

# **Haverhill High School**



## **Program of Studies**

**2026 - 2027**

Haverhill High School  
137 Monument Street  
Haverhill, MA 01832

# Haverhill High School

## Haverhill High School's 21<sup>st</sup> Century Learning Expectations Statement of Purpose

### **Academic**

Scholars will communicate effectively by listening, writing, and speaking clearly in a variety of formats.  
Scholars will apply critical thinking skills to solve problems that relate to real-world applications.  
Scholars will use technology to research, solve problems, and design presentations, documents, and other products in a legal and ethical fashion.

### **Social**

Scholars will embody the core values at Haverhill High School by being global, responsible, engaged, accepting, and tenacious in our school and community.

### **Civic**

Scholars will demonstrate an understanding of civic responsibilities with a global perspective and in our local community.

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# GRADUATION REQUIREMENTS

Twenty (20) credits are required for graduation from Haverhill High School. All scholars must satisfy the graduation requirements listed below. **Note: Graduation requirements subject to change with School Committee approval.**

HPS will enforce all graduation requirements including that all students must pass a Competency Determination in select courses of English, Math, Science and History per the Mass Department of Elementary and Secondary Education. All students will be enrolled in a 4th year of Math. All students will have the opportunity to meet the Mass Core graduation requirements set forth by the Department of Elementary and Secondary Education. Mass Core is a state-recommended, rigorous program of study that aligns high school coursework with college and workforce expectations. **Mass Core requires an additional credit in Mathematics, one credit in both World Language and Fine Arts, and two and a half additional courses, for a total of 22 credits. Note: MassCore does not include Wellness which is a state requirement so two additional credits are needed for a total of 24 credits.** HHS students completing the Mass Core graduation requirements will be acknowledged for their achievement of this distinction. Students in a state-approved Chapter 74 Career and Technical Education program in Massachusetts can be exempt from the standard MassCore and local requirements for Art and World Language and still meet MassCore guidelines by fulfilling their vocational program's requirements.

Area of Study	HHS Class of 2026 and beyond Credits 20	MassCore Credits 24
English (**Must include English I & English II)	4.0	4.0
Social Studies (**Must include US I or equivalent)	3.0	3.0
Mathematics (**Must include Algebra I or Integrated Math I, Geometry or Integrated Math II) Algebra II	3.0	4.0*
Lab-based Science (**Must include Biology or Chemistry)	3.0	3.0
Fine Arts	1.0 or World Language*	1.0
World Languages (*Must be the same language)	1.0 or Fine Arts*	2.0*
Wellness	2.0**	2.0**
Electives	4.0	---
Additional Mass Core credits (*Must be from technology, school-to career, business, or additional core academic areas)	---	5.0

## \*\* Required by law

\*\*\* Required by the Department of Elementary and Secondary Education for Competency Determination Requirements: (English I/II, Biology or Conceptual Biology or Chemistry (grade 10 & above for transfer students), Algebra I, Geometry, or Integrated Math I/II) Includes US History I or AP US History for the Class of 2027 & beyond.

## Guidelines for Promotion:

### For Class of 2026 and beyond:

Grade 9 to 10: Earn 5 credits **and** pass English I, Biology, **and** Algebra I

Grade 10 to 11: Earn 10 accumulated credits **and** pass English II **and** Geometry (US History I Class of 2027 and beyond)

Grade 11 to 12: Earn 15 accumulated credits **and** pass English III

### Suggested Credits for Admission to Post-Secondary School

	English	Social Studies	Mathematics	Science	World Languages (same language preferred)
Highly Selective Colleges	4	4	4-5	4	3-4
Four-Year College	4	3	4	3-4	2-4
Two-Year College	4	3	3	3	1-2
Technical College	4	3	3	3	1-2

## COURSE DESCRIPTIONS

### ENGLISH

Whether scholars plan to attend college upon graduation or to move directly into the workplace, they need strong communication tools. The English Department offers an array of courses to help scholars develop the necessary skills for success in the 21<sup>st</sup> century. All English classes engage scholars in reading, writing, speaking, and listening. Scholars read a range of complex texts, learn to cite evidence, analyze information, write effectively for a variety of purposes and audiences, and conduct meaningful research. In addition to giving and receiving feedback, scholars learn more about the basic traits of writing – ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Scholars also improve their language skills by learning principles of grammar and acquiring new vocabulary.

The English courses at Haverhill High School align with the Massachusetts Common Core Standards for English Language Arts. All scholars at Haverhill High School are required to pass four years of English. The English Department is committed to helping all scholars achieve high academic standards. The department nurtures and challenges scholars, encouraging them to express their ideas clearly and to think critically about the world around them. The course offerings in the ELA curriculum enable scholars to become stronger readers, writers, speakers, listeners, and thinkers. All non-elective English classes count towards the English Graduation Requirement.

**Beginning in 2026 students must pass the Competency Determination in English I and English II or their equivalent courses.**

#### GRADE 9 ENGLISH

The Freshman English Program stresses competence in reading, writing, speaking and listening. The study of literature includes short stories, novels, poetry, nonfiction writing, and a Shakespearean play. In addition to materials assigned for class study and discussion, outside reading assignments are required. Specific writing assignments will be used as a basis for developing and improving a scholar's writing competence. In preparation for success in high school and on state mandated tests, scholars develop study and organizational skills, practice answering and supporting open-ended questions, write often to a variety of prompts, and learn to self-assess and revise their written work.

**ENGLISH I CP****CRS H0003****GR 9****CR 1****Y**

Scholars entering English I College Prep read and analyze grade-appropriate literary and informational texts both independently and with teacher assistance. Throughout the year, scholars will demonstrate evidence of independent reading. This course will also develop and enhance writing. Scholars will discuss model essay samples; create essays with the goal of structural, grammatical and mechanical integrity in the final drafts; and successfully and insightfully participate in class discussions, projects and presentations, demonstrating skill in the utilization of a variety of resources with appropriate scaffolding. **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

**ENGLISH I HONORS****CRS H0001****GR 9****CR 1****Y**

Scholars entering English I Honors comprehend literary and informational texts at or above grade level. Throughout the course they will read and analyze difficult literary and informational texts independently. This course will also develop and enhance student writing. Scholars will discuss model essay samples; create essays with the goal of structural, grammatical and mechanical integrity in the final drafts; and successfully and insightfully participate in class discussions, projects and presentations, demonstrating skill in the utilization of a variety of resources. The Classical Academy version includes thematic links to all of the Honors program's classes, with specific connections to Classics courses (Classical Perspectives and Latin). **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

**FUNDAMENTALS OF ENGLISH I****CRS H8005****GR 9****CR 1****Y**

Instruction is based on the Massachusetts Frameworks and mirrors the general education English Program of Studies. Fundamentals is a special education academic, sub-separate program. In addition to students' exposure to the modified grade level curriculum, there is an emphasis on reading comprehension and using metacognitive reading skills as well and breaking down the writing process. The class is supported by a dual certified English special education teacher and other support professionals as needed. **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

**21ST CENTURY LITERACY SKILLS****CRS H0103****GR 9****.25****Q**

Scholars identified as needing extra support in their English I course, or who are reading below grade-level, take this course in addition to their regular English class. Here scholars work with their English teacher and the diagnostic and personalized program iReady to remediate their literacy skills. Scholars take this course with a teacher recommendation. This course is Pass/Fail.

**GRADE 10 ENGLISH**

The Sophomore English Program builds on the foundation of the reading and writing skills developed in the ninth grade curriculum and emphasizes the interrelationship among language, literature, and composition. The study of literature includes short fiction, novels, poetry, and dramas and accentuates the critical thinking process to demonstrate comprehension. Scholars will work with literature through text-based analytical discussions and will be given opportunities to showcase this through the development of their writing. Scholars will prepare for standards based testing through the review of test taking, study, and organizational skills while they are learning to self-assess and revise written work.

**AP SEMINAR****CRS H0088****GR 10 - 12****CR 1****Y**

In AP Seminar scholars will develop and practice skills in research, collaboration, and communication that they will need in any academic discipline. Scholars will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. Scholars will

learn valuable skills including: reading and analyzing articles, gathering and combining information from sources, viewing issues from multiple perspectives, and crafting arguments based on evidence. During the course, scholars complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. These components contribute to the overall AP Seminar score. **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

#### **ENGLISH II CP**

**CRS H0011**

**GR 10**

**CR 1**

**Y**

Scholars enrolled in English II College Prep should be reading and writing at grade-level. Through reading a variety of core texts, scholars will develop and refine the skills to analyze, compare and contrast characters and their development; explain the motives and ramifications of major conflicts; and interpret literary symbols. Scholars will learn how to utilize a variety of rhetorical techniques in their own compositions and develop an understanding of development, cohesion, conventions, and the use of language and style to improve their writing skills. Scholars will master grade level standards. **In order for a scholar to enroll in English II CP, they must have successfully completed English I. \*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

#### **ENGLISH II HONORS**

**CRS H0009**

**GR 10**

**CR 1**

**Y**

Scholars entering English II Honors read and write at or above grade level. Through reading a variety of core texts, scholars will develop and refine the skills to analyze, compare and contrast characters and their development; explain the motives and ramifications of major conflicts; and interpret literary symbols. Scholars will learn how to utilize a variety of rhetorical techniques in their own compositions and develop an understanding of development, cohesion, conventions, and the use of language and style to improve their writing skills. Scholars will master grade level standards. The Classical Academy version includes thematic links to all of the Honors program's classes, with specific connections to Classics courses (**Classical Perspectives and Latin**). **In order for a scholar to enroll in English II Honors, they must have successfully completed English I. \*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

#### **FUNDAMENTALS OF ENGLISH II**

**CRS H8007**

**GR 10**

**CR 1**

**Y**

Instruction is based on the Massachusetts Frameworks and mirrors the general education English Program of Studies. Fundamentals is a special education academic, sub-separate program. In addition to students' exposure to the modified grade level curriculum there is an emphasis on reading comprehension and using metacognitive reading skills as well as breaking down the writing process. The class is supported by a dual certified English special education teacher and other support professionals as needed. **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

#### **21ST CENTURY LITERACY SKILLS**

**CRS H0098**

**GR 10**

**CR ½**

**S**

Scholars identified as needing extra support in their English II course, or who are reading below grade-level, take this course in addition to their regular English class. Scholars work with their English teacher and a diagnostic program to remediate their literacy skills. Scholars take this course with a teacher recommendation. This course is Pass/Fail.

