytical skills. There is a commitment to independent work and thoughtful reflection, challenging the student to synthesize material by developing long-range projects and presentations. This course will require students to complete one major research project per semester, the completion and analysis of document based questions, and one major writing assignment per term.

222-CP United States History I Credits: 5.0

College Prep

In addition to the core material of this course, there is an emphasis on writing, primary source readings and their analysis, and historical research. This course assumes the ability on the part of the student to think critically and to read and write proficiently. The depth and design of the instructional delivery is geared toward preparing the student for the expectation and level of rigor of a four-year college or university. Instruction meets or exceeds all current mastery standards and benchmarks described in the Frameworks. There is an emphasis on analysis of material leading toward synthesis as the student is guided from more structured learning tasks to independence. This course will require students to complete one major research project per semester, the completion and analysis of document based questions, and one major writing assignment per term.
United States History II (1900 – Present)

Students enrolled in the United States History II course will study and examine the dawn of the 20th century. This century, known as the American century, will focus on the shaping of the American society. Students will study the goals and accomplishments of the Progressive Movement and the New Deal. Students will also learn the various factors that led to America’s entry into World War II, as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and the recent events and trends that have shaped modern-day America.

230-AP  United States History

Advanced Placement

Advanced Placement United States History is a challenging course that is meant to be the equivalent of two semesters of a freshman college course and enables a student to earn college credit while still in high school by receiving a qualifying score on the Advanced Placement History Exam. This course offers historical material from colonization through the beginning of the 21st century with the greatest emphasis on the 19th and the first half of the 20th centuries. In addition to the core material in this course, extensive Socratic seminars requiring detailed preparation outside of class will allow a student the opportunity to formulate thought and demonstrate critical thinking in response to others’ historical perception and judgment. Numerous required reading and writing assignments will be assigned that will involve the student through in-depth historical investigation with primary sources and advanced research techniques. This course utilizes university level textbooks in addition to numerous primary source documents. This course is geared toward preparing the student for the rigor and expectation of a four-year college or university. At this level, there is an emphasis on independent work, challenging the student to synthesize material, to reflect thoughtfully and to assess one’s own learning. The approach of this class fosters independent inquiry into the study of United States history, which is essential to success on the AP examination. Students enrolled in this course will be expected to complete a minimum of one major research project and formal writing assignments with required citations each term. Students are expected to take the Advanced Placement United States History exam offered in May.

231-H  United States History II

Honors

In addition to the core material of the course, this course emphasizes writing, primary source readings and their analysis, and historical research. This course assumes the ability on the part of the student to think critically, and to read and write proficiently. The depth and design of instructional delivery is rigorous. Instruction meets or exceeds all current mastery standards and benchmarks described in the Frameworks. Along with the textbook, students will use additional primary and secondary sources to emphasize critical thinking, reading and writing skills, and analytical skills. There is a commitment to independent work and thoughtful reflection challenging the student to synthesize material by developing long-range projects and presentations. This course will require students to complete one major research project per semester, the completion and analysis of document based questions, and one major writing assignment per term.
United States History II

College Prep

Credits: 5.0

In addition to the core material of this course, it emphasizes writing, primary source readings and their analysis, and historical research. This course assumes the ability on the part of the student to think critically, to read and write proficiently. The depth and design of the instructional delivery is geared toward preparing the student for the expectation and level of rigor of a four-year college or university. Instruction meets or exceeds all current mastery standards and benchmarks described in the Frameworks. There is an emphasis on analysis of material leading toward synthesis as the student is guided from more structured learning tasks to independence. This course will require students to complete one major research project per semester, the completion and analysis of document based questions, and one major writing assignment per term.

European History

Advanced Placement

Credits: 7.5

Open to: Grades 12

Advanced Placement European History is a challenging course that is meant to be the equivalent of two semesters of a freshman college course and enables a student to earn college credit while still in high school by receiving a qualifying score on the Advanced Placement Exam. This course offers historical material from the Renaissance through the beginning of the 21st century. In addition to the core material in this course, extensive Socratic seminars requiring detailed preparation outside of class will allow a student the opportunity to formulate thought and demonstrate critical thinking in response to others’ historical perception and judgment. Numerous required reading and writing assignments will be assigned that will involve the student through in-depth historical investigation with primary sources and advanced research techniques. This course utilizes university level textbooks in addition to numerous primary source documents. This course is geared toward preparing the student for the rigor and expectation of a four-year college or university. At this level, there is an emphasis on independent work, challenging the student to synthesize material, to reflect thoughtfully and to assess one’s own learning. The approach of this class fosters independent inquiry into the study of European history, which is essential to success on the AP examination. Students enrolled in this course will be expected to complete a minimum of one major research project and formal writing assignments with required citations each term. Students are expected to take the Advanced Placement European History exam offered in May.
239-H  The U.S. Constitution: Critical Analysis, Debate, and Oration Honors

Credits: 5.0

Open to: Grades 11, 12

This social studies elective will begin with a rigorous examination of historical and philosophical roots of our constitution, in conjunction with the Declaration of Independence, in order to develop the historical and constitutional understandings necessary for academic reflection and debate. Students will research assigned constitutional issues, amendments, etc., including historical meaning and interpretations, in preparation for debate. Additionally, all students will be required to write and recite a speech related to the U.S. Constitution, with a reflection on citizens’ rights and responsibilities. Students may also be eligible to compete in the American Legion Oratorical Competition, in which the successful orators are awarded scholarship funds. Successful students will have a desire for a deeper understanding of the U.S. Constitution, employ critical analysis and thought, and enjoy public speaking and academic debates on issues that affect our lives.

236-CP  Civics and Government College Prep

Credits: 5.0

Open to: Grades 11, 12

This course will help students develop the skills and attitudes critical to knowledgeable, effective participation in public life at all levels. Concepts of authority, power, rights, responsibilities, and justice are explored in the context of American representative democracy--its historical development, institutions, and current practices. The constitutional basis (particularly the Bill of Rights) of our individual rights and responsibilities will be examined. On occasion, guest lecturers will be used to enhance this knowledge. Additionally, the political process will be explored and critiqued--from the role of political parties, campaigns, and elections, to the impact of special interest groups, and how a bill becomes a law. Consideration will also be given to contemporary political philosophies and their relationship to a wide range of domestic and foreign policy issues. Hands-on learning will be emphasized in all aspects of this course, including debates, simulations, problem solving and critical thinking exercises. As available, students may attend governmental meetings on a local and state level.

Note: The Civics and Government course may be used as the capstone course for the graduation requirements in History and Social Studies. This option will be considered for a transfer student whose history and social studies experiences do not align with the scope and sequence of our programs. Also, this option will be considered, with approval through the History and Social Studies Department Curriculum Coordinator, for any senior who has not achieved the required credits in History and Social Studies.

This course can be substituted for credit as a third year history course as required for graduation in the event that a student has not passed World History II (but has passed US History I/II) by senior year.
Introduction to Sociology

Credits: 2.5

Open to: Grades 11, 12

This course provides an introduction to the basic concepts of methods of sociology. This course will allow students to examine the roles of the individual and the group in relation to American society. Moreover, students will explore concepts such as socialization, cultural diversity, social stratification, cultural conformity, social inequality, and deviance in society. Students will also analyze the respective roles of teenagers and adults in American society. Comparative studies of American culture in relation to societies from around the world will be analyzed and evaluated. Classroom instruction will combine lecture, readings, and discussion with active learning. Students will conduct experiments, projects, role-playing exercises, and field experiences. This course will promote a better understanding of one’s self and others and of social studies methods.

Economics

Credits: 2.5

Open to: Grades 11, 12

Students enrolled in this course will study macroeconomics, which focuses on economic systems and their interaction. Within macroeconomics, students will learn market structures, the roles of buyers and sellers, supply and demand, trade, and the economy of the United States. Students will also learn worker skills, and the role of money and financial institutions. Finally, students will be able to use economic reasoning to predict price changes, stock performance and the effects of changing interest rates. In addition to the core material in this course, it emphasizes group collaboration, discussion, mathematical calculations and writing. This course is strongly encouraged for the student enrolled in the Marketing/Management Pathway.

Psychology

Credits: 5.0

Open to: Grades 11, 12

This course is designed around the content standards of the American Psychological Association National Standards for Teaching High School Psychology. The course is designed to have students meet and exceed the national standards of psychology. A broad background in the history, theory, and application of a variety of topics in Psychology, including human behavior (perception, cognition), human development (childhood and adolescent), learning theory (memory, language and intelligence), motivation and emotion, the individual and society (leadership, family, and peers), and personality disorders and treatments. Instruction will feature lectures, readings, and discussions, as well as projects, experiments and simulations. Students will gain a better self-understanding, increased tolerance for others, a solid background for further psychological studies and an enhanced ability to think critically.
**America in the 1960s**

**Open to:** Grades 11, 12

Students enrolled in this course will study the 1960s, which was a turbulent decade of conflict, confusion, experimentation, and excitement in America. In many ways the 60’s changed American life and attitudes forevermore; some say for the better, others for the worse. In this course, students will explore the many challenges our country faced and make hypotheses about how they impact our attitudes today. The Vietnam War, counter-culture movement of the hippies, black civil rights and the feminist movements, music and literature, President Johnson’s Great Society, and other relevant policies and social fads will be examined. In addition to the core material in this course, it will focus on independent and small group research projects and presentations, seminar type class discussions, analyzing and evaluating movements and policies, and making inferences about their impact on society today. Students should expect to write frequently and employ higher level thinking skills.

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**Into the West**

**Open to:** Grades 10, 11, 12

This course examines the ways in which the American West was settled, the groups who moved west and the impact on the Native American peoples. Why did people move westward? Were there conflicts among the cultures? This course provides an opportunity to explore the importance of the frontier and examine the cultures that became part of our history. Students will examine primary source documents, literature, art, music, cultural heroes, examine popular myths and the social history of the region. Television programs as well as popular films will be used to compare and contrast the image from reality.

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**Current Issues**

**Open to:** Grades 10, 11, 12

In this interactive course, students will explore various major issues that occur locally, statewide, nationwide and worldwide. Some additional topics include the role of the United States and United Nations in world affairs, world crises, the role of politics and marketing in the portrayal of the news, and any controversial and important issues that arise during the course. By researching, analyzing, discussing, debating, and role-playing, students will gain a deeper understanding of the topics and issues and will be able to think critically about future news events and issues.
Introduction to Law

Credits: 2.5

Open to: Grades 10, 11, 12

This elective course explores both criminal and civil law. Students will explore the history of law, the nature and causes of crime, the criminal justice system, criminal reform, and the concept of torts as a settlement of disputes. We will discuss and debate how the law affects controversial issues including: the death penalty, same sex marriages, privacy, search and seizure laws as well as laws regarding euthanasia and abortion. Students will actively participate in mock trials and discussions with guest speakers, as available, such as lawyers and law enforcement agents. Students will be expected to think critically as they analyze and write about the cases they have studied. This course emphasizes the responsibilities of citizens in a democratic society.
Science and Technology

Science and technology play an important role in our everyday lives. Scientific and technological literacy are needed in order to make effective decisions within our global society. It is the goal of the Middleborough High School science and technology department to provide our students with diverse course offerings that enable them to understand and value the contributions of science and technology and how they impact our lives.

Courses in four main disciplines of science are offered; Biology, Chemistry, Physics, and Environmental Science. The department also offers a variety of electives that allow students to pursue areas of academic and career interest. Whether it is a core course or an elective, students will engage in activities that utilize hands-on learning, problem solving, critical thinking, and collaboration skills.

All of our science and technology courses are aligned with the Massachusetts State Curriculum Frameworks and will provide students with multiple opportunities to demonstrate proficiency regarding the following school-wide learning expectations:

Learning Expectations: Science and Technology

2. Acquire and assess information for a purpose

Students must consistently locate and acquire relevant information while assessing the effectiveness and applicability of the acquired information.

3. Apply Critical and Analytical Thinking to Solve Problems

Students must clearly state and comprehensively describe the problem at hand then identify highly effective solutions based on comprehensively gathered information. Their solution should successfully identify conclusions, implications, and consequences.
Dissection and Dissection Alternatives Policy

In accordance with the 2005 Board of Education’s Policy on Dissection and Dissection Alternatives, the Middleborough School District has developed the following policy.

Participation in hands-on science is important to learning science and dissections are a valuable learning experience in which all students are encouraged to participate. When dissection is used in the classroom:

- Teachers will thoroughly explain the learning objectives of the lesson and use written and audio-visual materials as appropriate to maximize the educational benefits of the experience.
- All specimens will be treated with respect.
- All students will be informed, prior to the dissections, that they have the option of discussing individual concerns about dissection with the appropriate teacher.
- Upon completion of the dissection, the remains will be appropriately disposed of as recommended by the local board of public health.

The science courses that include dissection also include dissection alternatives. Upon written request of a student’s parent or guardian, our school will permit a student who objects to dissection activities to demonstrate competency through an alternative method.

Currently our school offers the following courses that include dissection: Biology CP, Honors Biology, AP Biology, Oceanography, and Anatomy and Physiology.

Alternative activities may include but are not limited to simulated on-line dissections, dissection alternative software, models, and/or a research paper covering the learning objectives of the lesson.

The procedure for a student to participate in an alternative activity in place of dissection is as follows:

The student will notify the science teacher of the student’s choice to participate in an alternative activity in place of participating in a dissection.

- The student will submit a written request from his or her parent/legal guardian to the science teacher or to the school principal.
- The student will be provided an alternative activity to be determined by the teacher who will specify in writing what is expected of the student. Alternative activities should allow students to gain the same content knowledge as a dissection activity and should allow for a comparable investment of time and effort by the student.
- The student will accept responsibility for completing the alternative activity within the assigned time and is expected to learn the same content knowledge as if the student were performing the dissection activity.

The student will be subjected to the same course standards and examinations as other students in the course.
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330-AP  
**Biology**  
Credits: 10.0  
Advanced Placement

Open to: Grade 11, 12

Recommendation: Completion of Biology I & completion of, or current enrollment in Chemistry I

The Advanced Placement Biology course is designed to be the equivalent of a two-semester college introductory Biology course typically taken by Biology majors. This course will provide the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of Biology. Emphasis will be placed on developing an understanding of unifying concepts rather than on memorizing terms and technical details. The four Big Ideas covered in the course include:

- The process of evolution drives the diversity and unity of life.
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties.

There are eight mandatory labs, plus other supplemental lab experiences that assist in the success of the student. To receive AP credit for the course, students are expected to take the AP Biology Exam.

311-H  
**Biology**  
Honors  
Credits: 5.0

Open to: Grade 9

This course is an in depth study of the topics of Biology. Students will work in groups and independently to analyze and solve problems. Students will use technology to conduct research in an effort to resolve the scientific problems proposed and communicate their findings to the class. Topics to be explored in detail include: The Chemistry of Life, the Cell, Anatomy & Physiology, Genetics, Evolution, and Ecology. Students will be instructed through a variety of formats including laboratory experience, comprehensive writing, detailed research, project work, and independent reading.
312-CP  
**Biology**  
College Prep  

Credits: 5.0  

Open to: Grade 9  

As a Biology Lab course, this is a comprehensive study of the topics of Biology. Students will work independently and in groups to solve problems. A variety of technologies will be employed for communication, problem solving, and conducting research. Topics to be explored in detail include: The Chemistry of Life, the Cell, Anatomy & Physiology, Genetics, Evolution, and Ecology.

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309  
**Biology Review**  

Credits: 2.5  

Biology Review is designed to review the content areas of Biology for those students who have not yet passed the Science MCAS test required for graduation. Students will review all of the content strands with emphasis on answering open response questions. This course will utilize the released questions from previous MCAS Biology exams to familiarize students with question format, vocabulary, and test strategies. Class size will be limited so that students may receive individualized instruction.

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327-H  
**Anatomy and Physiology**  
Honors  

Credits: 5.0  

Prerequisite: Successful completion of Biology and Chemistry  

The Introduction to Anatomy and Physiology course emphasizes an understanding of the structure and function of each of the human systems, their relationships, and the way homeostasis is achieved within the body. This course will provide students with an appreciation of the design, balance and capability of the amazing human body and give students a knowledge base that is essential for entering health-related fields. The course does include required dissections.
340-AP  
**Chemistry**  
Advanced Placement  

Open to: Grades 11, 12  

Prerequisites: Successful completion of Chemistry I and Algebra II  

AP Chemistry is equivalent to a first year college Chemistry course. This rigorous course will enhance students’ ability to think critically, analyze data, problem solve, and to present their work in both written word and mathematical expression. The laboratory portion of the course includes both quantitative experiments and qualitative analysis of unknowns. Topics in the course include atomic theory and atomic structure, chemical bonding, nuclear chemistry, states of matter, reactions and stoichiometry, thermodynamics, kinetics, electrochemistry, and chemical equilibrium. Students are required to complete an assignment during the summer preceding the start of this course. To receive AP credit for the course, students are expected to take the Advanced Placement Chemistry Exam.

321-H  
**Chemistry**  
Honors  

Open to: Grade 10  

Prerequisite: Students must have completed or be concurrently enrolled in Algebra II  

Honors Chemistry is a comprehensive study of the topics within Chemistry. Students are expected to learn through a variety of formats, including laboratory experience, data collection and analysis using computer generated graphs, writing, independent reading, group work, and lecture. Writing and research skills are critical components toward student success, as well as a strong background in Algebra I and Geometry. Students are expected to submit formal laboratory reports that include data supported conclusions and links to real world applications.
322-CP  
**Chemistry**  
College Prep  
Credits: 5.0  
Open to: Grade 10  
Prerequisite: Concurrently enrolled in Algebra II  
College Prep Chemistry presents a study of the modern theory of Chemistry. While still using quantitative techniques to analyze data, the emphasis is on general patterns and trends. A variety of learning strategies is employed to encourage problem solving and data analysis techniques. Students are expected to work independently to classify chemical processes and to illustrate and generalize the results of their work. Lab reports, written assignments, and traditional assessments are used in this class.

341-H  
**Chemistry II: Organic Honors**  
Credits: 2.5  
Open to: Grades 11, 12  
Designed for students who intend to pursue a career in chemistry or medical fields, this course will give the student a foundation in organic compounds. Lab techniques will be reinforced and both quantitative and qualitative experiments will be conducted. This course will stress topics in organic nomenclature, reactions, and biochemistry.

339-AP  
**Environmental Science Advanced Placement**  
Credits: 7.5  
Open to: Grade 11, 12  
Recommendation: Completion of Chemistry and Biology  
Students will conduct investigations in field and laboratory, gather opinions and critically think about management in of our world. The course is interdisciplinary, using quantifiable techniques in chemistry, ecology and other sciences as well as understandings and perspectives from sociology, economics and law. The course covers a wide variety of topics including: basics of ecology, biotic and abiotic favors, interrelationships of resources, sources and flow of energy, principals in population ecology and evolution, as well as human influence on the rest of the environment. Students will be expected to participate in field and classroom experiences, contribute to class discussions and research and read extensively outside of class time.
333-CP  Environmental Science  Credits: 5.0
       College Prep

Open to: Grades 11, 12

Recommendation: Successful completion of Biology and Chemistry

This semester long course integrates the learning standards from biology, chemistry, physics, and earth science. Students will be expected to generalize from lab experiences and fieldwork to concepts in ecology. Topics studied include water quality, soil quality, species diversity and population health, and forest and land use issues. Students will be expected to discover patterns in nature and express those patterns in a variety of ways, including mathematical terms and in written labs.

350-AP  Physics  Credits: 10.0
       Advanced Placement

Open to: Grade 12

Recommendation: Successful completion of Physics, Algebra II and Geometry

AP Physics is a year-long laboratory based course that is equivalent to a first year college Physics course. This rigorous course will enhance students ability to think critically, analyze data, problem solve, and to present their work in both written word and mathematical expression. The laboratory portion of the course includes both quantitative experiments and qualitative analysis. Topics in the course include mechanics, forces, work energy and waves (sound and light), electricity, magnetism, optics, and energy. Students are required to complete an assignment during the summer preceding the start of this course. To receive AP credit for the course, students are expected to take the Advanced Placement Physics Exam.
332-CP  
**Physics**  
College Prep  
Credits: 5.0

Open to: Grade 11, 12

This course introduces the student to a fundamental exploration of traditional physics. Topics covered include motion and forces, conservation of energy and momentum, heat and heat transfer, waves, electromagnetism and electromagnetic radiation. Explorations will be completed through a quantitative treatment of these concepts and topics. Students will be required to analyze physical relationships using rigorous mathematical tools including algebra, trigonometric functions, and basic geometry. Students will also be required to demonstrate their grasp of physics by completing investigative experiments in which they will evaluate hypotheses. In addition to experiments, the course includes a combination of lecture, reading, writing, problem-solving and projects.

353-CP  
**Conceptual Physics**  
College Prep  
Credits: 5.0

Open to: Grades 10, 11, 12

Prerequisite: Successful completion of Biology

Conceptual Physics provides a hands-on exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of forces, energy, motion, heat, electricity, magnetism, and the structure of matter and the universe. Laboratory experiments and computer-based exercises enhance and consolidate the understanding of basic physical principles and applications.

328  
**Observational Astronomy**  
Credits: 2.5

Open to: Grades 9, 10, 11, 12

This course is intended to provide students a chance to understand our place in space and how the universe operates. The course is designed to give students chances to investigate and use techniques to understand where we are and what are the characteristics of objects out in space. Topics include finding distances in space, our place in the solar system and space, measuring properties of stars, and the history of the solar system and the universe.
Oceanography

Prerequisite: Successful completion of Biology

Oceanography is designed to expose interested students to the topics of oceanography, marine biology and man's impact on the seas. Students should be competent in basic biological principles and have an interest in Marine Science. The course will consist of a variety of topics presented in a variety of formats including lecture, discussion, video, lab, field instruction and group work. This course may include dissections.

Topics in Marine Biology

Prerequisite: Successful completion of Oceanography (326)

This course is modeled after university seminar courses. We will focus on case studies and research specific topics about marine populations. Students will investigate the methods and results from different studies on species of interest, such as herring, scallops, lobster and New England ground fish. Independent work will be expected by the end of the course. Students will be expected to participate in outdoor activities.

Forensic Science

Open to: Grades 11 and 12 who have passed Biology, and are currently enrolled in or have passed Chemistry.

CSI in the classroom! This course will emphasize the application of the biological and chemical sciences to investigating criminal activity. Emphasis will be on providing a definitive understanding of the role of the forensic science laboratory and the crime laboratory analyst. Students will analyze evidence to solve mock crimes, critique investigations, and learn to work as an investigative team.

Alternative Energy and Conservation

Open to: Grades 11, 12

This course is an exploration of future energy sources and the viability of alternatives (solar, wind, etc.) that could enhance fossil fuels. Students will be involved with solving problems in the community as well as the world at large. By planning and developing projects, students will get hands on experience in real world application.
Pre-Engineering Technology Electives

All students are required to successfully complete 5 credits in either computer or pre-engineering technology. Pre-engineering technology features a science-based curriculum that emphasizes problem solving and critical thinking skills where mathematical and scientific knowledge is applied to study concepts in technology. Pre-engineering technology education courses taken with physics and mathematics provide a student with a pre-engineering background.

500 Technology Systems I Credits: 2.5

Prerequisite: Students must be concurrently enrolled in or have successfully completed Algebra I.

Technology Systems I is a one-term course in which students will, through a combination of lecture/demonstration and hands-on laboratory activities, explore and apply the fundamentals of technology. Students will use their mathematical and science skills to investigate electricity, lasers and fiber optics.

504 Advanced Technology Systems: Electrical Credits: 5.0

Prerequisite: Students must have successfully completed Algebra I and Technology Systems I.

Electrical technology is a full-semester pre-engineering course that concentrates on electrical-based technologies. Through a combination of lecture/discussion and hands-on laboratory activities, students will investigate and apply the fundamental concepts of electronics while working with basic devices including diodes, transistors, rectifiers, filters and amplifiers. Students will also explore basic digital system theory through binary, octal and hexadecimal codes, Boolean algebra, and by working with simple logic gates, latches and encoders. (Offered every other year with Advanced Technology Systems: Mechanical)

502 Advanced Technology Systems: Mechanical Credits: 5.0

Prerequisite: Students must have successfully completed Algebra I and Technology Systems I.