#### **GRADE 11 ENGLISH**

The Junior English Program focuses on the study of American literature. Scholars will be guided to read for deep textual understanding. Various genres – including novels, short stories, poetry, drama, and essays – will be used as a basis for developing and improving a scholar's mastery of reading and writing skills.

**AP ENGLISH LITERATURE & COMPOSITION      CRS H0031      GR 11 – 12      CR 1      Y**

AP Literature and Composition engages scholars in the careful reading and critical analysis of imaginative literature in a variety of genres from the 16th to the 21st century. Through close reading of selected texts, scholars deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, scholars consider a work's structure, style and themes as well as the use of figurative language, imagery, symbolism, and tone. Scholars will read multiple works simultaneously. In addition, writing is an integral part of the course. Writing assignments focus on the critical analysis of literature, encompassing expository, analytical, and argumentative essays. Scholars will complete multiple major writing assignments per term, to be composed both in and out of class, and engage in systematic revisions during the drafting process.

**Scholars enrolling in this course are required to take the Advanced Placement Examination in Literature and Composition.**

**ENGLISH COMPOSITION I (ENG 101)      CRS H0026EC      GR 11      CR 1      S**  
**DUAL ENROLLMENT - NECC**

A required course to develop critical thinking and clear, effective writing. This course explores the reading and writing processes, and emphasizes source-based writing. **Prerequisite: Placement Testing or enrollment in the First Year Seminar course. This class is taught at NECC.**

**ENGLISH III CP      CRS H0019      GR 11      CR 1      Y**

Scholars enrolled in English III College Prep will be responsible for independent and assigned class readings from classic and contemporary American literature. They will work on the following writing skills for analytical and research assignments: topic development, textual support of the thesis, and the proper use of grammar. Scholars will use peer and self-evaluation as part of the writing process and develop revision skills through completing multiple drafts. They will work cooperatively, complete assignments, and proceed at a consistent pace, while also mastering grade-level standards. **In order for a student to enroll in English III College Prep, they must have successfully completed English II.**

**ENGLISH III HONORS      CRS H0017      GR 11      CR 1      Y**

Scholars enrolled in English III Honors will be responsible for rigorous independent and assigned readings from classic and contemporary American literature. In addition to mastering grade level standards, they will write fully-developed analytical, argumentative, and research-based essays containing thesis statements, provide textual evidence, and utilize proper grammar. Peer and self-evaluations will be part of the writing process. Scholars will develop revision skills through multiple draft writing. Scholars will conduct effective research to write well-developed essays. When enrolled in this course, scholars are expected to participate in class cooperatively, devote appropriate time to their assignments, and prepare to work at a demanding pace. Scholars will master or exceed grade-level standards. **In order for a student to enroll in English III Honors, they must have successfully completed English II.**

**FUNDAMENTALS OF ENGLISH III      CRS H8009      GR 11      CR 1      Y**

Instruction is based on the Massachusetts Frameworks and mirrors the general education English Program of Studies. Fundamentals is a special education academic, sub-separate program. In addition to students' exposure to the modified grade level curriculum, there is an emphasis on reading comprehension and using metacognitive reading skills as well and breaking down the writing process. The class is supported by a dual certified English special education teacher and other support professionals as needed.

**GRADE 12 ENGLISH**

The Senior English Program focuses on the study of World literature for English IV Honors and on a variety of literature for English IV College Prep. Scholars in English IV will be guided to develop the ability to read with deep textual understanding. Novels, short stories, poetry, drama, and essays are studied, with an emphasis on style and the



techniques used by authors to gain their effects. Outside reading assignments will be required. Specific writing assignments will be used as a basis for developing and improving a scholar's writing competence.

<b>AP ENGLISH LANGUAGE &amp; COMPOSITION</b>	<b>CRS H0023</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
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In this college-level composition class, scholars will engage with a range of nonfiction prose selections, deepening their awareness of rhetoric and argumentation. Through reading nonfiction texts in a wide range of genres, scholars will explore how authors use language and rhetoric to create meaning, persuade, and move an audience to action. Through close reading and frequent writing, students will come to understand the core premise of the course: that everything's an argument. Scholars will leave this course able to analyze complex works of nonfiction, formulate sophisticated arguments that are supported by evidence, and write with style and rhetoric appropriate to the task. **Scholars enrolling in this course are required to take the Advanced Placement Examination in Language and Composition.**

ENGLISH COMPOSITION II (ENG 102)	CRS H0030EC	GR 12	CR 1	S
DUAL ENROLLMENT - NECC				

A required course emphasizing analysis, argumentation, and research. Texts and materials will vary from section to section and will be employed as the basis for a range of essays. Successful completion of a research essay is required to pass this course. **Prerequisite: Placement Testing or enrollment in the First Year Seminar course. This class is taught at NECC.**

ENGLISH IV CP	CRS H0027	GR 12	CR 1	Y
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Scholars enrolled in English IV College Prep will be responsible for engaging in a wide variety of sophisticated and socially relevant modes of reading and writing. In addition to exploring compelling, rigorous, and diverse works of literature to expand upon the reading, writing, speaking, and listening skills required in traditional English Language Arts classes, scholars will also be reading and composing cover letters, resumes, editorials, reviews, blogs, and other relevant modes of reading and writing to better prepare them for successful participation in post-high school and professional life. **In order for a student to enroll in English IV CP, they must have successfully completed English III.**

<b>ENGLISH IV HONORS</b>	<b>CRS H0025</b>	<b>GR 12</b>	<b>CR 1</b>	<b>Y</b>
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Scholars enrolled in English IV Honors will be responsible for rigorous independent and assigned readings spanning the literary canon from early English literature to contemporary British fiction, non-fiction, and poetry, from various works of world literature. In addition to mastering grade-level standards, scholars will be expected to make meaningful connections through reflections on their reading. They will write fully-developed analytical essays containing thesis statements, textual evidence, and proper use of grammar. Scholars will also conduct research, write creatively, and present work before the class. Peer and self evaluations are a required part of the writing process. Additionally, scholars are expected to compile their writing and reflect on it in order to produce senior exit portfolios. Scholars must be prepared to work both cooperatively and independently, devote appropriate time to their homework assignments, and work at a demanding pace. **In order for a student to enroll in English IV Honors, they must have successfully completed English III.**

<b>FUNDAMENTALS OF ENGLISH IV</b>	<b>CRS H8011</b>	<b>GR 12</b>	<b>CR 1</b>	<b>Y</b>
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Instruction is based on the Massachusetts Frameworks and mirrors the general education English Program of Studies. Fundamentals is a special education academic, sub-separate program. In addition to students' exposure to the modified grade level curriculum, there is an emphasis on reading comprehension and using metacognitive reading skills as well and breaking down the writing process. The class is supported by a dual certified English special education teacher and other support professionals as needed.

# ENGLISH ELECTIVES

## 21<sup>ST</sup> CENTURY LITERATURE

CRS H0072

GR 9 – 12

CR ½

S

Students enrolled in 21st Century Literature will read from a section of diverse 21<sup>st</sup> century novels cataloguing the unique trials faced in the modern age. Particular attention will be paid to how characters face the challenges of developing identity in terms of gender, race, sexuality, socialization and family in the modern world. In concert with their reading, students will develop writing skills, including thesis development, incorporation of evidence, analysis, and organization.

## CREATIVE MYTHOLOGY

CRS H0086

GR 9 – 12

CR ½

S

Creative Mythology is an elective course that focuses on exploring myths, legends, and fables from around the world, across different cultures and time periods. Students enrolled in this course will spend classes reading and analyzing myths, as well as working on creative writing projects that will ask them to write original myths of their own! We also end each unit with a film viewing related to the unit's core themes. Students will also be offered extra credit opportunities to analyze more complex myths.

## CREATIVE MYTHOLOGY HONORS

CRS H0091

CR 9-12

CR ½

S

Creative Mythology Honors is an elective course focused on exploring myths, legends, and fables from around the world, across different cultures and time periods. Students enrolled in this course will spend classes reading and analyzing myths, as well as working on creative writing projects that will ask them to write original myths of their own! We also end each unit with a film viewing related to the unit's core themes. **\*\*Please note\*\*** Students enrolled in the Honors section will be required to write one additional summative essay in *each* unit.

## CREATIVE WRITING HONORS

CRS H0033

GR 11 – 12

CR ½

S

Creative Writing is designed as a workshop to provide scholars with the opportunity to study and write short stories, poetry, creative nonfiction, and scripts. Scholars will explore the characteristics of these forms. Teacher-student conferences and peer conferences will be held frequently to help scholars strengthen their writing skills and their confidence. Scholars will be required to complete a final writing portfolio to demonstrate their writing and growth over the course.

## POETRY & LYRICS: A TAYLOR SWIFT STUDY

CRS H0087

GR 9 – 12

CR ½

S

Taylor Swift has been breaking records and dominating public discourse since her debut album in 2006. In this course, we will examine Swift as a cultural phenomenon and artist and closely analyze her lyricism and masterful storytelling. Join us on a journey through Taylor Swift's discography as we move through each era and track the evolution of Swift's messages, motifs, and personal philosophy. Are you "...Ready For It"?

## PUBLIC SPEAKING

CRS H0035

GR 9 – 12

CR ½

S

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, scholars should be able to prepare and deliver well-organized speeches and participate in group discussions. Scholars should also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in their community.

## TRUE CRIME

CRS H0050

GR 9 – 12

CR ½

S

Through an analysis of articles, documentaries, podcasts, and various other nonfiction sources, scholars enrolled in this course will learn about the psychology behind criminal behavior and will utilize their research skills to develop and support theories about unsolved cases. Students will be expected to frequently reflect and collaborate with peers about topics connected to our course texts and concepts. At the end of each term, students will complete a

project-based assessment that evaluates their ability to synthesize research and to effectively apply the reading, writing, speaking, and listening skills that have been reinforced throughout the course.

## YEARBOOK PUBLISHING

CRSH0093

GR 12

CR ½

S

This half year course is for seniors that are passionate about storytelling, journalism, photography, design, business, leadership and writing. Students will work alongside faculty yearbook advisors to put together a yearbook that is representative of the HHS student body. Students should be self-motivated and care about details.

# ENGLISH LANGUAGE DEVELOPMENT

The English Language Development courses offer direct instruction in intensive English Language Education in alignment to the MA State and Common Core State Standards in English Language Arts for all levels of Multilingual Learners (MLs) and in Math, History, and Science for Newcomer Levels 1-2 MLs. Grade level academic content is made accessible through cognitively demanding, academic language and literacy development. Instruction is highly production oriented in all linguistic domains. The individual proficiency levels of scholars classified as Multilingual Learners are carefully determined and monitored for proper placement with dually licensed content/ESL teachers for Math, History, Science, and English Language Arts. The scholars gain access to the State and District curriculum in the respective core areas through focused instruction, and rigorous college and career ready expectations for mastery of language and academic content.