Mechanical technology is a full-semester pre-engineering course that concentrates on mechanical-based technologies. Through a combination of lecture/discussion and hands-on laboratory activities pertaining to mechanical, fluid, electrical, and thermal systems, students will analyze fundamental principles of physical mechanics, such as forces, work, rate and resistance. (Offered every other year with Advanced Technology Systems: Electrical)
**Computer Aided Design I**

College Prep

Credits: 5.0

Prerequisite: Successful completion of Algebra I and Technology Integration and Research in the 21st Century

This course begins with an introduction to mechanical drawing. Using traditional (paper-based) techniques, students will explore basic drawing elements, orthographic layouts, scales, lettering and dimensioning standards. Students will transfer these concepts to computer-based drafting. Students will use computer design software to complete two-dimensional mechanical drawings using basic lines and shapes, coordinate systems, object snaps, editing tools, arrays, text placement, layers and linetypes and basic dimensioning. Students will keep a portfolio of their work that illustrates their growing proficiency in technical drawing.

Note: Computer Aided Design I can be taken to fulfill the Technology graduation requirement. It is recommended for students interested in pursuing the drafting or engineering professions, or trades requiring knowledge/use of blueprints.

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**Computer Aided Design II**

College Prep

Credits: 5.0

Prerequisite: Successful completion of Computer-Aided Design I

In this course the student explores more advanced topics in using computer design software. Students will complete two- and three-dimensional mechanical and architectural drawings using the advanced dimensioning, blocks, hatching, paper space, surface, solid, modeling and rendering capabilities of AutoCAD. Students will keep a portfolio of their work that illustrates their growing proficiency in using this software tool.
Foreign Language

The Foreign Language Department offers four successive years of three languages; French, Russian, and Spanish as well as two successive years of Mandarin Chinese offered through a virtual learning environment. In conjunction with the school’s expectations for student learning, the Foreign Language Department expects the students to clearly, fluently, and confidently present ideas (SWR1), create original products that demonstrate skills and knowledge (SWR5), and respect the diversity of beliefs, opinions, and needs in the global society (SWR6).

Students studying foreign language will have regular opportunities to develop proficiency in the four skill areas of foreign language: speaking, listening, reading, and writing. With each successive year of study the student will become more proficient with these skills. The four skills will be developed while students grow in global awareness and prepare themselves to be members of the global community and economy.

The standard recommendation for students planning to attend a four year college or university, enter the workforce or enlist in the military, is four years of study of the same foreign language at the high school level. The minimum graduation requirement at Middleboro High School is successful completion of the first two levels of the same language.

Learning Expectations: Foreign Language

1. Clearly, Fluently, and Confidently Presents Ideas

Students must develop and extensively support main ideas in depth by use of effective details and/or vivid examples. The ideas presented should be in a logical sequence appropriate to the task at hand. There is detailed attention paid to the successful execution of conventions to the specific discipline.

5. Create original products that demonstrate skills and knowledge

Students must apply skills in a unique and imaginative way to demonstrate extensive knowledge on a specific topic, while ethically utilizing resources.

6. Respects the Diversity of Beliefs, Opinions, and Needs in the Global Society

Students must demonstrate awareness of global cultures including languages, customs, traditions, and geography. They must also identify socio-economic connections and consistently cite applicable examples.
Foreign Language Exemption

The Middleborough School District recognizes the importance of learning a second language. The learning of a second language provides students with the opportunities to: communicate with more people; develop stronger language skills in their first language; achieve higher scores overall on standardized tests; access better jobs; and develop a better understanding of people of other cultures.

While the Middleborough School District recognizes the importance of learning a second language and is committed to assisting students in fulfilling the two-year Foreign Language requirement for graduation, it also recognizes that there may be rare occasions when students may need an exemption from this requirement. Exemption from the Foreign Language requirement for graduation from Middleborough High School is possible only by demonstrating a disability or demonstrating an extenuating circumstance. Students petitioning for an exemption on the basis of a disability shall present evidence of a diagnosis of a disability affecting the entire language arts area (reading, writing, and speaking English) or a significant hearing loss and shall be receiving services in those areas as documented on their IEP or 504 plan. Students with extenuating circumstances shall provide evidence of such circumstances in a meeting with the principal prior to completing the petition for exemption.

Students in out-of-district special education placements, students with special needs who return to Middleborough High School with less than two full years before graduation, and students who are qualified as Limited English Proficient as determined by the MEPA-R/W upon entering the high school have the option of being automatically exempted from the Foreign Language requirement. Assistance with this process is available to students at their request or the request of their parent/guardian. The following procedures for administering such petitions are in effect:

1. The student and/or parent/guardian shall make the request for exemption from the Foreign Language requirement in writing to the student’s guidance counselor. After consultation with their guidance counselor, a student may then obtain a Petition for Exemption form.

2. The student will collect comments and recommendations from their special educator, where appropriate, on the petition form.

3. The student will have an interview with the head of the Department of Foreign Languages as part of completing the petition. The Department Head will direct the student to collect comments and signatures from additional teachers.

4. The student’s parent or guardian must sign the Petition for Exemption form.

5. The completed Petition for Exemption must be submitted to the head of the Department of Foreign Languages, accompanied by a copy of the student’s complete transcript and Individualized Educational Program or 504 plan. The petition shall be completed in the sequence designated, have all appropriate signatures and have all comments and recommendations completed before submission to the department head. Omission of any portion will result in no action on the petition.

6. The petition, transcripts, IEP or 504 plan will be evaluated by a Review Committee consisting of the department head of Foreign Languages, the student’s Foreign Language teacher, the student’s guidance counselor, a High School Administrator, and a Team Facilitator or 504 Coordinator. Their recommendations will be forwarded to the
Middleborough High School Principal and the Superintendent of Middleborough Public Schools for final action.

The granting of an exemption will not reduce the total number of credit hours required for graduation.
Pathways: Foreign Language

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Open to: Grades 9, 10, 11, 12

This introductory culture course introduces students to the cultures of the peoples of Europe with a focus on modern culture of Spanish, French, and Russian speaking peoples. Students will actively be engaged in study and authentic cultural experiences throughout the course while attaining local, state, and federal learning standards. Students can expect to make presentations and prepare essays on their experiences as well as the content material encountered. The coursework will provide opportunity for creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication. Topics of study will include but are not limited to: The ancient people of Europe, the geography of Europe, the modern people of Europe and the role of music, dress, politics, food, family life, school, and social life on their culture. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments, as well as task specific departmental rubrics.
Spanish I
College Prep

Credits: 5.0

This introductory language course introduces students to the four skill areas of listening, speaking, reading and writing in Spanish. These skill areas will be developed with students progressing towards achieving communication competence at the beginner level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication. Topics of study will include but are not limited to: personality and physical traits, likes and dislikes, classes and school schedules, making plans, greetings and introductions, family and family life, homes and furniture. The Spanish speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments, as well as task specific departmental rubrics. The study of the Spanish language will be connected to other disciplines.

Spanish II
Honors

Credits: 5.0

This intermediate language course advances student skill in the four skill areas of listening, speaking, reading and writing in Spanish. These skill areas will be developed with students progressing towards achieving communication competence at the intermediate level throughout the course while attaining local, state, and federal learning standards. Student can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication. The Honors level II course provides the opportunity for students to increase depth of knowledge, heighten rigor at an accelerated pace, with expectation of increased proficiency with the target language in the aforementioned skill areas. Topics of study will include but are not limited to: ordering and preparing food, how to stay fit and healthy, shopping, celebrating holidays, taking trips, and utilizing commands and the past tense. The Spanish speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments, as well as task specific departmental rubrics. The study of the Spanish language will be connected to other disciplines.
Spanish II
College Prep

This intermediate language course advances student skill in the four skill areas of listening, speaking, reading and writing in Spanish. These skill areas will be developed with students progressing towards achieving communication competence at the intermediate level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication. Topics of study will include but are not limited to: ordering and preparing food, how to stay fit and healthy, shopping, celebrating holidays, taking trips, and utilizing commands and the past tense. The Spanish speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course.

Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments, as well as task specific departmental rubrics. The study of the Spanish language will be connected to other disciplines.

Spanish III
Honors

This intermediate language course advances student skill to possess a command of the four skill areas of listening, speaking, reading and writing in Spanish. These skill areas will be developed with students progressing towards achieving communication competence at the advanced intermediate level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication.

The Honors level III course provides the opportunity for students to increase depth of knowledge, heighten rigor at an accelerated pace, with expectation of increased proficiency with the target language in the aforementioned skill areas.

Topics of study will include but are not limited to: recreational activities and hobbies, culinary and cooking, shopping, the environment, travel. Students will use all previously taught tenses and moods as well as the future and conditional tenses and the subjunctive mood. The Spanish speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments, as well as task specific departmental rubrics. The study of the Spanish language will be connected to other disciplines.
This intermediate language course advances student skill in the four skill areas of listening, speaking, reading and writing in Spanish. These skill areas will be developed with students progressing towards achieving communication competence at the advanced intermediate level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication. Topics of study will include but are not limited to: recreational activities and hobbies, culinary and cooking, shopping, the environment, travel. Students will use all previously taught tenses and moods as well as the future and conditional tenses and the subjunctive mood. The Spanish speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments, as well as task specific departmental rubrics. The study of the Spanish language will be connected to other disciplines.

This advanced language course advances student skill to possess a mastery of the four skill areas of listening, speaking, reading and writing in Spanish. These skill areas will be developed with students progressing towards achieving communication competence at the advanced level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication. The Honors level IV course provides the opportunity for students to increase depth of knowledge, heighten rigor at an accelerated pace, with expectation of increased proficiency with the target language in the aforementioned skill areas.

The student as an independent learner is expected as a requirement for the honors level. Topics of study will include but are not limited to: talking about last summer’s plans, getting and asking for advice, expressing interests and dislikes about hobbies and sports; friendship; academic life; stereotypes; complaining; typical teenage social life; family; food. These topics, among others, will be taught utilizing and reviewing the present indicative and subjunctive tenses, the preterite and the imperfect, the future, and the present perfect tense. The Spanish speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments. The study of the Spanish language will be connected to other disciplines. Elements of Spanish IV-H will incorporate AP Spanish skills such as simulated conversations, interpersonal writing, and long and short reading comprehension.
442-CP  
**Spanish IV**  
College Prep  
Credits: 5.0

This Advanced language course advances student skill in the four skill areas of listening, speaking, reading and writing in Spanish. These skill areas will be developed with students progressing towards achieving communication competence at the advanced level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication. Topics of study will include but are not limited to: talking about last summer’s plans, getting and asking for advice, expressing interests and dislikes about hobbies and sports; friendship; academic life; stereotypes; complaining; typical teenage social life; family; food. These topics, among others, will be taught utilizing and reviewing the present indicative and subjunctive tenses, the preterite and the imperfect, the future, and the present perfect tense. The Spanish speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments, as well as task specific departmental rubrics. The study of the Spanish language will be connected to other disciplines.

433-AP  
**Spanish**  
Advanced Placement  
Credits: 5.0

An AP Spanish Language course is comparable to an advanced level (5th- and 6th-semester or the equivalent) In this advanced placement language course student skill will progress to a level of mastery of the four skill areas of listening, speaking, reading and writing in Spanish. Students will attain communication competence at the advanced level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication. The advanced placement course provides the opportunity for students to increase depth of knowledge, heighten rigor at an accelerated pace, with expectation of increased proficiency with the target language in the aforementioned skill areas.