## ELD READING AND WRITING I

CRS H9025

GR 9 – 12

CR 2

Y

This course is for English language scholars who have entry level English language skills. Newcomer MLs engage in intensive academic and social vocabulary and discourse development through complex reading, writing, listening, and speaking tasks. In alignment with grade level standards, scholars in this course will engage in rigorous language and skill development to increase comprehension and production of English. MLs will engage with various texts, media, and technology to increase grammatical awareness and build academic and social language. **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

## ELD READING AND WRITING II

CRS H9026

GR 9 – 12

CR 2

Y

This course is for scholars who have reached level two on the WIDA language proficiency scale. Scholars in this course will interact with the National Geographic Reach series to develop English language skills in reading, writing, listening, and speaking. Scholars will explore thematic units and read and write texts in various genres to answer the essential question of the unit. Scholars will engage with various media and technology to increase grammatical awareness and build academic and social language. **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

## ELD READING AND WRITING III

CRS H9027

GR 9 – 12

CR 1

Y

This course is for scholars who have reached intermediate proficiency on the WIDA language proficiency scale. Scholars in this course will continue to develop English language skills in reading, writing, listening, and speaking. Scholars will explore thematic units and read and write texts in various genres to answer the essential question of the unit. Scholars will engage with various media and technology to increase grammatical awareness and build academic and social language. Scholars enrolled in this course receive one period of English language instruction, as well as one period of English Language Arts (ELA), per day.

## ELD READING AND WRITING IV

CRS H9028

GR 9 – 12

CR 1

Y

This course is for scholars who have reached advanced intermediate proficiency on the WIDA language proficiency scale. Scholars in this course will continue to develop high level English language skills in reading, writing, listening, and speaking. Scholars will explore thematic units and read and write texts in various genres to answer the essential question of the unit. Scholars participate in reading and writing tasks designed to help them become independent learners with near-native fluency in English. Scholars enrolled in this course receive one period of English language instruction, as well as one period of English Language Arts (ELA), per day.

**ELD READING AND WRITING V                      CRS H9029                      GR 9 – 12                      CR 1                      Y**

This course is for scholars with near-native fluency in English. This course provides a demanding regimen of English speaking, reading and writing for scholars who have reached advanced English Language proficiency but who still need support with the complexities of the rigorous academic language demands of High School. Scholars will continue to develop their academic and social language skills through thematic units. Scholars will read and produce complex texts of various genres and engage with different media and technology. Scholars enrolled in this course receive one period of English language instruction, as well as one period of English Language Arts (ELA), per day.

**ELD ADVANCED WRITING V                      CRS H9003                      GR 9 – 12                      CR 1                      Y**

This course is for scholars with near-native fluency in English who have successfully completed ELD Reading and Writing V, but have not yet reached the threshold on ACCESS for exiting from ELD services. This course provides a demanding regimen of English speaking, reading and writing for scholars who have reached advanced English Language proficiency but who still need support with the complexities of the rigorous academic language demands of High School. Scholars enrolled in this course receive one period of English language instruction, as well as one period of English Language Arts (ELA), per day.

**ELD ADVANCED READING V                      CRS H9706                      GR 9 – 12                      CR 1                      Y**

This course is for scholars with near-native fluency in English who have successfully completed ELD Reading and Writing V, but have not yet reached the threshold on ACCESS for exiting from ELD services. This course provides a demanding regimen of English speaking, reading and writing for scholars who have reached advanced English Language proficiency but who still need support with the complexities of the rigorous academic language demands of High School. Scholars enrolled in this course receive one period of English language instruction, as well as one period of English Language Arts (ELA), per day.

The following courses are structured to support level 1 and 2 ML scholars in the content areas. For complete descriptions, please see the appropriate content areas.

**REAL Pathway**

ML students enrolled in the **Rigorous English** and **Academic Learning (REAL)** courses receive instruction under the Sheltered English Immersion model for the full day. The programs provide intensive instruction in English language development (ELD) and in literacy acquisition. They also provide consistent instruction in numeracy and instruction in foundational concepts for Science and Social Studies. REAL courses offer the necessary individualization, flexibility, academic scaffolding, and social-emotional support within a culturally and linguistically supportive framework, that facilitate students' transitioning to the U.S. and to American culture. Students transition from REAL courses to other appropriate programs once they achieve the necessary linguistic and academic foundation to access the mainstream curriculum or pursue a high school diploma. **Real courses will be taken in conjunction with Competency Determined courses.**

**REAL LITERACY                      CRS H7344                      GR 9 – 12                      CR 2                      Y**

This course is designed for ELD scholars with little to no literacy skills in their native language or English. Scholars will work on building and improving basic literacy skills in English. The focus of this course is to provide

scholars with explicit, direct instruction in reading fluency, vocabulary development, and comprehension strategies, as well as direct instruction in phonemic awareness and phonics. Scholars' strengths and weaknesses are addressed through whole group, small group, and individual guided reading and instruction.

<b>REAL MATH</b>	<b>CRS H7346</b>	<b>GR 9 – 12</b>	<b>CR 1</b>	<b>Y</b>
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This course is designed for ELD scholars with little to no literacy skills in their native language or English. Scholars will work on acquiring the language for math, and the skills and concepts of algebra and geometry. Topics covered include, but are not limited to: basic operations, fractions, percentages, decimals, ratios, probability, perimeter, area, circumference, integers, basic graphing, basic calculator skills, and solving linear equations. Scholars' strengths and weaknesses are addressed through whole group, small group, and individual instruction.

<b>REAL MATH II</b>	<b>CRS H9707</b>	<b>GR 9 – 12</b>	<b>CR 1</b>	<b>Y</b>
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This course is designed for ELD scholars with emerging literacy skills in their native language or English and who have successfully completed REAL Math I. Scholars will continue to acquire the language for math, and build upon their skills and concepts of algebra and geometry. Topics covered include, but are not limited to: basic operations, fractions, percentages, decimals, ratios, probability, perimeter, area, circumference, integers, basic graphing, basic calculator skills, and solving linear equations. Scholars' strengths and weaknesses are addressed through whole group, small group, and individual instruction.

<b>REAL SCIENCE</b>	<b>CRS H7345</b>	<b>GR 9 – 12</b>	<b>CR 1</b>	<b>Y</b>
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This course is designed for ELD scholars with little to no literacy skills in their native language or English. Scholars will work on acquiring the language for science content knowledge. Topics covered include, but are not limited to: human biology, ecology and genetics. Scholars' strengths and weaknesses are addressed through whole group, small group, and individual instruction.

<b>REAL SCIENCE II</b>	<b>CRS H9708</b>	<b>GR 9 – 12</b>	<b>CR 1</b>	<b>Y</b>
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This course is designed for ELD scholars with emerging literacy skills in their native language or English, who have successfully completed REAL Science I. Scholars will continue to acquire the language for science and build on their science content knowledge. Topics covered include, but are not limited to: human biology, ecology and genetics. Scholars' strengths and weaknesses are addressed through whole group, small group, and individual instruction.

## HISTORY

[Link to Website](#)

*The study of history and the social sciences is vital in a democratic society. All scholars need to know and understand the European historical tradition, our national heritage, and the cultures and civilizations of the entire globe in order to become informed participants in shaping our nation's future. The history and social science courses are designed to: (1) develop the knowledge and skills of history, geography, civics and economics that enable scholars to place the people, ideas and events that have shaped our state and our nation in perspective; (2) enable scholars to understand the basic values, principles and operations of American constitutional democracy; (3) prepare scholars for informed and responsible citizenship; (4) develop scholars' skills in debate, discussion and writing; and (5) provide scholars with a framework for continuing education in history and social sciences. **\*Starting in 2027, students will be required to pass a Competency Determination in US History I.***

<b>AP U.S. HISTORY</b>	<b>CRS H1115</b>	<b>GR 10-12</b>	<b>CR1</b>	<b>Y</b>
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The course in United States History is designed to provide scholars with the analytic skills and factual knowledge necessary to deal critically with the problems and issues connected with American History. The program

prepares scholars for intermediate and advanced college courses by making demands upon them equivalent to those of full-year introductory college courses. Scholars selecting AP U.S. History must take the Examination in United States History, for which college credit may be awarded. **\*In addition, students are expected to pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement if they did not in US History I. Prerequisite: Grade of B- or better in US History I or World History II or a passing grade in AP Euro History, and recommendation of a teacher.**

<b>ELD U.S. HISTORY I CP</b>	<b>CRS H1120</b>	<b>GR 9</b>	<b>CR1</b>	<b>Y</b>
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The first semester of this U.S. History I course begins with an analysis of the U.S. Constitution and continues into the 19th century with topics such as westward expansion, early industrialization and the Civil War. The second semester of this U.S. History I course journeys through the Reconstruction Period, the Indian Wars, Imperialism, Progressivism and the first World War. This course is taught with a sheltered language instructional approach to provide maximum comprehension of the content while assisting with the acquisition of academic language skills appropriate to the subject area. Significant emphasis is placed upon acquisition of academic vocabulary, syntax and grammar as well as related reading and writing skills. ***This course is required for graduation and should be taken during the freshman year.*** **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

<b>FUNDAMENTALS OF U.S. HISTORY I</b>	<b>CRS H8190</b>	<b>GR 9</b>	<b>CR1</b>	<b>Y</b>
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The first semester of this U.S. History I course begins with an analysis of the U.S. Constitution and continues into the 19th century with topics such as westward expansion, early industrialization and the Civil War. The second semester of this U.S. History I course journeys through the Reconstruction Period, the Indian Wars, Imperialism, Progressivism and the first World War. ***This course is required for graduation and should be taken during freshman year.*** **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

<b>U.S. HISTORY I CP</b>	<b>CRS H1124</b>	<b>GR 9</b>	<b>CR1</b>	<b>Y</b>
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The first semester of this U.S. History I course begins with an analysis of the U.S. Constitution and continues into the 19th century with topics such as westward expansion, early industrialization and the Civil War. The second semester of this U.S. History I course journeys through the Reconstruction Period, the Indian Wars, Imperialism, Progressivism and the first World War. ***This course is required for graduation and should be taken during freshman year.*** **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

<b>U.S. HISTORY I HONORS</b>	<b>CRS H1126</b>	<b>GR 9</b>	<b>CR1</b>	<b>Y</b>
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The first semester of this U.S. History I course begins with an analysis of the U.S. Constitution and continues into the 19th century with topics such as westward expansion, early industrialization and the Civil War. The second semester of this U.S. History I course journeys through the Reconstruction Period, the Indian Wars, Imperialism, Progressivism and the first World War. ***This course is required for graduation and should be taken during freshman year.*** **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

## HISTORY ELECTIVES

<b>AP EUROPEAN HISTORY</b>	<b>CRS H1110</b>	<b>GR 10 – 12</b>	<b>CR1</b>	<b>Y</b>
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The course in European History is designed to provide scholars with the intellectual-cultural, political-diplomatic, and socioeconomic history of Europe beginning about 1450. The program prepares scholars for intermediate and advanced college courses by making demands upon them equivalent to those of full-year introductory college courses. Scholars selecting AP European History must take the Advanced Placement Examination in European History, for which college credit may be awarded. ***Prerequisite: Grade of B- or better in US History I and discussion with current teacher.***

<b>AP RESEARCH</b>	<b>CRS H0100</b>	<b>GR 11 – 12</b>	<b>CR1</b>	<b>Y</b>
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AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they 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 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. ***Prerequisite: Students must complete AP Seminar and all of its required research components in order to enroll in AP Research.***

<b>AP AFRICAN AMERICAN STUDIES</b>	<b>CRS H1692</b>	<b>GR 11 – 12</b>	<b>CR1</b>	<b>Y</b>
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AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. The course is organized through four chronological thematic units: Origins of the African Diaspora (~900 BCE-16th century); Freedom, Enslavement and Resistance (16th century-1865); The Practice of Freedom (1860s-1940s); and Movements and Debates (1940s-2000s). Scholars selecting AP African American Studies must take the Advanced Placement Examination in African American Studies, for which college credit may be awarded.

<b>AP U.S. GOVERNMENT AND POLITICS</b>	<b>CRS H1200</b>	<b>GR 11 – 12</b>	<b>CR1</b>	<b>Y</b>
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U.S. Government and Politics is designed to give scholars a critical perspective on politics and government in the United States. This course is an in-depth study of general concepts used to interpret American politics combined with the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Topics will include: the U.S. Constitution, the three branches of government, impact of mass media, impact of special interest groups, the election process, and the impact of polling, civil rights cases and the law-making process. ***Prerequisite: Successful completion of, or concurrent registration in a core History course with a B- or better. School to Career requirement option.***

<b>AMERICAN HISTORY THROUGH FILM CP</b>	<b>CRS H9719</b>	<b>GR 10 – 12</b>	<b>CR ½</b>	<b>S</b>
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This semester course offers students the opportunity to examine history through the camera lens. Students will learn to analyze films critically in an attempt to understand the filmmaking process and to evaluate film as a cultural and historical artifact. Course requirements include film screenings, assigned readings, position papers, and a final exam. As critical film viewing is integral to the curriculum, regular attendance to the class is mandatory.

<b>AMERICAN HISTORY THROUGH FILM HONORS</b>	<b>CRS H1686</b>	<b>GR 10 – 12</b>	<b>CR ½</b>	<b>S</b>
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This semester course offers students the opportunity to examine history through the camera lens. Students will learn to analyze films critically in an attempt to understand the filmmaking process and to evaluate film as a cultural and historical artifact. Course requirements include film screenings, assigned readings, position papers, and a final exam. As critical film viewing is integral to the curriculum, regular attendance to the class is

CHILD PSYCHOLOGY I CP	CRS H1645	GR 10 – 12	CR ½	S
<p>In <b>Child Psychology I</b>, students will study prenatal development, labor and delivery, and the physical, social-emotional, and intellectual development of children during infancy (birth to age 2). They will also learn about selected topics in parenting and childcare. Current articles and videos related to child development, childcare, and parenting will supplement the class textbook.</p>				

CHILD PSYCHOLOGY I HONORS	CRS H1648	GR 10 – 12	CR ½	S
<p>In <b>Child Psychology I</b>, students will study prenatal development, labor and delivery, and the physical, social-emotional, and intellectual development of children during infancy (birth to age 2). They will also learn about selected topics in parenting and childcare. Current articles and videos related to child development, childcare, and parenting will supplement the class textbook. <b>Honors level scholars will complete an independent project each term in addition to other course requirements.</b></p>				

CHILD PSYCHOLOGY II: EARLY CHILDHOOD DEVELOPMENT CP	CRS H1668	GR 11 – 12	CR ½	S
<p>In <b>Child Psychology II</b>, students will study the psychology of human development across the lifespan. Students will learn about major theories of human development. Students will also study the physical, social-emotional, and intellectual development of children during early childhood (age 2-8) and middle childhood (age 9-11). The main text for the class comes from the Lumen Learning Human Development online course. (<a href="https://courses.lumenlearning.com">https://courses.lumenlearning.com</a>) Current articles and videos related to child development, early childhood education and parenting will supplement the online text. <b><i>Prerequisite: Child Psychology I.</i></b></p>				

CHILD PSYCHOLOGY II: EARLY CHILDHOOD DEVELOPMENT HONORS	CRS H1669	GR 11 – 12	CR ½	S
<p>In <b>Child Psychology II</b>, students will study the psychology of human development across the lifespan. Students will learn about major theories of human development. Students will also study the physical, social-emotional, and intellectual development of children during early childhood (age 2-8) and middle childhood (age 9-11). The main text for the class comes from the Lumen Learning Human Development online course. (<a href="https://courses.lumenlearning.com">https://courses.lumenlearning.com</a>) Current articles and videos related to child development, early childhood education and parenting will supplement the online text. <u>Honors level scholars will complete an independent project each term in addition to other course requirements.</u> <b><i>Prerequisite: Child Psychology I</i></b></p>				

**CLASSICAL GRECO-ROMAN MYTHOLOGY AND CULTURE CP CRS H1655 GR 9–12 CR ½ S**  
 This course will look at the history of Greco-Roman mythology and how it influenced classical culture and daily life throughout history. We will study the history of myths of the major Olympian gods, how those myths historically have been presented in classical times, and how it shaped their society. We will look at a variety of historical sources including Homer, Hesiod, and others. We will also study the culture and daily life of historical Greece and Rome, everything from their homes and hairstyles to their clothing and culture.

CLASSICAL GRECO-ROMAN MYTHOLOGY AND CULTURE HONORS	CRS H1684	GR 9-12	CR ½	S
<p>This course will look at the history of Greco-Roman mythology and how it influenced classical culture and daily life throughout history. We will study the history of myths of the major Olympian gods, how those myths historically have been presented in classical times, and how it shaped their society. We will look at a variety of historical sources including Homer, Hesiod, and others. We will also study the culture and daily life of historical</p>				



Greece and Rome, everything from their homes and hairstyles to their clothing and culture. ***As an Honors class, this section will include additional open response assessments, writing and research projects***

<b>CONSTITUTIONAL LAW CP</b>	<b>CRS H1133</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
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Constitutional Law is a class that will examine the US Constitution and the legal system in the United States of America. The course begins with a complete study of the Constitution itself, then examines the constitutionality of a number of laws and government policies through case studies. These case studies deal with First Amendment issues involving Freedom of Religion and Expression; Fourth Amendment rights such as Freedom from illegal searches and seizures by the government; Eighth Amendment protections against cruel and unusual punishment; and the Equal Protection clause of the Fourteenth Amendment. Other constitutional issues that are important debates in current events will also be examined. The course also includes the study of criminal law and how it is applied by the various states in our country.

<b>CONSTITUTIONAL LAW HONORS</b>	<b>CRS H1134</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
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Constitutional Law is a class that will examine the US Constitution and the legal system in the United States of America. The course begins with a complete study of the Constitution itself, then examines the constitutionality of a number of laws and government policies through case studies. These case studies deal with First Amendment issues involving Freedom of Religion and Expression; Fourth Amendment rights such as Freedom from illegal searches and seizures by the government; Eighth Amendment protections against cruel and unusual punishment; and the Equal Protection clause of the Fourteenth Amendment. Other constitutional issues that are important debates in current events will also be examined. The course also includes the study of criminal law and how it is applied by the various states in our country.

<b>CRIMINAL JUSTICE CP</b>	<b>CRS H1657</b>	<b>GR 9 – 12</b>	<b>CR ½</b>	<b>S</b>
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It is an introductory course which provides an overview of the criminal justice system including criminal law, policing, punishment and corrections, and juvenile justice. There will be opportunities to hear from members of the law enforcement community and to learn about the process of having a career in the world of criminal justice.

<b>CRIMINAL JUSTICE HONORS</b>	<b>CRS H1685</b>	<b>GR 9 – 12</b>	<b>CR ½</b>	<b>S</b>
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It is an introductory course which provides an overview of the criminal justice system including criminal law, policing, punishment and corrections, and juvenile justice. There will be opportunities to hear from members of the law enforcement community and to learn about the process of having a career in the world of criminal justice. ***As an Honors class, this section will include additional open response assessments, writing and research projects***

<b>ELD U.S. HISTORY II CP</b>	<b>CRS H1122</b>	<b>GR 10-12</b>	<b>CR1</b>	<b>Y</b>
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This U.S. History II course covers the span of years from 1920 until the present. In the first semester, the scholars will learn about major events that include the Great Depression, World War II, the Cold War, and the Civil Rights Era. The second semester will begin with the 1960s and the Vietnam War and continue through to the present day. The course will cover the tumultuous 1970s, the Reagan Era, the Age of Technology and the Post-9/11 early 21st century. This course is taught with a sheltered language instructional approach to provide maximum comprehension of the content while assisting with the acquisition of academic language skills appropriate to the subject area. Significant emphasis is placed upon acquisition of academic vocabulary, syntax and grammar as well as related reading and writing skills.

<b>ELD WORLD HISTORY II CP</b>	<b>CRS H114</b>	<b>GR 10-12</b>	<b>CR1</b>	<b>Y</b>
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This course covers the American and French Revolutions, rise of nationalism, industrial revolution, western imperialism, WWI, the Great Depression, WWII, the rise of Communism and the Cold War, decolonization, the global economy, and the post-9/11 era. Additionally, students will learn about genocides that have happened throughout history. This course is taught with a sheltered language instructional approach to provide maximum comprehension of

the content while assisting with the acquisition of academic language skills appropriate to the subject area. Significant emphasis is placed upon acquisition of academic vocabulary, syntax and grammar as well as related reading and writing skills.