The student as an independent learner is expected as a requirement for the AP level. Regular practice in the format of the AP exam will take place during this course. Students will receive extensive training in simulated conversations, presentational speaking, interpersonal writing, and long and short reading comprehension. The organization and writing of compositions is an integral part of this AP course. Students are expected to take the AP Spanish exam offered in May. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments. The study of the Spanish language will be connected to other disciplines.
444-CP

**Conversational Spanish**

Credits: 2.5

Open to Grades 11, 12

This intermediate language course is for students who have completed Spanish 2 CP or CT and would like to further their studies by improving their communication skills in the areas of listening and speaking. These skill areas will be developed with students progressing towards achieving communication competence at the intermediate level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on, collaboration, problem solving, and communication. Topics of study will include but are not limited to communication for the workplace. Conversations will be based on themes such as law enforcement, healthcare, business, etc. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments, as well as task specific departmental rubrics. The emphasis will be on speaking and listening. All activities, including assessments, will be based on the student’s ability to communicate in Spanish.

447

**Spanish in the Workforce**

Credits: 2.5

Open to: Grades 9, 10, 11, 12

This 2.5 credit introductory Spanish course is for students who are interested in developing Spanish communication skills in the areas of listening and speaking. These skill areas will be developed with students progressing towards achieving communication competence at the advanced beginner level throughout the course while meeting local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on, collaboration, problem solving, and communication. Topics of study will include but are not limited to thematic vocabulary units in career fields such as law enforcement, healthcare, public administration, education, customer service, business, etc. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments, as well as task specific departmental rubrics. The emphasis will be on speaking and listening. All activities, including assessments, will be based on students ability to communicate in Spanish.
French

472-CP  
**French I**  
College Prep  
Credits: 5.0

This introductory language course introduces students to the four skill areas of listening, speaking, reading and writing in French. These skill areas will be developed with students progressing towards achieving communication competence at the beginner level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication. Topics of study will include but are not limited to: personality and physical traits, likes and dislikes, classes and school schedules, greetings and introductions, family and family life, making plans, the present tense, the near future tense, geography of France, and Parisian culture. The French speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments, as well as task specific departmental rubrics. The study of the French language will be connected to other disciplines.

484-H  
**French II**  
Honors  
Credits: 5.0

482-CP  
**French II**  
College Prep  
Credits: 5.0

This intermediate language course is offered to students at both the college preparatory and honors level. Students will elect the level of rigor in which they approach the course. Students who choose to earn honors credit will be held to higher expectations of fluency and will be challenged with a summative project where they demonstrate their mastery of course materials. This will be in addition to the final exam. The course advances student skill in the four skill areas of listening, speaking, reading and writing in French. These skill areas will be developed with students progressing towards achieving communication competence at the intermediate level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication. Topics of study will include but are not limited to: homes and furniture, meal-taking, daily routine, health and wellness, planning a party, continuation of the present tense, the past tense, telling a story, French-speaking countries, and the culture of Québec. The French speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments, as well as task specific departmental rubrics. The study of the French language will be connected to other disciplines.
French III
Honors

This intermediate language course advances student skill to possess a command of the four skill areas of listening, speaking, reading and writing in French. These skill areas will be developed with students progressing towards achieving communication competence at the advanced intermediate level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication.

The Honors level III course provides the opportunity for students to increase depth of knowledge, heighten rigor at an accelerated pace, with expectation of increased proficiency with the target language in the aforementioned skill areas. Topics of study will include but are not limited to: travel, fashion, occupations, giving advice, making predictions and future plans, movies and television, the imperfect tense, the future tense, the conditional tense, Belgian culture, and African culture. The French speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments. The study of the French language will be connected to other disciplines.

French IV
Honors

This advanced language course advances student skill to possess a mastery of the four skill areas of listening, speaking, reading and writing in French. These skill areas will be developed with students progressing towards achieving communication competence at the advanced level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication.

The Honors level IV course provides the opportunity for students to increase depth of knowledge, heighten rigor at an accelerated pace, with expectation of increased proficiency with the target language in the aforementioned skill areas.

The student as an independent learner is expected as a requirement for the honors level. Topics of study will include but are not limited to: regions of France, Louisiana culture and the Creole dialect, cooking and regional foods, art, and the subjunctive tense. Students will also read classic works of French literature. The French speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments. The study of the French language will be connected to other disciplines.
Russian

452-CP  
**Russian I**  
College Prep  
Credits: 5.0

This introductory language course introduces students to the four skill areas of listening, speaking, reading and writing in Russian. These skill areas will be developed with students progressing towards achieving communication competence at the beginner level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication while learning how to talk about aspects of school, Russian personal and family names, learning the Russian alphabet, differences in the ways English and Russian verb systems operate, recreational activities, Russian songs, viewing Russian translations of familiar American movies (watching “Finding Nemo” in Russian). The Russian speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments. The study of the Russian language will be connected to other disciplines.

463-H  
**Russian II**  
Honors  
Credits: 5.0

462-CP  
**Russian II**  
College Prep  
Credits: 5.0

This intermediate language course is offered to students at both the college preparatory and honors level. Students will elect the level of rigor in which they approach the course. Students who choose to earn honors credit will be held to higher expectations of fluency and will be challenged with a summative project where they demonstrate their mastery of course materials. This will be in addition to the final exam. The course advances student skill in the four skill areas of listening, speaking, reading and writing in Russian. These skill areas will be developed with students progressing towards achieving communication competence at the intermediate level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication. Topics of study will include but are not limited to: finding one’s way around an unfamiliar place, Russian holidays, narrating a story in Russian, how to shop in Russian stores, singing native Russian songs, discussion of US vs. Russia during the “Cold War”, what the Russian school day is like. The Russian speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments. The study of the Russian language will be connected to other disciplines.
451-H  
**Russian III**  
Honors  
Credits: 5.0

This intermediate language course advances student skill to possess a command of the four skill areas of listening, speaking, reading and writing in Russian. These skill areas will be developed with students progressing towards achieving communication competence at the advanced intermediate level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication.

The Honors level III course provides the opportunity for students to increase depth of knowledge, heighten rigor at an accelerated pace, with expectation of increased proficiency with the target language in the aforementioned skill areas. Topics of study will include but are not limited to: personality and physical traits, translation of short native Russian stories, likes and dislikes, Russian cultural traditions, classes and school schedules, making plans, greetings and introductions, comparing and contrasting the structure of Russian with that of English, family and family life, homes and personal belongings. The Russian opinions, and needs in the global society speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments. The study of the Russian language will be connected to other disciplines.

461-H  
**Russian IV**  
Honors  
Credits: 5.0

This advanced language course advances student skill to possess a mastery of the four skill areas of listening, speaking, reading and writing in Russian. These skill areas will be developed with students progressing towards achieving communication competence at the advanced level throughout the course while attaining local, state, and federal learning standards. Students can expect to practice all skill areas on a regular basis with an emphasis on creativity, critical thinking, collaboration, acknowledgement of global issues, problem solving, and communication.

The Honors level IV course provides the opportunity for students to increase depth of knowledge, heighten rigor at an accelerated pace, with expectation of increased proficiency with the target language in the aforementioned skill areas.

The student as an independent learner is expected as a requirement for the Honors level. Topics of study will include but are not limited to: following the video lives of four Russian teenagers, exploring Russian sayings, continued reading of short stories, presentation of more advanced grammar topics. The Russian speaking culture is an integral part of the course and will be compared and contrasted with the native culture throughout the course. Student performance will be assessed through the use of school wide rubrics, common formative and summative assessments. The study of the Russian language will be connected to other disciplines.
Computer Technology & TV Production

The courses offered by the Middleborough High School Computer Technology and TV Production Departments are designed to prepare students for a future that will incorporate technology in many aspects of their lives. Students are required to take two technology classes, which will provide them with fundamental knowledge of a variety of software programs.

All of our Computer Technology and TV Production courses are aligned with the Massachusetts State Curriculum Frameworks and will provide students with multiple opportunities to demonstrate proficiency regarding the following school-wide learning expectations:

Learning Expectations: Computer Technology & TV Production

2. Acquire and assess information for a purpose
Students must consistently locate and acquire relevant information while assessing the effectiveness and applicability of the acquired information.

5. Create original products that demonstrate skills and knowledge
Students must apply skills in a unique and imaginative way to demonstrate extensive knowledge on a specific topic, while ethically utilizing resources.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Core</th>
<th>Elective</th>
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</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Technology Integration to Support 21st Century Life Skills Television / Video Production I</td>
<td>Digital Imaging, Computer Graphics</td>
</tr>
</tbody>
</table>
Technology Integration to Support 21st Century Life Skills

This course is considered a must for students beginning their careers at Middleboro High School.

The focus of this course is to analyze what life skills will be needed in the emerging 21st Century and how to incorporate various forms of computer technology to meet those needs. This class will focus on utilizing various internet research techniques along with mathematical skills needed in everyday life through the use of internet technology, spreadsheets and presentation applications while researching the emerging and changing skills needed in society. This course will help students develop strategies needed in analyzing issues and identifying the needed technology to address those issues. This class is project based and students must be able to work cooperatively as well as independently.

Computer Graphics

In this course students will become acquainted with the functions and features of Adobe Photoshop, providing them with a command of the basic tools and techniques necessary for the creation and/or preparation of Text and Backgrounds to be used in multimedia presentation and digitally created projects.

Digital Imaging

This course introduces students to the basic principles and applications of digital photography as a medium, a skill-set, and an integral part of today’s digital literacy needs. Topics covered include capturing images using digital cameras, importing pictures and manipulating them in Photoshop for maximum artistic effect. Composition, camera functions, and integration of typography with pictures will also be covered.

Students are required to participate in class discussions, work collaboratively, and spend time working on out-of-school projects. Students must meet the criteria given for each assignment and participate in the critique of their own work, as well as the work of others. Projects may include: a magazine cover, a print ad, documentary photography, photographic collage, etc.
Digital Imaging II  
Credits: 2.5

Prerequisite: Digital Imaging (621)

This course is designed for students who are interested in Digital Photography beyond “point and shoot.” This course will help students gain a better understanding of the fundamentals of digital photography. This course will have a strong emphasis on composition and design, lighting and depth of field. Students will go “beyond the basics” and explore advanced techniques such as long exposures, action stills and post processing. Students will have out of class assigned shoots based on techniques covered. Students will also engage in group critiques in class and online.

Graphic Design  
Credits: 2.5

Prerequisite: Computer Graphics or Digital Imaging (526 or 621)

This course is designed for students who are interested in the real-world application of production design, including: advertisements, brochures, magazines, and corporate reports. In this course students will utilize Adobe Creative Suite to develop typographic, presentation and digital imaging skills. There will be a strong emphasis on the use of the elements and principles of design and color theory. Students will plan and project graphic ideas to communicate visually within a project based collaborative setting.

Mobile Applications  
Credits: 2.5

Prerequisite: Technology Integration to Support 21st Century Life Skills (521)

This course will provide students with the basic knowledge of how to develop mobile applications using the App Inventor program. Students will learn how to build applications and games starting with initial prototyping and advancing into development of the application. In addition, students will focus on the architecture of software, layout of interface, and interaction of multinodular users.

Web Design  
Credits: 2.5

Prerequisite: Computer Graphics or Digital Imaging (526 or 621)

This course combines theory and practice to introduce the student to the basic elements that make up a Web Page and its structure. Students will begin by designing and organizing a site. Then the students will proceed to learn and use Adobe Creative Suite to create Web pages. Sample pages will be used to learn text formatting, page layout, hyperlinks, lists, tables, and how to insert images. The programming languages of HTML and CSS will be introduced.
Prerequisite: Computer Graphics or Digital Imaging (526 or 621)
This course will provide an opportunity for students to immerse themselves in the world of video game development and design. Participants will learn key programming constructs using Game Maker and Blender Programs. In addition, student will use software to create original graphics and sound it implement in the creation of their games. By the end of the course, students will have created a variety of video games.

Prerequisite: Video Game Design I (523)
This course will allow students to advance their game-making abilities by expanding their knowledge of the Game Maker program as well as introducing them to the programming and design software, Unity, which is used throughout the video game industry in order to create interactive games and visualizations for Windows, Android and Web Platforms. Students will also become familiar with Blender, a 3D modeling program that will allow them to create sprites for their game.