**FUNDAMENTALS OF U.S. HISTORY II      CRS H8125      GR 10-12      CR1      Y**

This U.S. History II course covers the span of years from 1920 until the present. In the first semester, the scholars will learn about major events that include the Great Depression, World War II, the Cold War, and the Civil Rights Era. The second semester will begin with the 1960s and the Vietnam War and continue through to the present day. The course will cover the tumultuous 1970s, the Reagan Era, the Age of Technology and the Post-9/11 early 21st century.

**FUNDAMENTALS OF WORLD HISTORY II      CRS H8123      GR 10-12      CR1      Y**

This course begins with an analysis of the American and French Revolutions, as part of the Era of Atlantic Revolutions. The influences of the French Revolutionary and Napoleonic period are traced forward, specifically as seen through the rise of nationalism in Europe that resulted in fundamentally altering the Balance of Power that would eventually cause the collapse of the “Long Peace” and plunge European politicians toward two wars in the first half of the 20<sup>th</sup> century. The impact of the Industrial Revolution and Western imperialism is viewed from various perspectives. Scholars will focus on the impacts of World War I, the Great Depression, rise of dictatorship, and World War II through a global lens. The course continues with the study of WWII and traces the rise of communism and the downfall of communism during the Cold War. Scholars then begin to look at the regions of the world to delve into the common topics that shape our modern world. Decolonization and the aftermath of Western imperialism are viewed from the lens of various actors on the world stage. Scholars will see the impact of economic growth and the emergence of a global economy on our ever “shrinking” world. The course culminates by giving scholars a broader view of the modern world in the post-Berlin Wall and post 9-11 era.

**GENDER STUDIES CP      CRS H9674      GR 11 – 12      CR ½      S**

Gender studies is an interdisciplinary study that analyzes gender identity and how it manifests in society in media, politics, history etc. It includes women’s studies, men’s studies, and LGBT studies. It also analyzes how race and class intersect with gender. Women’s studies examines gender as a social construct, the contributions of women, and the experiences of women. This course will highlight some major issues that primarily affect women, such as sexual assault and workplace inequality. Scholars will learn about the history of gender in the United States and issues related to gender in the present day. Class time will be designated to examining media that touches on gender (articles, documentaries, etc.) and discussions on these subjects.

**GENDER STUDIES HONORS      CRS H9610      GR 11 – 12      CR ½      S**

Gender studies is an interdisciplinary study that analyzes gender identity and how it manifests in society in media, politics, history etc. It includes women’s studies, men’s studies, and LGBT studies. It also analyzes how race and class intersect with gender. Women’s studies examines gender as a social construct, the contributions of women, and the experiences of women. This course will highlight some major issues that primarily affect women, such as sexual assault and workplace inequality. Scholars will learn about the history of gender in the United States and issues related to gender in the present day. Class time will be designated to examining media that touches on gender (articles, documentaries, etc.) and discussions on these subjects. ***As an Honors class, this section will include additional open response assessments, writing and research projects.***

**HISTORY OF THE CITY OF HAVERHILL CP      CRS H1125      GR 9 – 12      CR ½      S**

Haverhill was settled in 1640, Bradford in 1639. In 1897, they became one. Scholars will use a variety of sources to explore the fascinating story of the growth and development of the city of Haverhill, and the city’s place in the state and region. Scholars may visit sites they study, and will do original research in areas of particular interest.

**HISTORY OF THE CITY OF HAVERHILL HONORS    CRS H1680   GR 9 – 12                      CR ½                      S**

Haverhill was settled in 1640, Bradford in 1639. In 1897, they became one. Scholars will use a variety of sources to explore the fascinating story of the growth and development of the city of Haverhill, and the city's place in Massachusetts and New England. Scholars may visit sites they study, and will do original research in areas of particular interest. ***As an Honors class, this section will include additional open response assessments, writing and research projects.***

**INTERNATIONAL RELATIONS CP                      CRS H1135           GR 9 – 12                      CR ½                      S**

The International Relations program has been created to reinforce the understanding of both historic and contemporary relations among nations. Understanding each other is the key to world peace, and we feel it is an essential lesson for all scholars to learn. Key elements of the course include: (1) political, social and economic world issues, with a focus on current global events, (2) training in research methodology; (3) public speaking; (4) persuasively presenting ideas to others; (5) the elements of diplomacy; (6) the inner workings of the United Nations and other global organizations and; (7) objectively assessing views contrary to one's own. Scholars will have the option to extend their learning by entering into "controlled competition" with other schools through our Model United Nations Club.

**INTERNATIONAL RELATIONS HONORS                      CRS H1139           GR 9 – 12                      CR ½                      S**

The International Relations course is also offered as an Honors elective. In order to earn Honors credit for the course, the scholar must fulfill the following additional requirements: 1. Write weekly International Event Summaries, 2. Become leaders in peer group projects, including final projects; 3. Have responsibility for longer written components on summative assessments. ***The final/midterm projects will have a written component that will be longer for the Honors scholar.***

**INDEPENDENT HISTORICAL RESEARCH HONORS CRS H1687           GR 9– 12                      CR ½                      S**

Independent Historical Research is a course designed for the serious history student who would like the opportunity to undertake independently designed and self-directed research under the supervision of a member of the department. Students will be expected to develop a research proposal for review and approval by the History Department. Once the student's proposal is approved, the student will be expected to conduct high-quality research through primary and secondary sources and produce a project meeting the requirements of the annual National History Day program, or an alternative presentation format approved in advance by the History Department faculty, such as a documentary, research paper, exhibit, or published history article. Students may also have the ability to present their independent research project at the National History Day regional conference each spring.

**INTRO TO CRIMINAL JUSTICE (EARLY COLLEGE) CRS H1661EC   GR 11 – 12                      CR 1                      S**  
**DUAL ENROLLMENT - NECC**

This course provides an introduction to the Criminal Justice system in the United States. Specific attention is paid to essential terminology, the definitions of index crimes, the structure of the federal and state court systems, appellate procedures, principles of federalism, criminal charges and defenses to crimes, juvenile and adult justice systems, the criminal trial, analysis of constitutional issues and the rules of criminal procedure at the federal and state levels. ***Prerequisite: Placement Testing. This class is taught at NECC.***

**INTRODUCTION TO PSYCHOLOGY (PSY101-EARLY COLLEGE)           CRS H1144EC           GR -12   CR 1                      S**  
**DUAL ENROLLMENT - NECC**

This course surveys the major areas of contemporary psychology and its applications to everyday life. Scholars will focus on psychological methods of inquiry while exploring the biological, cognitive and sociocultural factors that influence behavior. Topics include, but are not limited to, biological basis of behavior, cognition, learning, human

development, personality, motivations and emotions, states of consciousness, sensory processes and psychopathology. **Prerequisite: Placement Testing. This class is taught at NECC.**

<b>ELD U.S. HISTORY II CP</b>	<b>CRS H1122</b>	<b>GR 10-12</b>	<b>CR1</b>	<b>Y</b>
This U.S. History II course covers the span of years from 1920 until the present. In the first semester, the scholars will learn about major events that include the Great Depression, World War II, the Cold War, and the Civil Rights Era. The second semester will begin with the 1960s and the Vietnam War and continue through to the present day. The course will cover the tumultuous 1970s, the Reagan Era, the Age of Technology and the Post-9/11 early 21st century. This course is taught with a sheltered language instructional approach to provide maximum comprehension of the content while assisting with the acquisition of academic language skills appropriate to the subject area. Significant emphasis is placed upon acquisition of academic vocabulary, syntax and grammar as well as related reading and writing skills.				
<b>ELD WORLD HISTORY II CP</b>	<b>CRS H114</b>	<b>GR 10-12</b>	<b>CR1</b>	<b>Y</b>
This course covers the American and French Revolutions, rise of nationalism, industrial revolution, western imperialism, WWI, the Great Depression, WWII, the rise of Communism and the Cold War, decolonization, the global economy, and the post-9/11 era. Additionally, students will learn about genocides that have happened throughout history. This course is taught with a sheltered language instructional approach to provide maximum comprehension of the content while assisting with the acquisition of academic language skills appropriate to the subject area. Significant emphasis is placed upon acquisition of academic vocabulary, syntax and grammar as well as related reading and writing skills.				
<b>INTRODUCTION TO GOVERNMENT CP</b>	<b>CRS H1154</b>	<b>GR 9 – 12</b>	<b>CR ½</b>	<b>S</b>
This course will teach and encourage scholars to become informed, responsible and engaged citizens through instruction on citizenry rights, voting, the legal system, state and local government, and how to actively participate in their local communities.				
<b>INTRODUCTION TO GOVERNMENT HONORS</b>	<b>CRS H1159</b>	<b>GR 9 – 12</b>	<b>CR ½</b>	<b>S</b>
This course will teach and encourage scholars to become informed, responsible and engaged citizens through instruction on citizenry rights, voting, the legal system, state and local government, and how to actively participate in their local communities. <b><i>As an Honors class, this section will include additional open response assessments, writing and research projects.</i></b>				
<b>JUSTICE AND SOCIETY CP</b>	<b>CRS H1666</b>	<b>GR 11 – 12</b>	<b>CR ½</b>	<b>S</b>
This course is uniquely focused to address sociology and how the concept of justice impacts humanity. The course will use textbook activities as well as rely on case study analysis and scholar-led projects which will include action in the community outside of the school day. Computer research will be a significant part of this course. The curriculum material will begin with fundamental instruction on Sociological principles such as social structure, culture, the concept of justice and social interaction, then go on to study crime, conflict, punishment and prison.				
<b>JUSTICE AND SOCIETY HONORS</b>	<b>CRS H1681</b>	<b>GR 11 – 12</b>	<b>CR ½</b>	<b>S</b>
This course is uniquely focused to address sociology and how the concept of justice impacts humanity. The course will use textbook activities as well as rely on case study analysis and scholar-led projects which will include action in the community outside of the school day. Computer research will be a significant part of this course. The curriculum material will begin with fundamental instruction on Sociological principles such as social structure, culture, the concept of justice and social interaction, then go on to study crime, conflict, punishment and prison. <b><i>As an Honors class, this section will include additional open response assessments, writing and research projects.</i></b>				

**MOCK TRIAL CP****CRS H1654****GR 9 – 12****CR ½****S**

The Mock Trial course will cover basic concepts of law, courtroom demeanor, direct and cross examination, opening statements, closing arguments, courtroom exhibits, evidentiary trial objections, and witness portrayal. It will teach scholars to “think like a lawyer” and expose them to the wide range of law-related careers. Scholars will read and analyze court cases, perform mock trials, take direction from actual attorneys in our community. Finally, scholars will prepare and try an actual case before judges and attorneys in the mock trial competition hosted by the Massachusetts Bar Association (held in January/February).

**MOCK TRIAL HONORS****CRS H1656****GR 9 – 12****CR ½****S**

The Mock Trial course will cover basic concepts of law, courtroom demeanor, direct and cross examination, opening statements, closing arguments, courtroom exhibits, evidentiary trial objections, and witness portrayal. It will teach scholars to “think like a lawyer” and expose them to the wide range of law-related careers. Scholars will read and analyze court cases, perform mock trials, take direction from actual attorneys in our community. Finally, scholars will prepare and try an actual case before judges and attorneys in the mock trial competition hosted by the Massachusetts Bar Association (held in January/February). ***As an Honors class, this section will include additional open response assessments, writing and research projects.***

**MODERN WORLD ISSUES CP****CRS H1693****GR 9 – 12****CR1/2****S**

Modern World Issues introduces students to social, political, economic, and environmental challenges facing the world today. Students will explore economic systems, human rights, global conflicts, environmental issues, human health concerns, and the United States’ position in the world. Through critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to conduct research, analyze sources, make arguments, and take informed action. In written assignments and projects, students address critical questions about the history of the modern era. In discussion activities, students respond to diverse opinions, take positions, and defend their own claims. Formative and summative assessments provide students — and teachers — with ample opportunities to check in, review, and evaluate students’ progress in the course.

**MODERN WORLD ISSUES HONORS****CRS H1694****GR 9 – 12****CR1/2****S**

Modern World Issues introduces students to social, political, economic, and environmental challenges facing the world today. Students will explore economic systems, human rights, global conflicts, environmental issues, human health concerns, and the United States’ position in the world. Through critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to conduct research, analyze sources, make arguments, and take informed action. In written assignments and projects, students address critical questions about the history of the modern era. In discussion activities, students respond to diverse opinions, take positions, and defend their own claims. Formative and summative assessments provide students — and teachers — with ample opportunities to check in, review, and evaluate students’ progress in the course. ***As an Honors class, this section will include additional open response assessments, writing and research projects.***

**PHILOSOPHY HONORS****CRS H1651****GR 11 – 12****CR ½****S**

In this course, scholars will learn the specialized vocabulary of Philosophy as well as discuss fundamental questions and some of the answers that have been given over time. They will discover that the same questions, which were of interest to ancient peoples are interesting to us: “What is the good life”, “What is Virtue”, “Is there purpose in life?” “What is Justice?” “To what extent are we responsible for others?” “What is Truth and how do we know it?” As a consequence of questions such as these, scholars will also apply some of the answers to ethical issues of a contemporary nature. Scholars who elect this course should have a strong commitment to reading primary sources, engaging in non-argumentative discussion and preparing insightful essays. Honors level.

**PSYCHOLOGY CP                      CRS H1127                      GR 11 – 12                      CR ½                      S**

Major goals of the course include promoting an interest in Psychology and the study of the following topics: personality, intelligence, and theories of development, abnormal behavior, frustration, anger and other areas. The course is designed so that scholars working at all levels can find success in this class. **Prerequisite:** *Successful completion of, or concurrent registration in a core History class.*

**PSYCHOLOGY HONORS                      CRS H1130                      GR 11 - 12                      CR ½                      S**

The curriculum of this course is based on a college introductory course. A general knowledge of biology and anatomy is recommended. The course's areas of study will include Personality Theories, Abnormal Psychology, Learning Theories, Violence and Criminal Behavior, Psychobiology and Perception. There will be an emphasis on the analysis of the major theorists in the discipline of Psychology. Enrollment in this course will receive Honors credit. Proficient writing and reading skills are essential to successfully completing this course. **Prerequisite:** *Scholars are required to have successfully completed their previous year's English and their core History class with a B- or better.*

**SOCIOLOGY CP                      CRS H1641                      GR 10 – 12                      CR ½                      S**

In this course, scholars will explore the importance of family in terms of their present, future, and career possibilities. They will learn the value of goals and set up a plan to meet these goals. Scholars will read, listen to lectures and discuss a wide variety of issues, including today's family, family interactions, family crises, money and time management, balancing family and work, and citizenship roles. Scholars will conduct research and report on their findings.

**SOCIOLOGY HONORS                      CRS H1682                      GR 10 – 12                      CR ½                      S**

In this course, scholars will explore the importance of family in terms of their present, future, and career possibilities. They will learn the value of goals and set up a plan to meet these goals. Scholars will read, listen to lectures and discuss a wide variety of issues, including today's family, family interactions, family crises, money and time management, balancing family and work, and citizenship roles. Scholars will conduct research and report on their findings. **As an Honors class, this section will include additional open response assessments, writing and research projects.**

**THE HOLOCAUST AND CRIMES                      CRS H1140                      GR 10 – 12                      CR ½                      S**  
**AGAINST HUMANITY CP**

This course offers a comprehensive examination of the history of the Holocaust and crimes against human civilization. The core focus of the class is the analysis of the history of anti-Semitism, the formation of the National Socialist regime, and the execution of six million European Jews and millions of others by the Nazi's. This investigation includes the Holocaust's relationship to ideals of justice and genocide before and after World War II. To conduct this study, scholars will investigate records from survivors, nations, institutions, museums, popular culture, media, and historians who have constructed a history of the Holocaust.

**THE HOLOCAUST AND CRIMES                      CRS H1683                      GR 10 – 12                      CR ½                      S**  
**AGAINST HUMANITY HONORS**

This course offers a comprehensive examination of the history of the Holocaust and crimes against human civilization. The core focus of the class is the analysis of the history of anti-Semitism, the formation of the National Socialist regime, and the execution of six million European Jews and millions of others by the Nazi's. This investigation includes the Holocaust's relationship to ideals of justice and genocide before and after World War II. To conduct this study, scholars will investigate records from survivors, nations, institutions, museums, popular culture, media, and historians who have constructed a history of the Holocaust. **As an Honors class, this section will include additional open response assessments, writing and research projects.**

**THE WORLD WARS THROUGH FILM AND LITERATURE CP      CRS H1695      GR 9 – 12      CR1/2      S**

Students will gain an in-depth understanding of World War I and World War II through the powerful lens of iconic films and important works of literature. The course will also focus on how the legacy of the world wars continues to shape and impact the world around us in the 21st century.

**THE WORLD WARS THROUGH FILM AND LITERATURE HONORS      CRS H1696      GR 9 – 12      CR1/2      S**

Students will gain an in-depth understanding of World War I and World War II through the powerful lens of iconic films and important works of literature. The course will also focus on how the legacy of the world wars continues to shape and impact the world around us in the 21st century. ***As an Honors class, this section will include additional open response assessments, writing and research projects.***

**U.S. HISTORY II CP      CRS H1119      GR 10-12      CR1      Y**

This U.S. History II course covers the span of years from 1920 until the present. In the first semester, the scholars will learn about major events that include the Great Depression, World War II, the Cold War, and the Civil Rights Era. The second semester will begin with the 1960s and the Vietnam War and continue through to the present day. The course will cover the tumultuous 1970s, the Reagan Era, the Age of Technology and the Post-9/11 early 21st century.

**U.S. HISTORY II HONORS      CRS H1117      GR 10-12      CR1      Y**

This U.S. History II course covers the span of years from 1920 until the present. In the first semester, the scholars will learn about major events that include the Great Depression, World War II, the Cold War, and the Civil Rights Era. The second semester will begin with the 1960s and the Vietnam War and continue through to the present day. The course will cover the tumultuous 1970s, the Reagan Era, the Age of Technology and the Post-9/11 early 21st century.

**WORLD HISTORY II CP      CRS H1111      GR 10-12      CR1      Y**

This course covers the American and French Revolutions, rise of nationalism, industrial revolution, western imperialism, WWI, the Great Depression, WWII, the rise of Communism and the Cold War, decolonization, the global economy, and the post-9/11 era. Additionally, students will learn about genocides that have happened throughout history. This course is taught with a sheltered language instructional approach to provide maximum comprehension of the content while assisting with the acquisition of academic language skills appropriate to the subject area. Significant emphasis is placed upon acquisition of academic vocabulary, syntax and grammar as well as related reading and writing skills.

**WORLD HISTORY II HONORS      CRS H1109      GR 10-12      CR1      Y**

This course covers the American and French Revolutions, rise of nationalism, industrial revolution, western imperialism, WWI, the Great Depression, WWII, the rise of Communism and the Cold War, decolonization, the global economy, and the post-9/11 era. Additionally, students will learn about genocides that have happened throughout history. This course is taught with a sheltered language instructional approach to provide maximum comprehension of the content while assisting with the acquisition of academic language skills appropriate to the subject area. Significant emphasis is placed upon acquisition of academic vocabulary, syntax and grammar as well as related reading and writing skills.

**WORLD GEOGRAPHY WESTERN CIVILIZATIONS CP      CRS H1123      GR 10 – 12      CR ½      S**

World Geography Western Civilizations focuses on the relationships among people, places, and environments that result in geographic patterns as it pertains to the areas of North and South America, Latin America, and Europe. Students will use geographic methods to compare and analyze landforms, climates, and natural resources, as well as cultural, political, economic, and religious characteristics of these regions. Students will use a variety of interdisciplinary sources, both primary and secondary, such as maps, pictures, and documents to

learn about the geography of these regions. Special emphasis will be placed on current events in relation to geopolitical, geocultural, and environmental concerns within each region.

**WORLD GEOGRAPHY WESTERN CIVILIZATIONS HONORS      CRS H1688   GR 10 – 12      CR ½      S**

World Geography Western Civilizations focuses on the relationships among people, places, and environments that result in geographic patterns as it pertains to the areas of North and South America, Latin America, and Europe. Students will use geographic methods to compare and analyze landforms, climates, and natural resources, as well as cultural, political, economic, and religious characteristics of these regions. Students will use a variety of interdisciplinary sources, both primary and secondary, such as maps, pictures, and documents to learn about the geography of these regions. Special emphasis will be placed on current events in relation to geopolitical, geocultural, and environmental concerns within each region. ***As an Honors class, this section will include additional open response assessments, writing and research projects***

**WORLD GEOGRAPHY EASTERN CIVILIZATIONS CP      CRS H1689      GR 10 – 12      CR ½      S**

World Geography Eastern Civilizations focuses on the relationships among people, places, and environments that result in geographic patterns as it pertains to the areas of Asia, Africa, and Oceanic/Australia. Students will use geographic methods to compare and analyze landforms, climates, and natural resources, as well as cultural, political, economic, and religious characteristics of these regions. Students will use a variety of interdisciplinary sources, both primary and secondary, such as maps, pictures, and documents to learn about the geography of these regions. Special emphasis will be placed on current events in relation to geopolitical, geocultural, and environmental concerns within each region.