This is CS50x, Harvard University's introduction to the intellectual enterprises of computer science and the art of programming for majors and non-majors alike, with or without prior programming experience. An entry-level course taught by David J. Malan, CS50x teaches students how to think algorithmically and solve problems efficiently. Topics include abstraction, algorithms, data structures, encapsulation, resource management, security, software engineering, and web development. Languages include C, PHP, and JavaScript plus SQL, CSS, and HTML. Problem sets inspired by real-world domains of biology, cryptography, finance, forensics, and gaming. As of Fall 2015, the on-campus version of CS50x, CS50, was Harvard's largest course.
7181  Television / Video Production I  Credits: 5.0

Open to: Grades 9, 10, 11, 12
Need to apply via application which can be picked up in Guidance

This course is designed to introduce students to the fundamental techniques to produce effective videos. Students learn how to write a script, operate a camcorder, and seamlessly edit their footage into a polished finished product. In addition to gaining technology skills, students learn concepts such as proper shot composition, pacing, and communicating a message through video. Half of class time is dedicated to providing instruction, with the remainder of class dedicated toward hands-on projects. Students are evaluated based on exams, video projects, class participation and after school/evening video shoots. It is expected that students are responsible, reliable, self-motivated and capable of independent work without direct teacher supervision.

7182  Television / Video Production II  Credits: 5.0

Prerequisite: Television / Video Production I

Television Production II is a course in scripting, shooting, and editing news program for Middleborough Educational Television. Students apply the fundamental techniques introduced in Television Production I to produce a monthly news-magazine studio show. Students are expected to find a newsworthy story, script, videotape, and edit footage into video news stories that air on the show. In addition to learning how to produce a studio show, students learn advanced techniques in Apple's Final Cut Pro editing software, are introduced to visual effects software Adobe After Effects, and DVD authoring software Apple DVD Studio Pro. Evaluation is based on video projects, class participation, participation in after school/evening video shoots as well as written and hands-on exams. It is expected that students are responsible, reliable, self-motivated and capable of independent work without direct teacher supervision.

7183  Television / Video Production III  Credits: 5.0

Prerequisite: Television / Video Production II

Students in Television Production III produce a weekly news show for Middleborough Educational Television. Students are responsible for producing several highlights, interviews, and news stories per term at an accelerated pace. Students learn advanced skills in studio production in addition to more techniques in Adobe After Effects and DVD Studio pro. Evaluation is based on video projects, class participation, participation in after school/evening video shoots as well as written and hands-on exams. It is expected that students are responsible, reliable, self-motivated and capable of independent work without direct teacher supervision.
Television / Video Production IV

Credits: 5.0

Prerequisite: Television / Video Production III

Television Production IV introduces students to digital filmmaking. Students create their own production logo using Adobe After Effects, write a three act screenplay, and shoot and edit a short film. Evaluation is based on video projects, class participation, participation in after school/evening video shoots as well as written and hands-on exams. It is expected that students are responsible, reliable, self-motivated and capable of independent work without direct teacher supervision.
# Fine Arts

## Academic Performance Expectations

The Fine Arts Department embraces and embodies adopted aspects of the Learning Expectations for students who participate in our various courses. An integral part of what the department provides, along with valuable skills, is an important forum for self-expression and self-reflection. Some students may wish to fulfill their graduation requirement with just one or two courses in the arts.

This sampling of courses is geared towards the enjoyment of the arts, while others may further pursue courses preparing them for a major or minor in the arts at college. The sequential course structure in each of the Fine Arts Departments will assist students in finding ways to use their acquired knowledge in careers after graduation. Nonetheless, students will develop the skills and knowledge necessary to think critically, creatively solve problems, and exercise real life skills.

## Learning Expectations: Fine Arts

1. **Clearly, Fluently, and Confidently Presents Ideas**

   Students must develop and extensively support main ideas in depth by use of effective details and/or vivid examples. The ideas presented should be in a logical sequence appropriate to the task at hand. There is detailed attention paid to the successful execution of conventions to the specific discipline.

2. **Apply Critical and Analytical Thinking to Solve Problems**

   Students must clearly state and comprehensively describe the problem at hand then identify highly effective solutions based on comprehensively gathered information. Their solution should successfully identify conclusions, implications, and consequences.

3. **Collaborate to Meet a Common Goal**

   Students must maintain a group mindset and consistently and actively work towards a common goal. There should be evidence of cooperation among the group, acknowledging opinions and skills of all group members and their contributions. There should be consistent individual contribution as well.

4. **Create Original Products that Demonstrate Skills and Knowledge**

   Students must apply their skills in a unique way to demonstrate knowledge on a specific topic, while ethically utilizing resources.
Visual Arts

Visual Art is a pertinent part of everyday life. Every aspect of our surroundings is driven by an artist in some way. Creative minds are the future of our nation and visual literacy is vital to everyone’s character. The Visual Arts course of studies begins with the Art Foundations requirement which offers the basic foundation of what makes up an artistic experience. The sequential courses offered enable students to create a vast body of work. This work demonstrates a serious commitment to creating art which in turn could lead to the portfolio requirement of Advanced Placement Studio Art. There are various courses available to meet the needs of all students interested in Visual Arts.

Learning Expectations: Visual Arts

3. Apply Critical and Analytical Thinking to Solve Problems
Students must clearly state and comprehensively describe the problem at hand then identify highly effective solutions based on comprehensively gathered information. Their solution should successfully identify conclusions, implications, and consequences.

5. Create Original Products that Demonstrate Skills and Knowledge
Students must apply their skills in a unique way to demonstrate knowledge on a specific topic, while ethically utilizing resources.
<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Core</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Art Foundations</td>
<td>Digital Imaging, Drawing for Beginners, Introduction to Art Appreciation</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Studio Art I</td>
<td>Art Foundations, Digital Imaging, Digital Imaging II, Drawing for Beginners, Introduction to Art Appreciation, Graphic Design, Calligraphy I, Calligraphy II, Graffiti, Community and Art, Illustration, Painting</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Studio Art II</td>
<td>Art Foundations, Digital Imaging, Digital Imaging II, Drawing for Beginners, Introduction to Art Appreciation, Graphic Design, Calligraphy I, Calligraphy II, Graffiti, Community and Art, Illustration, Painting</td>
</tr>
<tr>
<td>Grade 12</td>
<td>AP Studio Art / Studio Art III</td>
<td>Art Foundations, Digital Imaging, Digital Imaging II, Drawing for Beginners, Introduction to Art Appreciation, Graphic Design, Calligraphy I, Calligraphy II, Graffiti, Community and Art, Illustration, Painting</td>
</tr>
</tbody>
</table>
614-CP  
**Art Foundations**  
College Prep  
Credits: 5.0  

Open to: Grades 9, 10, 11, 12  
Incoming freshmen who have an interest in art and who intend to take additional art studio courses are encouraged to take this course. Art Foundations introduces students to the process of art making, while strengthening their degree of technical proficiency. Students will continue to strengthen their technical skills through a series of projects that emphasize observation, and the basic elements of art, in order to create more complex and expressive works of art. These works of art are created using a wide range of media choices offering an equitable, in-depth, visual arts experience. Students are given a list of required supplies at the first class meeting, including a working sketchbook, and homework will be given.

624-CP  
**Studio Art I**  
College Prep  
Credits: 5.0  

Prerequisite: Art Foundations  
Open to: Grades 10, 11, 12  
This course uses the skills learned in Art Foundations and builds upon them. It is designed to explore new media, develop student’s creativity, strengthen their imagination, enhance their problem solving abilities and increase their technical skills. Students will also begin to assemble a portfolio. Students are given a list of required supplies at the first class meeting, including a working sketchbook, and outside preparation is required.

642-H  
**Studio Art II**  
Honors  
Credits: 5.0  

Prerequisite: Studio Art I  
Open to Grades 11, 12  
In this honors course students will work on their portfolios in a series of directed and independent assignments. Students should have a serious commitment to the study of art and be comfortable with using various art media. Assignments at this level enable students to see their world differently and to engage in it more resourcefully, developing a personal vision and style. Art study at this level requires a commitment of time outside the classroom and must be able to work independently. Students are given a list of required supplies at the first class meeting, including a working sketchbook, and outside preparation is required. **Students MUST complete a Studio Art II summer requirement.**
640-AP  
**Studio Art**  
Advanced Placement  

Credits: 7.5

Prerequisite: Successful completion of Studio Art II  
Open to Grade 12  
For admission to this course an application and a portfolio review are required by the visual arts faculty.

AP Studio Art is designed for the dedicated art student who has a serious interest in the practical experience of art and wants to produce college-level work while in high school. Students must be able to demonstrate the capability to produce a portfolio of high quality work for evaluation purposes by the College Board in early May using rigorous standards. The AP Studio Art Exam is an authentic exam in which the art work done in class is submitted for review. The Drawing Portfolio consists of three sections, which are: the Quality, Concentration, and Breadth sections. The Quality (selected works) section consists of five actual works that best demonstrate ones understanding of engagement with drawings. The Concentration (sustained investigation) section consist of works describing an in-depth exploration of a particular drawing concern and the Breadth (range of approaches) section consists of works demonstrating ones understanding of drawing issues, in both concept and media.

Students are expected to take the AP Studio Art exam and must assume the cost of the exam. They are also responsible for having photographs of their art work taken for the digital submission of their pieces. Additional expenses for the student include matting and mounting large pieces of artwork for submission in the Quality portion of their portfolio. The quality section is the presentation of five actual pieces of work demonstrating mastery of your drawing skills. Students who successfully complete the exam may receive college credit. During the summer preceding the course, students must complete several pieces of art work. Outside preparation is required.

Students are required to have a working sketchbook and are given a list of required supplies at the first class.


641-H  
**Studio Art III**  
Honors  

Credits: 5.0

Prerequisite: Studio Art II  
Open to Grade 12  
In this honors course, students will continue to build their portfolios by engaging in a number of challenging studio assignments, both directed and independent. Exercises will include, but are not limited to, the use of various spatial systems, the use of different subjects and kinds of content such as those derived from observation, imagination, and other personal issues. A sense of personal style is developed in Studio Art III. Art study at this level requires a commitment of time outside the classroom and a working sketchbook is a must. Students are given a list of required supplies at the first meeting. **Students MUST complete a Studio Art III summer requirement.**
118

**Drawing for Beginners**

Credits: 2.5

Open to: Grades 9, 10, 11, 12

Anyone can learn to draw. It just takes patience, practice and perseverance. Ease into drawing in a supportive and enjoyable atmosphere! Projects help students learn concepts that develop technical skills and confidence. Exercises enable students to learn about line, value, form in space and portraiture, all while learning to discuss what they see. Students are required to have a working sketchbook and homework will be given to support class content. Students are given a list of required supplies at the first class meeting.

**Digital Imaging**

Credits: 2.5

This course introduces students to the basic principles and applications of digital photography as a medium, a skill-set, and an integral part of today’s digital literacy needs. Topics covered include capturing images using digital cameras, importing pictures and manipulating them in Photoshop for maximum artistic effect. Composition, camera functions, and integration of typography with pictures will also be covered.

Students are required to participate in class discussions, work collaboratively, and spend time working on out-of-school projects. Students must meet the criteria given for each assignment and participate in the critique of their own work, as well as the work of others. Projects may include: a magazine cover, a print ad, documentary photography, photographic collage, etc.

**Digital Imaging II**

Credits: 2.5

Prerequisite: Digital Imaging (621)

This course is designed for students who are interested in Digital Photography beyond “point and shoot.” This course will help students gain a better understanding of the fundamentals of digital photography. This course will have a strong emphasis on composition and design, lighting and depth of field. Students will go “beyond the basics” and explore advanced techniques such as long exposures, action stills and post processing. Students will have out of class assigned shoots based on techniques covered. Students will also engage in group critiques in class and online.
538  Graphic Design  Credits: 2.5

Prerequisite:  Computer Graphics or Digital Imaging (526 or 621)
This course is designed for students who are interested in the real-world application of production design, including: advertisements, brochures, magazines, and corporate reports. In this course students will utilize Adobe Creative Suite to develop typographic, presentation and digital imaging skills. There will be a strong emphasis on the use of the elements and principles of design and color theory. Students will plan and project graphic ideas to communicate visually within a project based collaborative setting.