**WORLD GEOGRAPHY EASTERN CIVILIZATIONS HONORS      CRS H1691   GR 10 – 12      CR ½      S**

World Geography Eastern Civilizations focuses on the relationships among people, places, and environments that result in geographic patterns as it pertains to the areas of Asia, Africa, and Oceanic/Australia. Students will use geographic methods to compare and analyze landforms, climates, and natural resources, as well as cultural, political, economic, and religious characteristics of these regions. Students will use a variety of interdisciplinary sources, both primary and secondary, such as maps, pictures, and documents to learn about the geography of these regions. Special emphasis will be placed on current events in relation to geopolitical, geocultural, and environmental concerns within each region. ***As an Honors class, this section will include additional open response assessments, writing and research projects***

**WORLD HISTORY THROUGH FILM CP      CRS H1697      GR 9 – 12      CR1/2      S**

This semester course offers students the opportunity to examine events from World History through the camera lens. Students will learn to analyze films critically in an attempt to understand the filmmaking process and to evaluate film as a cultural and historical artifact. Course requirements include film screenings, assigned readings, position papers, and a final exam. As critical film viewing is integral to the curriculum, regular attendance to the class is mandatory. This is a companion course to American History Through Film, but there are no prerequisites.

**WORLD HISTORY THROUGH FILM HONORS      CRS H1698      GR 9 – 12      CR1/2      S**

This semester course offers students the opportunity to examine events from World History through the camera lens. Students will learn to analyze films critically in an attempt to understand the filmmaking process and to evaluate film as a cultural and historical artifact. Course requirements include film screenings, assigned readings, position papers, and a final exam. As critical film viewing is integral to the curriculum, regular attendance to the class is mandatory. This is a companion course to American History Through Film, but there are no prerequisites. ***As an Honors class, this section will include additional open response assessments, writing and research projects.***



# MATHEMATICS

Haverhill High School offers a full array of courses in mathematics and computer programming. Whether a scholar is planning to attend college or move into the workplace, a sound mathematical background is necessary. All scholars at Haverhill High School are required to pass a minimum of three non-elective math courses, including a complete course in Algebra I. Most colleges, universities, and applied technology institutions recommend that scholars successfully complete 4 years of mathematics. Mass Core, the state recommended program of study, recommends 4 years of mathematics in order for high school graduates to be career and college ready. The goal of the mathematics department is to have all scholars achieve mathematical competence through a strong program that emphasizes reasoning, communication skills, problem solving, making connections, and technological literacy. Courses in grades 9 and 10 focus on the content, skills, and strategies assessed by the Mathematics MCAS test which is administered each year in May. **Beginning in 2026 students must pass the Competency Determination in Algebra I and Geometry and/or their equivalent courses.**

It is important to know that the use of a graphing calculator is permitted on the MCAS, PSAT, SAT, ACT, and AP exams. The mathematics staff at Haverhill High School is committed to maintaining high standards and encouraging all scholars to participate in academically challenging courses that will better prepare them for college and 21<sup>st</sup> century careers.

## MATH

<b>ALGEBRA I CP</b>	<b>CRS H2209</b>	<b>GR 9</b>	<b>CR 1</b>	<b>Y</b>
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This course follows the common core standards for Algebra 1 and integrates the Standards for Mathematical Practice. Topics include solving and graphing linear equations and inequalities, systems of linear equations, exponential functions and sequences, polynomials, factoring, quadratic functions, operations of exponents and radicals, and data analysis, and graphing absolute value functions. A variety of mathematical models, real-life contexts, and technologies are used to develop conceptual understandings. **\*In addition, students are expected to pass the Competency Determination at the conclusion of this course as part of their high school graduation requirement.**

<b>ALGEBRA I HONORS</b>	<b>CRS H2207</b>	<b>GR 9</b>	<b>CR 1</b>	<b>Y</b>
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This in-depth and comprehensive course follows the common core standards for Algebra 1 and integrates the Standards for Mathematical Practice. Topics include solving and graphing linear equations and inequalities, systems of linear equations, exponential functions and sequences, polynomials, factoring, quadratic functions, operations of exponents and radicals, and data analysis, and graphing absolute value functions. A variety of mathematical models, real-life contexts, and technologies are used to develop conceptual understandings. The course focuses on functions and applications. **\*In addition, students are expected to take and pass the Competency Determination at the conclusion of this course as part of their high school graduation requirement. Prerequisites: Grade of B or better in a grade 8 Algebra I, or A- or better in grade 8 mathematics course, proficient or above scores on MCAS testing, and recommendation of mathematics teacher.**

<b>ELD ALGEBRA I CP</b>	<b>CRS H2277</b>	<b>GR 9 – 11</b>	<b>CR 1</b>	<b>Y</b>
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This course follows the common core standards for Algebra 1 and integrates the Standards for Mathematical Practice. Topics include solving and graphing linear equations and inequalities, systems of linear equations, exponential functions and sequences, polynomials, factoring, quadratic functions, operations of exponents and radicals, and data analysis, and graphing absolute value functions. A variety of mathematical models, real-life

contexts, and technologies are used to develop conceptual understandings. **\*In addition, students are expected to take and pass the Competency Determination assessment the conclusion of this course as part of their high school graduation requirement. Prerequisites: Intended for scholars in ELD.**

<b>ELD GEOMETRY CP</b>	<b>CRS H2279</b>	<b>GR 10 – 12</b>	<b>CR 1</b>	<b>Y</b>
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This course formalizes the geometric concepts that scholars have learned in middle school, with an emphasis on reasoning and making mathematical arguments. Scholars will also study fundamental measurement theorems and postulates and apply these rules when solving problems. Scholars will use formal geometric construction tools to formulate reasoning and understanding of significant concepts. Geometric transformations will be utilized as the foundation for the congruence, similarity, quadrilaterals, polygons, and circles units. Scholars will also further explore probability concepts they have learned in middle school. **Intended for scholars in ELD.\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement. Prerequisites: Passing grade in ELD Algebra 1 CP.**

<b>GEOMETRY CP</b>	<b>CRS H2217</b>	<b>GR 10 – 11</b>	<b>CR 1</b>	<b>Y</b>
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This course formalizes the geometric concepts that scholars have learned in middle school, with an emphasis on reasoning and making mathematical arguments. Scholars will also study fundamental measurement theorems and postulates and apply these rules when solving problems. Scholars will use formal geometric construction tools to formulate reasoning and understanding of significant concepts. Geometric transformations will be utilized as the foundation for the congruence, similarity, triangle trigonometry, quadrilaterals, polygons, and circles units. Scholars will also further explore probability concepts they have learned in middle school. **\*In addition, students are expected to take and pass the Competency Determination assessment the conclusion of this course as part of their high school graduation requirement. Prerequisites: Passing grade in Algebra 1 CP.**

<b>GEOMETRY HONORS</b>	<b>CRS H2215</b>	<b>GR 9 – 11</b>	<b>CR 1</b>	<b>Y</b>
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This course formalizes the geometric concepts that scholars have learned in middle school, with an emphasis on reasoning and making mathematical arguments. Scholars will also study fundamental measurement theorems and postulates and apply these rules when solving problems. Scholars will use formal geometric construction tools to formulate reasoning and understanding of significant concepts. Geometric transformations will be utilized as the foundation for the congruence, similarity, triangle trigonometry, quadrilaterals, polygons, and circles units. Scholars will also further explore probability concepts they have learned in middle school. **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement. Prerequisites: Grade greater than or equal to a B- in Algebra I H or a grade greater than or equal to an A- in Algebra I CP and recommendation of teacher. For incoming freshmen, prerequisites include a grade of B or higher in Grade 8 Algebra I, teacher recommendation, and an end of Algebra I or above score on the district end-of-year assessment.**

<b>INTEGRATED MATH I</b>	<b>CRS H9750</b>	<b>GR 9</b>	<b>CR 1</b>	<b>Y</b>
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Integrated Math I includes topics of algebra including constants and variables, functions, open phrases and sentences, postulates and properties of real numbers, linear equations, signed numbers, operations, and word problems. Additional topics include solutions of quadratic equations, expressions, and graphing. In addition to learning the core concepts of algebra, in this course scholars will work on maintaining and building on the skills of note taking, organizing resources, and effective use of resources. **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement. Prerequisites: Recommendation of the student's team.**

**INTEGRATED MATH II****CRS H2204****GR 10****CR 1****Y**

This course formalizes the geometric concepts that scholars have learned in middle school, with an emphasis on reasoning and making mathematical arguments. Geometric transformations will be utilized as the foundation for the congruence, similarity, triangle trigonometry, quadrilaterals, polygons, and circles units. Scholars will also further explore probability concepts they have learned in middle school. In addition to learning the core concepts of geometry, in this course scholars will work on maintaining and building on the skills of note taking, organizing resources, and effective use of resources. **\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement. Prerequisites: Passing grade in Integrated Math I.**

**MATH ELECTIVES****ADVANCED QUANTITATIVE REASONING CP****CRS H2265 GR 11 – 12****CR 1****Y**

This course is a fourth-year math course designed to help scholars continue their study of mathematics as an alternative to precalculus. In this course, scholars will apply their reasoning, modeling and change, analyzing information and decision-making skills with an emphasis on real-world problem solving and applications. Topics will include: vector and matrix quantities, trigonometric functions, statistics and probability, and conic sections.

**Prerequisites: Grade of C or better in Algebra II and recommendation of mathematics teacher. NOTE: Scholars who have passed Pre-Calculus cannot take this course for credit.**

**ADVANCED QUANTITATIVE REASONING HONORS****CRS H2263****GR 11 – 12****CR 1****Y**

This course is a fourth-year math course designed to help scholars continue their study of mathematics as an alternative to precalculus. In this course, scholars will apply their reasoning, modeling and change, analyzing information and decision-making skills with an emphasis on real-world problem solving and applications. Topics will include: vector and matrix quantities, trigonometric functions, statistics and probability, and conic sections.