625  Calligraphy I  Credits: 2.5

Open to: Grades 10, 11, 12
The art of “beautiful handwriting” is the focus of this course open to all sophomores, juniors and seniors. No art experience is necessary. The art of lettering in Italic style is emphasized, and the design principals of balance and spacing are covered. Students will design and complete such projects as quotations, lyrics, invitations and certificates. Outside preparation is required and students will be given a list of required supplies at the first class meeting.

625A  Calligraphy II  Credits: 2.5

Prerequisite: Calligraphy I (625)

Open to: Grades 10, 11, 12
The art of “beautiful handwriting” is the continued focus of this course open to students who have successfully completed Calligraphy I. Students will expand upon their lettering skills through more complex alphabet styles and in-depth projects such as hand-bound artists’ books and manuscripts. Students will be required to develop more creative concepts into their work as they improve upon their lettering skills. Outside preparation is required and students will be given a list of required supplies at the first class meeting.
Graffiti, Community and Art  Credits: 5.0

Prerequisite: Art Foundations (614)

Open to: Grades 10, 11, 12

The focus of the course is to look into the history of public art that is displayed on the streets. Studies will emphasize the belief that graffiti and stencil art are timeless artistic expressions that not only transcend any written language, but also convey a visual message to the global community. **Students will be involved with the planning and execution of service learning projects that promote, support and beautify the community they live in through art.** Students are given a list of required supplies at the first class meeting, required to have a working sketchbook, and homework will be given. Art Foundations or Painting is a prerequisite for Graffiti, Community and Art.

Illustration  Credits: 2.5

Prerequisite: Art Foundations (614)

Open to: Grades 10, 11, 12

Illustration inundates the world around us, whether it is in children’s books, comic books, anime, video game design, or advertising. This course introduces the fascinating relationship between image and text and investigates the process of interpreting and translating words into pictures. Students are introduced to illustration using observational drawing skills and examining the process of creative problem solving; in which students will be able to conceptualize an idea and take it from thumbnail sketch to a final, original product. Student centered projects are designed to ignite the imagination! Students are given a list of required supplies at the first meeting, including a sketchbook and homework will be given.

Painting  Credits: 2.5

Prerequisite: Art Foundations (614)

Open to: Grades 10, 11, 12

Painting is intended for students with an established drawing ability that would like to pursue an exploration of the painting mediums of tempera and acrylic. Through traditional and non-traditional methods of painting students will have the opportunity to develop their painting skills. An in-depth study of color theory will be the focus of numerous projects built upon the concepts of portraiture, landscape, and still life. Students are required to have a working sketchbook and some outside preparation is required. Students are given a list of required supplies at the first class meeting.
639  **Introduction to Art Appreciation**  Credits: 2.5

This course will develop students’ abilities to understand and appreciate art and is intended for the student who feels they are “not an artist,” but is open to all students. Students will approach works of art from more than a production perspective, and will gain knowledge in the context of art as well as developing the ability to respond to pieces of art. This knowledge will be derived primarily from the disciplines of aesthetics, art criticism, art history, and art production. These disciplines deal with: (1) conceptions of the nature of art, (2) bases for valuing and judging art, (3) contexts in which art has been created, and (4) processes and techniques for creating art.

651-H  **Directed Study in Art Honors**  Credits: 2.5

Students enrolled in the AP Studio Art course may take a Directed Study in Art. This will allow students the time to work on the “Concentration” portion of the portfolio submitted to the College Board for evaluation. Students must have the maturity to work independently and have the confidence to use various art media with skill and proficiency. A serious commitment of time to work outside of class is also necessary to be successful. A schedule of due dates for the required pieces of art will be given at the first class meeting.
Theatre

The goal of this pathway is to offer a diverse sampling of theatre and to allow students the chance to perform in the most professional atmosphere possible. Students are totally involved in every aspect of play production from acting to stage design and construction, costuming, makeup, sound and lighting. Even the business aspects of theater such as selling ads for the program or being house manager are part of the workshop experience. Finally, interested students are encouraged to explore the field of fine arts as a career choice, and students are coached in audition techniques and given opportunities to try for scholarships at professional schools and universities.

Learning Expectations: Theatre

1. Clearly, Fluently, and Confidently Presents Ideas
Students must develop and extensively support main ideas in depth by use of effective details and/or vivid examples. The ideas presented should be in a logical sequence appropriate to the task at hand. There is detailed attention paid to the successful execution of conventions to the specific discipline.

4. Collaborate to Meet a Common Goal
Students must maintain a group mindset and consistently and actively work towards a common goal. There should be evidence of cooperation among the group, acknowledging opinions and skills of all group members and their contributions. There should be consistent individual contribution as well.
## Pathways: Theatre

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<td>Art of Theatre</td>
<td>Shakespeare in Modern Times</td>
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<tr>
<td><strong>10</strong></td>
<td>Theatre I: From Idea to Action</td>
<td>Art of Theatre, Shakespeare in Modern Times, Public Speaking, Play Production</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Theatre II: Modern Acting Styles</td>
<td>Art of Theatre, Theatre I, Shakespeare in Modern Times, Public Speaking, Play Production</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Theatre III: Contemporary Performance Theories</td>
<td>Art of Theatre, Theatre I, Theatre II, Shakespeare in Modern Times, Public Speaking, Play Production</td>
</tr>
</tbody>
</table>
Art of Theatre

Credits: 2.5

Open to: Grades 9, 10, 11, 12

This is a one Term class designed to give a brief overview of the genre of theatre. Students will explore acting and performance techniques through basic improvisation, theatre history and student-directed original scenes. The class will examine and practice ancient and classic acting methods in large group work, providing students the opportunity to collaborate, create and criticize in a positive and constructive environment. Topics will include: Ancient Greek and Roman Theatre, Elizabethan Renaissance and the Commedia dell'arte of the Italian Renaissance. Class participation will factor greatly into grades.

Theatre I: From Idea to Action

Credits: 5.0

Prerequisite: Art of Theatre

This is a semester long class designed to give the student a broad based understanding of the process of becoming an actor. The first unit will experiment with the tools and mechanics at the actor's disposal for effective performance strategies. Students will develop their skills through games, vocal and physical exercises. Students will also explore various formats of performance including: classical and modern texts, radio dramas, storytelling for performance, children's theatre and puppetry, Realism (Chekhov, Glaspell, Synge and Jackson) and Improvisation for Performance (Short Form). Writing and staging original and scripted scenes/skits will be a large part of the class. Class participation will factor greatly into grades.

Theatre II: Modern Acting Styles

Credits: 5.0

Prerequisite: Theatre I

This is a semester long class designed for the serious performance student. Students will practice and master developmental exercises in sensory awareness, concentration, improvisation and other acting techniques. Exploration of non-realistic styles such as Symbolism (Williams), Expressionism (Treadwell), Beckett and Absurdism, Deconstructionist Theatre, Brecht and Alienation Technique, Shakespeare and Performing-in-the-Round, The Playmaking Workshop and Improvisation for Performance (Long Form). There will be a strong focus on reflective and critical thinking skills as class participants analyze modern theatrical theories and evaluate their own developing performance skills. Students will be expected to participate in all aspects of the course.
645-H  **Theatre III: Contemporary Performance Theories**  Credits: 5.0

**Honors**

Prerequisite: Theatre II

This is an intensive ninety day course open to seniors and fourth year students only. Exploration and examination of modern and contemporary playwrights will provide a vehicle for script analysis, directing principles, audition techniques and preparation for college-level performance. Playwrights explored may include: Harold Pinter, David Mamet, Sam Shepard, Arthur Miller, Christopher Durang, David Ives and Marina Carr. There will be a strong focus on reflective and critical writing.

647  **Public Speaking**  Credits: 2.5

**Open to: Grades 10, 11, 12**

This is a one-term course designed for the student who wants to pursue college for a professional career and needs to sharpen their communication skills to compete in the workforce. Public Speaking is a powerful tool for personal and professional growth. The benefits associated with public speaking include: critical thinking skills, problem solving, listening skills, developing organizational and time management techniques, improving verbal communication and ultimately enhancing a student's career choice. Speech styles will include: Informative, Persuasive, Demonstration, Ethical Speaking, Impromptu in Interviewing and Debate Forums. Topics will include: modes of delivery, organization and research strategies, audience analysis for topic selection, removing the fear of public speaking and ethical choices.

635  **Shakespeare in Modern Times**  Credits: 2.5

**Open to: Grades 9, 10, 11, 12**

How did Shakespeare invent such extraordinarily rich and distinct characters, worlds and plotlines? This course is for the non-performer and performer alike. Students will have the opportunity to explore Shakespeare’s works in a theatrical and reader’s theatre context. The course will unpack and demystify the plays as students learn to read the texts imaginatively and accurately; identify, explicate and respond to key themes and elements and develop an understanding of drama in both written and spoken form. Emphasis will be on the nature of story and narrative providing students the opportunity to reinforce critical thinking and rhetorical skills. Course projects will examine tragedies and comedies, specifically *Twelfth Night*, *A Midsummer Night’s Dream* and *Richard III* with further titles to be decided on by the class participants.
Play Production

Credits: 5.0

Prerequisite: Theatre I, Drawing I, Art Foundations, Photoshop I, or TV Production

Open to: Grades 10, 11, 12

This a year long course offered to the student interested in the ‘behind the scenes’ aspect of theatre. The class will be structured to create a working theatre company with students taking on many of the design and execution positions of play production. Positions will include: set design and construction, publicity, costume design and construction, scenic painting, make-up technique and execution, sound design, prop design and construction, box office and front of house. This is a participatory class and will require that all students become involved in shows produced by Speech and Theatre Workshop and the Theatre courses. Some after school, evening and weekend work may be required.

Sara Micciche, Class of 2017
Learning Expectations: Music

3. Apply Critical and Analytical Thinking to Solve Problems
Students must clearly state and comprehensively describe the problem at hand then identify highly effective solutions based on comprehensively gathered information. Their solution should successfully identify conclusions, implications, and consequences.

4. Collaborate to Meet a Common Goal
Students must maintain a group mindset and consistently and actively work towards a common goal. There should be evidence of cooperation among the group, acknowledging opinions and skills of all group members and their contributions. There should be consistent individual contribution as well.
## Pathways: Music

<table>
<thead>
<tr>
<th>Grade</th>
<th>Core</th>
<th>Elective</th>
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</thead>
<tbody>
<tr>
<td><strong>Grade 9</strong></td>
<td>Music Theory I</td>
<td>American Popular Music, Music History and Literature, String Orchestra, Marching / Concert Band, Sachem Singers</td>
</tr>
<tr>
<td><strong>Grade 10</strong></td>
<td>Music Theory II</td>
<td>Music Theory I, American Popular Music, Music History and Literature, String Orchestra, Marching / Concert Band, Sachem Singers, Concert Choir, Musicianship</td>
</tr>
<tr>
<td><strong>Grade 11</strong></td>
<td>AP Music Theory</td>
<td>Music Theory I, Music Theory II, American Popular Music, Music History and Literature, String Orchestra, Marching / Concert Band, Sachem Singers, Concert Choir, Musicianship</td>
</tr>
<tr>
<td><strong>Grade 12</strong></td>
<td>AP Music Theory</td>
<td>Music Theory I, Music Theory II, American Popular Music, Music History and Literature, String Orchestra, Marching / Concert Band, Sachem Singers, Concert Choir, Musicianship</td>
</tr>
</tbody>
</table>
634-CP  
**Music Theory I**  
College Prep

Credits: 5.0

Open to: Grades 9, 10, 11, 12

This course is designed for students who are serious about developing their musicianship. There are four primary areas of focus for this course: terminology/notation, aural skills, form, and analysis. Basic composition is all explored towards the end of the semester. Students will frequently use the music lab to assist in development of aural skills. Reinforce content learned during class sessions, and develop creativity through composition.

This course will prepare students to major or minor in college and serves as a pre-requisite for Music Theory 2: Composition and Music Technology.

633-H  
**Music Theory II: Composition & Music Technology**  
Honors

Credits: 5.0

Open to: Grades 10, 11, 12

This course continues the study of music theory with an increased focus on composition and music technology. Students will continue to develop terminology/notation and aural skills from Music Theory I. Students will begin to make connections between previously learned information and new musical contexts. Students will synthesize knowledge with their own creativity to create their own compositions in a variety of musical styles. Students will frequently use the music lab for aural skill development and composition.

630-AP  
**Music Theory**  
Advanced Placement

Credits: 7.5

Prerequisite: Music Theory II

Open to: Grades 11, 12

This course will prepare students for the Advanced Placement test in Music Theory given by the College Board. Students who successfully complete the exam may receive college credit. The course will focus on ear training, sight singing, composition in four-part harmony, form, and analysis.
American Popular Music

Credits: 2.5

Open to: Grades 9, 10, 11, 12

This course studies the development of American popular music from the days of Ragtime and Tin Pan Alley to the birth of jazz and rock and roll. Units of study include the birth of Jazz in New Orleans, the Swing Era, Bebop and Cool Jazz, the roots of Rock ‘n Roll, the British Invasion, Protest Songs, Folk Rock, Heavy Metal, MTV and music videos, Hip Hop, and much more. Additionally, students are challenged to consider various social ideas and messages through the lens of music in order to recognize how these ideas and messages contribute to our values, ethics, and understanding of our diverse society.

Students will identify and discuss a diverse array of musical styles through active listening, discussion, and writing. Several hands-on and collaborative projects which utilize primary sources, recordings, films, and technologies, will challenge students to discover the world of music.

Music History and Literature

Credits: 2.5

Open to: Grades 9, 10, 11, 12

This course examines the history and development of traditional western (European) classical music. Through the study of literature from Antiquity, Middle Ages, Renaissance, Baroque, Classical, Romantic, and 20th Century stylistic periods, students will discover how music developed through great composers such as Bach, Beethoven, Mozart, and more. Additionally, contributions from other world cultures will be examined as it relates to classical music.

Students will study and discuss musical styles through active listening, discussion, and writing. Several hands-on and collaborative projects which utilize primary sources, recordings, films, and technologies, will challenge students to analyze the world of western classical music.
Open to: Grades 11, 12

You don’t need to be an actor, musician, or artist in order to have a career in one of the most interesting and popular industries in the country. Entertainment is one of the United States’ most successful exports and one of the country’s most visible areas of employment. When a movie is created by one of the top studios in the U.S. it is usually bound for the world market, rather than only the U.S. and Canada. No other country can boast of this. Also, the entertainment industry is ever changing because of advances with the internet and other media outlets. You will learn probable educational paths, the wide ranging careers available, creating your own opportunities, as well as how to possibly land a job in Entertainment and the Fine Arts. You will learn marketing strategies, project management, event planning, how to create a successful website, and resume design. Students will be evaluated on class projects (individual and collaborative), written assignments and exams, hands on projects, and class participation.
Performance Ensembles

As a part of a performance ensemble each student will be challenged to work collaboratively to reach common goals, demonstrate discipline and self-direction by maintaining a practice routine outside of school, serve the community by participating in community programs and concerts; be accountable for development of musicianship, and to improve musicianship through creativity and self-assessment. Students are assessed regularly for development of technical abilities, literature preparation, and musicianship.

Music students wishing to enter the Honors pathway for instrumental performance ensembles will be selected by application and departmental approval. The students in these ensembles will be expected to independently pursue opportunities for personal musical growth over the course of the school year and will be expected to satisfactorily complete a rigorous course of study in addition to the requirements for the general performing ensemble student.

658-H
String Orchestra
Honors
Credits: 5.0

658-CP
String Orchestra
College Prep
Credits: 5.0

Open to: Grades 9, 10, 11, 12 who play violin, viola, cello, or double bass and have the technical ability to perform high school level orchestral music.

This ensemble rehearses and performs musical works written for primarily string orchestra. Occasional full orchestra selections are explored. Selected works reflect a variety of musical styles and periods from developmentally appropriate standard repertoire and newer compositions. Through rigorous study and practice of scales, full ensemble rehearsals, small group (sectional) rehearsals, and rehearsal of carefully selected repertoire, students will develop proper playing techniques, tone quality, intonation, rhythmic accuracy, dynamics, expression, and balance and blend.

The string orchestra performs at the three formal concerts and in a variety of other performances opportunities at festivals and in the community. Attendance at all programs is required.
Open to: Grades 9, 10, 11, 12 who play piccolo, flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, baritone/euphonium, trombone, tuba, or percussion.

Musical works reflect a variety of musical styles and periods from developmentally appropriate standard repertoire and newer compositions. Popular, patriotic, and holiday selections are performed in marching band and a wide variety of repertoire is explored, rehearsed and performed in concert band. Through rigorous study and practice of scales and exercises, full ensemble rehearsals, small group (sectional) rehearsals, and rehearsal of carefully selected repertoire, students will develop proper playing techniques, proper tone quality, intonation, rhythmic accuracy, dynamics, expression, and balance and blend.

This ensemble functions as both a marching and concert band that performs at football games, parades, pep rallies, formal concerts, music festivals, and various other events throughout the year. Attendance at all programs is required.

Note: Any student not previously in band in middle or high school must audition prior to enrollment.
Sachem Singers  Credits: 5.0

Open to: Grades 9, 10, 11, 12

This ensemble focuses on physical development of the voice along with musical skills and literature. There is concentrated emphasis on discovery of the proper singing voice, reading notation, sight-singing, and singing as part of an ensemble. Repertoire is carefully selected to develop these skills as well as confidence in the individual and ensemble sound.

This ensemble performs at the Holiday and Spring concerts as well as various other events throughout the year. Attendance at all programs is required.

Concert Choir  Credits: 5.0

Open to: Grades 10, 11, 12 by audition only

This ensemble is for those choral students who are serious about singing high quality and difficult literature in an advanced ensemble setting. Musical works reflect a variety of musical styles and periods from challenging repertoire. Through rigorous study and practice of scales and exercises, full ensemble rehearsals, small group (sectional) rehearsals, and rehearsal of carefully selected repertoire, students will develop proper vocal techniques and both quality individual and group sounds.

This ensemble performs at pep rallies, formal concerts, music festivals, and various other events throughout the year. Attendance at all programs is required.

Musicianship  Credits: 2.5

Open to: Grades 10, 11, 12 who have previously enrolled in a performance ensemble. This course may be repeated for credit.

This course is designed to help students enrolled in Band, Orchestra, Concert Choir, or Sachem Singers become better musicians by engaging in the study of ensemble literature, basic music theory, musical vocabulary, and practice and performance techniques. Students will develop a specific and intensive practice regimen based after a study of best practices. A focus on the development of technical and ensemble abilities allows each student to take responsibility for their musical development in a structured environment.

Continual self-assessment is a key part of this class as students examine their own strengths and needs and then find best practices or innovative and creative ways to improve needs and further enhance strengths.
Physical Education and Wellness Department

Physical Education and Wellness Department assumes responsibility for assisting students in achieving proficiency in Middleborough High Schools Rubrics #3 (Analytical & Critical thinking), #4 (Collaborating), and #5 (Creating Original Products). We also acknowledge our collaborative efforts in reinforcing and supporting all of the other school wide rubrics.

The integrated program of physical education and health at Middleborough High School is designed to meet the general health and wellness needs of all students in their freshmen, sophomore, junior and senior years. In compliance with both the Massachusetts State Health Curriculum frameworks goals and the National Association for Sport and Physical Education (N.A.S.P.E.) goals, the Physical Education/Wellness program will prepare students to be active for life.

The classroom setting will provide students with opportunities to become knowledgeable in many areas, including the Massachusetts Comprehensive Health framework topics of Growth and Development, Physical Activity and Fitness, Nutrition, Reproduction and Sexuality, Mental Health, Family Life, Interpersonal Relationships, Disease Prevention and Control, Safety and Injury Prevention, Tobacco, Alcohol, and Other Substance Use/Abuse Prevention, Violence Prevention, Consumer Health and Resource Management, Ecological Health, and Community and Public Health. The focus in this setting will be:

- Acquiring the knowledge needed to make informed, health-enhancing decisions
- Developing the skills related to health promotion, disease prevention, stress management and health maintenance
- Formulating an understanding of emotions and their effect on physical health
- Developing an understanding of the body and its systems, and how best to develop these systems in terms of overall health and longevity

The laboratory setting will engage students in a variety of team and individual sports, games, and fitness activities (emphasizing lifetime activities) where the focus will be:

- Developing competence in many movement forms and proficiency in a few movement forms
- Applying movement concepts and principles to understand and develop motor skills
- Leading a physically active lifestyle
- Maintaining a health-enhancing level of physical fitness
- Behaving in ways that are personally and socially responsible in physical activity settings
- Understanding and respecting differences among people in physical activity settings
- Understanding that physical activity can provide enjoyment, challenge, self-expression, and social interaction
Learning Expectations: Physical Education & Wellness

3. Apply Critical and Analytical Thinking to Solve Problems
Students must clearly state and comprehensively describe the problem at hand then identify highly effective solutions based on comprehensively gathered information. Their solution should successfully identify conclusions, implications, and consequences.

4. Collaborate to Meet a Common Goal
Students must maintain a group mindset and consistently and actively work towards a common goal. There should be evidence of cooperation among the group, acknowledging opinions and skills of all group members and their contributions. There should be consistent individual contribution as well.

5. Create original products that demonstrate skills and knowledge
Students must apply skills in a unique and imaginative way to demonstrate extensive knowledge on a specific topic, while ethically utilizing resources.
**Physical Education**  
Credits: 2.5

Open to: Grades 9, 10, 11, 12

The primary purpose of the Physical Education/Wellness program is to instill within students the desire and knowledge to be active for life, the ability to collaborate with others for a common goal, and use or be able to find the tools necessary to accomplish these endeavors. Students in grades 9-12 are automatically scheduled for the required, integrated physical education/wellness program. Students may be assigned class every day for one term (45 days), or every other day for one semester (45 days). Students receive 2.5 credits for passing grades in this area and must total 10 credits during the four years, to be consistent with the Middleborough High School graduation requirements.

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<tr>
<th>Racket Activities</th>
<th>Team activities</th>
<th>Individual Activities</th>
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</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>Basketball</td>
<td>Tac Bo</td>
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<tr>
<td>Tennis</td>
<td>Ultimate Frisbee</td>
<td>Fitness</td>
</tr>
<tr>
<td>Pickle ball</td>
<td>Floor Hockey</td>
<td>Golf</td>
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<tr>
<td></td>
<td>Football</td>
<td>Archery</td>
</tr>
<tr>
<td>Recreational Activities</td>
<td>Soccer</td>
<td>Pilates/Yoga</td>
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<tr>
<td>Strength and Fitness testing</td>
<td>Blooper Ball</td>
<td>Track &amp; Field</td>
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<tr>
<td>Bocce</td>
<td>Team Handball</td>
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<tr>
<td>Horseshoes</td>
<td>Volleyball</td>
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<td>Boomerang</td>
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<tr>
<td>Orienteering</td>
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<td>Dance Activities</td>
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**Health***  
Credits: 2.5

Open to: Grades 10

This one quarter health class is a required course for all Grade 10 students at Middleborough High School. Based on the Massachusetts Comprehensive Health Curriculum, students will have the opportunity to explore a variety of current health issues. Topics would include: nutrition, reproduction/sexuality, disease prevention, safety & injury prevention, violence prevention, tobacco, alcohol, and other substances. Student performance will be assessed using both formative and summative evaluations. Through the use technology, students are expected to produce a final presentation on one chosen health issue.

*pending budget approval
Childcare Program

This two-year program prepares students to work in early childhood classrooms and childcare centers, as well as, preparing them for continuing their education in college. Successful completion of the two-year program will provide students with the necessary credentials to apply for certification through the Massachusetts Department of Early Education and Care.*

All childcare courses provide students with multiple opportunities to demonstrate proficiency in the following school-wide learning expectations.

Learning Expectation: Childcare Program

1. Clearly, Fluently, and Confidently Presents Ideas
   Students must develop and extensively support main ideas in depth by use of effective details and/or vivid examples. The ideas presented should be in a logical sequence appropriate to the task at hand. There is detailed attention paid to the successful execution of conventions to the specific discipline.

5. Create original products that demonstrate skills and knowledge
   Students must apply skills in a unique and imaginative way to demonstrate extensive knowledge on a specific topic, while ethically utilizing resources.

*Note: Certification requirements change annually, and currently certification needs to be linked to a potential employer.
Development in Early Child Care*  
Credits: 5.0

Open to: Grades 11, 12  
College Credits: 3.0

As a student in the Child Care Program, you have the unique opportunity to complete this course at Massasoit Community College’s Middleborough Center, for both high school and college credit. This course will review the developmental stages from infancy through early childhood, with an emphasis on curriculum development including storytelling, art, science, math, and social studies. Theories of Erikson, Maslow, and Piaget are also studied. Students will plan and present lesson plans. The college level text Young Child: Development from Pre-birth through Age Eight: 6th Ed. will be the foundation of this course. Transportation will be provided.

Behavior Management in Child Care*  
Credits: 5.0

Open to: Grades 11, 12  
College Credits: 3.0

As a student in the Child Care Program, you have the unique opportunity to complete this course at Massasoit Community College’s Middleborough Center, for both high school and college credit. This course provides the student with an introduction to principles involved in child care behavior management. Behavior management topics are approached as they relate to child care settings. Positive interactions between adults and children are emphasized as effective learning environments for young children. The influence of family, peers, community, and culture on children’s behavior is explored.

Developmental Skills Course*  

This course will run opposite Development in Early Child Care and/or Behavior Management in Child Care at Massasoit Community College’s Middleborough Center for high school credit only. This tutorial skills-based course is designed to afford students an opportunity to increase the accuracy of comprehension and to further develop general knowledge, vocabulary, study skills, critical thinking, writing, speaking, and critical reading skills, as well as time to catch up on lengthier class assignments. All course skill-based strategies will be taught through the focal lens of childcare education curriculum. Transportation will be provided.

*In collaboration with Massasoit Community College (contingent upon adequate funding)
James Braga “Pathway to Business”

This program offers the unique opportunity for students interested in pursuing a career in business to enroll in a course sequence at Massasoit Community College – Middleborough. These courses will be offered free-of-charge and allow students to earn both high school and college credit upon successful completion.

750

**Introduction to Business***

Open to: Grades 10, 11, 12  
College Credits: 3.0

Prerequisite: Students are required to complete the Accuplacer exam prior to the onset of the course.

This semester long course will be offered at Massasoit Community College/Middleborough. Transportation will be provided. This course surveys business organizations as they operate within our free-enterprise system. Explore the functional areas of accounting, finance, production and marketing from a management perspective with an emphasis on problem solving.

751

**Principles of Marketing***

Open to: Grades 10, 11, 12  
College Credits: 3.0

Prerequisite: Students are required to complete the Accuplacer exam prior to the onset of the course.

This semester long course will be offered at Massasoit Community College/Middleborough. Transportation will be provided. This course will introduce students to the role of marketing in an organization. There is major emphasis on the concept of marketing strategy as a comprehensive, integrated plan designed to meet the needs of the consumer and thus facilitate exchange. Students will be presented with techniques and practices commonly utilized by marketers in the areas of research, product planning, pricing, distribution, and promotion.
Financial Accounting I & II*  
Open to: Grades 10, 11, 12  
College Credits: 3.0  
Prerequisite: Students are required to complete the Accuplacer exam prior to the onset of the course.  
This course is an introduction to accounting concepts and principles. Topics cover the accounting cycle, recording transactions, adjustments, the worksheet, financial statement preparation, and closing the accounts. Current assets, including cash, receivables, inventories, and methods of depreciation are covered. The emphasis is on the sole proprietorship form of business organization for both service and merchandising firms. Computer applications are integrated.

Personal Finance*  
Open to: Grades 10, 11, 12  
College Credits: 3.0  
Prerequisite: Students are required to complete the Accuplacer exam prior to the onset of the course.  
This course provides for the planning and management of personal assets by individuals over both short-term and long-term periods. Topics include household budgeting, savings and financial institutions, consumer credit and other borrowings, insurance investments, pensions and annuities, and the implications of taxes in decisions. An overview of relevant topics for planning, maintenance, and protection of personal estates is also discussed.

*Courses will be offered on a rotating basis, in collaboration with Massasoit Community College (contingent upon adequate funding)
School-to-Career Internship Program

An internship is an opportunity for a student to spend time with one or more employees at a business, school, non-profit organization, or government agency. The objective is to provide an opportunity to observe and gain hands-on experience in how business and industry work.

By being at the internship site, students will get a first-hand perspective of the skills and tasks required on the job. The goal of the internship program is to increase the student’s knowledge of workplace skills and receive on-the-job experience. The internship experience is developed based on the student’s chosen career interests.

Students are released during the regular school day to participate in their internship. The internships are developed between the student, parent, internship coordinator and the internship site.

Participation in the internship program is considered a privilege that carries the responsibilities of regular attendance, passing grades and satisfactory conduct both in the high school and the community. Students may be removed from any internship program, at any time, with loss of credit, for failure to meet the expectations of the program.

Internships will provide students with opportunities to demonstrate proficiency regarding the following school-wide learning expectations:

**General Expectations/Process/Guidelines:**

- Students are selected for the internship program based on a formal application process that includes: school attendance and behavior, year in school (senior year for senior internship and fire science; junior or senior year for childcare practicum) enrollment in career related coursework and seriousness of purpose.
- The application process will begin in January. Formal applications will be distributed through Advisory. Completed applications, with parent or guardian signature, guidance counselor signature, and student goals clearly defined are due to the guidance department by April 1st.
- Student’s internship experience will be developed based on the student’s career pathway, career goals, and/or interest and aptitude assessment results.
- Students must be at least 16 years of age and in their senior or junior year (childcare practicum) of high school.
- Students will not be placed in worksite situations where they are supervised by or working directly with family members.
- An internship agreement must be signed by the student, parent, internship coordinator and employer and kept on file.
- A job description is prepared, outlining job duties and student learning competencies and is agreed to by all parties.
- It is expected that all interns represent Middleborough High School in a positive manner, therefore students with discipline records, criminal offenses or pending criminal charges may not be eligible for or may be removed from, the internship program without adjudication.
• Student interns will be required to complete a portfolio, and participate in an Internship Exposition at the conclusion of their internship experience to receive full credit for their internship experience:

The portfolio should include, but not be limited to the following components: personal reflections, photos of worksite experiences and samples of work, and a resume.
School-to-Career Senior Internship

Credits: 10.0

Open to Grade 12

A hands-on experience for seniors that would offer them the opportunity to become effectively engaged in real world settings. Where the focus will be to experience the day-to-day activities in a particular field or business. Participation in this program also enables the ongoing development and understanding of acceptable standards within the workplace and also provides insight into the educational requirements of a given career choice. Participation contingent upon successful completion of the internship application process.

Fire Science

Credits: 10.0

Open to Grade 12

This internship takes place at the Central Fire Station in collaboration with the Middleborough Fire Department. Fire Science meets every day first semester. The curriculum is based on the Massachusetts Firefighting Academy’s Firefighter I/II modules and “The Essentials of Firefighting”, taught by certified instructors. Some of the topics covered in this course are: fire behavior, safety, water rescue, vehicle extrication, equipment, alarms and communication, and fire prevention and education. An interview and application process is conducted.

Note: Fire Science is only offered semester 1, Blocks 1 & 2

Childcare Certification Internship

Credits: 10.0

Open to Grade 11, 12

Prerequisite: Enrollment in Behavior Management or Development in Early Child Care

This internship places students in an early childhood classroom or child care center to gain skills and strategies in working with young children as well as to complete the hours necessary to be eligible to become certified by the Massachusetts Department of Early Education and Care. Students will be required to keep a daily log of their hours.
Dual Enrollment

Bridgewater State University, the University of Massachusetts at Dartmouth and Massasoit Community College strive to work closely with area high schools by offering Dual Enrollment opportunities to our high school students. The Dual Enrollment Program allows qualified public high school students enrichment opportunities to earn both high school and college credits by enrolling in one or more courses at a local public college. MHS encourages dual enrollment under the following conditions:

- enrolled at MHS as a junior or a senior
- 3.0 grade point average (B average)
- recommended by high school principal, teacher, or guidance counselor.
- received written approval by parent, guardian, or other responsible adult.

Any student interested in seeking dual enrollment should alert his or her guidance counselor as soon as possible (early November for the Spring semester, and early April for the Fall semester) so that the necessary applications and paperwork can be processed. This is a tuition-based program that is the responsibility of the individual student and/or family.

If a student chooses to participate in the Dual Enrollment Program as a means of completing their four-block schedule, the grade earned in the course will be automatically factored into their GPA as an honors-level course, at MHS. However, if a student chooses to enroll in the program as an addition to their full schedule at MHS, they may decide whether or not the grade earned in the honors-level course will be factored into their GPA at MHS.

MHS graduation requirements may not be fulfilled via dual enrollment. Courses taken cannot replace MHS course requirements. If a student wishes to take a course through dual enrollment that is currently offered at MHS, he or she must first have successfully completed the course at MHS.
English Language Learners Program

This course is designed for the non-English speaking student who enters the ELL program at the secondary level. The objective is to provide non-English speaking students, and Limited English Proficient (LEP) students, with the opportunity to learn and to use English in the four basic skills; listening, speaking, reading, and writing. Students expand their knowledge of vocabulary and correct English usage. The continued development of language is achieved through reading, writing, and discussion of English literature in various forms. In this sheltered English immersion classroom, instruction is designed to permit active engagement by ELL/LEP students throughout the school day. Lessons are designed collaboratively with all content area teachers to meet the specific academic needs of each student.
Co-Curricular Activities

Current research in teaching and learning suggests that participants in co-curricular activities have more consistent attendance, better academic achievement, and higher aspirations than non-participants. Co-curricular activities are integral to providing opportunities for all students to support and extend academic learning. Co-curricular pursuits both expand and enhance the goal of teaching students to be responsible and fulfilled human beings providing them with opportunities that develop character, critical thinking, sociability and life skills. All co-curricular activities carried out under the auspices of Middleborough High School should be viewed in terms of their potential contribution to the school's overall expectations for student learning. We seek to engage as many students as possible in co-curricular activities, following a philosophy that students will miss a valuable part of their education if they do not participate. Thus, a sufficient variety of activities are offered to appeal to a wide variety of student interests. Co-curricular programs should generally yield to academic courses when conflicts of time arise.

Student Activities are an important part of student life. The opportunity to demonstrate skills learned in the classroom, to promote leadership skills and learn to work together in a cooperative spirit, all are part of the activities experience. At Middleborough High School students are encouraged to belong to an activity that interests them or propose new activities that will offer our students new opportunities for personal and social growth.

A variety of co-curricular activities are listed. Any student interested in learning more about an activity or organization should see their guidance counselor, administrator or any faculty member for the names of contact people or advisors. It is our sincere hope that our activity offerings will attract students to belong to one or more of the organizations listed within.

Football- Varsity, JV, & Fr
Field Hockey- Varsity & JV
Soccer- Varsity, JV.
Cheerleading

Cross Country- Varsity
Golf- Varsity
Volleyball- Varsity

Winter
Basketball- Varsity, JV, & Fr
Swimming- Varsity
Wrestling- Varsity, JV

Indoor Track- Varsity
Ice Hockey- Varsity
Cheerleading

Spring
Baseball- Varsity, JV, & Fr
Softball- Varsity, JV, & Fr
Lacrosse- JV

Track & Field- Varsity
Tennis- Varsity, JV
Student Government Activities
School Council
Student Advisory Council
Class Council
Student Council
YMCA Youth and Government
School Committee

Fine Arts Activities
Jazz Band
Drumline
Majorettes
Speech and Theater Workshop
Anime (Japanese cartooning)

Other Activities
National Honor Society
Sociedad Honoraria Hispanica (Spanish and Portuguese Honor Society)
Societe Honoraire de Francais (French Honor Society)
Slava (Slavic Honor Society)
Rho Kappa (Social Studies Honor Society)
National Science Honor Society
English Honor Society
TRI-M (Music Honor Society)
Southeastern Massachusetts Mathematics League
Silver M Society
Gender Sexuality Alliance (GSA)
Key Club
Timaron Yearbook
Y.E.S.S. (Youth Environmental Social Society)