**Prerequisites: Grade of C or better in Algebra II and recommendation of mathematics teacher. NOTE: Scholars who have passed Pre-Calculus cannot take this course for credit.**

**ALGEBRA & TRIGONOMETRY: A FUNCTIONS APPROACH CRS H2258 GR 11 – 12 CR 1 Y**

This course is a fourth-year math course designed to help scholars acquire a solid foundation in algebra and trigonometry and prepare them for college math courses. The course provides a functions-based approach to the study of linear, polynomial, rational, exponential and logarithmic functions with an emphasis on multiple representations and real-life applications. It also presents basic concepts in trigonometry, including the definitions of trigonometric functions, graphs, radian measure, trigonometric identities and equations, and solving triangles. Additional topics may include electricity, vectors, complex numbers, matrices and sequences. These topics will be supplemented with practice and preparation for college entrance and placement exams, including the SAT and Accuplacer. Scholars who have passed Pre-Calculus cannot take this course for credit.

**Prerequisite: Grade of C or better in Algebra II H, or grade of B-or better in Algebra II CP; plus a score of proficient or higher on the grade 10 math MCAS, and recommendation of a mathematics teacher.**

**ALGEBRA II CP****CRS H2225****GR 10 – 12****CR 1****Y**

This course continues a rigorous presentation of the number system properties begun in Algebra I. Content includes the study of arithmetic and geometric sequences, quadratic functions, polynomials and polynomial functions, rational equations and functions, radical equations and functions, exponential and logarithmic functions, probability, design of statistical studies (including gathering data, making inferences and justifying conclusions), trigonometric functions, and choosing a function. Some of the topics covered within these units of study are solving systems involving both linear and quadratic functions, the fundamental theorem of algebra, complex numbers, and the binomial theorem.

**Prerequisites:** *Grade of C or better in both Algebra I CP and Geometry CP, and recommendation of mathematics teacher. NOTE: For enrollment by a sophomore, the recommendation of the freshman teacher is necessary. Students not meeting these prerequisites should be placed in Intermediate Algebra.*

<b>ALGEBRA II HONORS</b>	<b>CRS H2223</b>	<b>GR 10 – 12</b>	<b>CR 1</b>	<b>Y</b>
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This course continues a rigorous presentation of the number system properties begun in Algebra I. Content includes the study of arithmetic and geometric sequences, quadratic functions, polynomials and polynomial functions, rational equations and functions, radical equations and functions, exponential and logarithmic functions, probability, design of statistical studies (including gathering data, making inferences and justifying conclusions), trigonometric functions, and choosing a function. Some of the topics covered within these units of study are solving systems involving both linear and quadratic functions, the fundamental theorem of algebra, complex numbers, and the binomial theorem. **Prerequisites:** *Grade of B- or better in both Algebra I and Geometry. NOTE: A freshman teacher recommendation is required for enrollment of a sophomore.*

<b>AP CALCULUS - AB</b>	<b>CRS H2234</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
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This course is an introduction to the fundamentals of differential and integral calculus for scholars planning to take advanced mathematics courses in college. Topics covered include: limits and continuity, the definition of differentiation and its fundamental properties, differentiation of composite, implicit, and inverse functions, contextual and analytical applications of differentiation, integration and accumulation of change, differential equations and applications of integration. Calculus AB is the equivalent of one semester of college calculus. Scholars in this course are required to take the Calculus AB exam. A TI-84 plus graphing calculator or equivalent is required. **Prerequisites:** *Grade of B or better in Pre-Calculus Honors, recommendation of mathematics teacher, and placement exam.*

<b>AP CALCULUS - BC</b>	<b>CRS H2235</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
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This course is an introduction to the fundamentals of differential and integral calculus for scholars planning to take advanced mathematics courses in college. Topics covered include: limits and continuity, the definition of differentiation and the fundamental properties, differentiation of composite, implicit, and inverse functions, contextual and analytical applications of differentiation, integration and accumulation of change, differential equations and applications of integration, parametric equations, polar coordinates and vector-valued functions, infinite sequences and series. Calculus BC is the equivalent of two semesters of college calculus. Scholars in this course are required to take the exam for Calculus BC. A TI-84 plus graphing calculator or equivalent is required. **Prerequisites:** *Grade of B or better in Pre-Calculus Honors or AP, recommendation of mathematics teacher, and placement exam.*

<b>AP COMPUTER SCIENCE – A</b>	<b>CRS H2246</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
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This is an advanced computer-science programming course with emphasis on Java programming. It provides scholars with the opportunity to apply mathematical applications using object-oriented programming (OOP) and object-oriented design (OOD) with an emphasis on classes, methods, looping and logic, algorithms and inheritance. This course follows a syllabus approved by the College Board, with a professionally developed case study, and will prepare scholars for the AP Computer Science exam, which is mandatory. **Prerequisites:** *Passing grade in Intro to Programming and a B- or better in Algebra II. Technology option*

<b>AP PRECALCULUS</b>	<b>CRS H2266</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
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This Honors level course in advanced algebra and functional analysis (with a graphing approach) is designed to prepare scholars for Calculus. Topics include: Parent Functions, their graphs and transformations; Rational Functions; Exponential and Logarithmic Functions; Limits, Trigonometric Functions; Analytical Trigonometry; Matrices, Vectors, Polar Coordinates; and Sequences and Series. Scholars are expected to have mastered key concepts from Algebra II and Geometry. Scholars in this course are required to take the Precalculus exam. A TI

84 plus graphing calculator or equivalent is required. ***Prerequisites: Grade of B or better in Algebra II H and Geometry H, or a grade of A in Algebra II CP and Geometry CP and recommendation of mathematics teacher.***

#### **AP STATISTICS**

**CRS H2238**

**GR 10 – 12**

**CR 1**

**Y**

This course is equivalent to a college statistics course and covers the entire College Board topic outline for AP Statistics. Scholars will be introduced to the major tools for collecting, analyzing, and drawing conclusions from data through four major conceptual themes: describing patterns and departures from patterns, planning and conducting a study, exploring random phenomena using probability, and estimating population parameters and testing hypotheses. This course requires strong math, reading, writing, and higher level thinking skills. Scholars in this course are required to take the exam for Statistics. A TI 84 plus graphing calculator or equivalent is required. ***Prerequisite: of B+ or better in Algebra II H with teacher recommendation, or, with the recommendation of the mathematics teacher, an A- or better Geometry H if taken concurrently with Algebra II H.***

#### **CALCULUS HONORS**

**CRS H2232**

**GR 12**

**CR 1**

**Y**

Calculus Honors is a survey course dealing with topics from the first semester of a college calculus course. The topics covered include: a review of precalculus and trigonometry topics, limits, continuity derivatives and include their applications, and integrals and their applications. ***Prerequisite: Grade of C or better in Precalculus, recommendation of mathematics teacher, and placement exam.***

#### **ELD ALGEBRA II CP**

**CRS H2282**

**GR 11-12**

**CR1**

**Y**

This course continues a rigorous presentation of the number system properties begun in Algebra I. Content includes the study of arithmetic and geometric sequences, quadratic functions, polynomials and polynomial functions, rational equations and functions, radical equations and functions, exponential and logarithmic functions, probability, design of statistical studies (including gathering data, making inferences and justifying conclusions), trigonometric functions, and choosing a function. Some of the topics covered within these units of study are solving systems involving both linear and quadratic functions, the fundamental theorem of algebra, complex numbers, and the binomial theorem. Intended for students in ELD. ***Prerequisites: Passing grade in ELD Geometry CP.***

#### **INTEGRATED MATH III**

**CRS H9751**

**GR 11**

**CR 1**

**Y**

This course is designed to help scholars strengthen their algebra and overall math skills. Topics will include: the real number system, solving linear equations, including multi-step equations and absolute value equations, graphing linear functions, writing linear functions, solving systems of linear equations by graphing, substitution, and elimination, polynomials and factoring (quadratics). In addition to learning the core concepts of algebra II, in this course scholars will work on maintaining and building on the skills of note taking, organizing resources, and effective use of resources. ***Prerequisites: Passing grade in Integrated Math II.***

#### **INTEGRATED MATH IV**

**CRS H9752**

**GR 12**

**CR 1**

**Y**

Students will engage in topics relating to financial literacy that can be applied to real life. These topics will greatly assist students as they move into their post-secondary phase of life. Topics include: Forms of income, paychecks and deductions, expenses and budgets, banking and investing, loans and retirement. In addition to learning the core concepts of financial literacy, in this course scholars will work on maintaining and building on the skills of note taking, organizing resources, and effective use of resources. ***Prerequisites: Passing grade in Integrated Math III and a passing score on the grade 10 MCAS.***

## PRE-CALCULUS HONORS

CRS H2229

GR 11 – 12

CR 1

Y

This Honors level course in advanced algebra and functional analysis (with a graphing approach) is designed to prepare scholars for Calculus. Topics include: Parent Functions, their graphs and transformations; Rational Functions; Exponential and Logarithmic Functions; Limits, Trigonometric Functions; Analytical Trigonometry; Matrices, Vectors, Polar Coordinates; and Sequences & Series. Scholars are expected to have mastered the key concepts from Algebra II and Geometry. ***Prerequisite: Grade of B or better in Algebra II H and Geometry H, or grade of A in Algebra II CP and Geometry CP, and recommendation of mathematics teacher.***

## PROBABILITY AND STATISTICS

CRS H2237

GR 11 – 12

CR 1

Y

This course will cover topics including data collection and ethics, random variables, and statistical measure of data, and probability concepts. Computer software (spreadsheets and data graphing) will be used. It is offered as an elective for college preparatory credit and for a mathematics credit. ***Prerequisite: Grade of D- or better in Algebra II and recommendation of mathematics teacher.***

# SCIENCE AND TECHNOLOGY

[Link to Website](#)

The science curriculum is designed to develop science literacy for all scholars. Globalization of information and economies has made it imperative that scholars understand scientific processes and content. Scholars are required to take three (3) college preparatory courses in the sciences (including 2 courses with laboratory work). Semester science courses without a laboratory component typically do not satisfy the science entrance requirement of four-year colleges. **Beginning in 2026 students must pass the Competency Determination in Biology and/or the equivalent courses.**

## Science

### BIOLOGY CP

CRS H3315

GR 9

CR 1

Y

Biology CP is a challenging course emphasizing the following topics: molecules to organisms (structures and processes), ecosystems (interactions, energy and dynamics), heredity (inheritance and variation of traits), and biological evolution (unity and diversity). Scholars are expected to apply conceptual knowledge to interpret the biological world. Emphasis is placed on those topics and types of questions likely to be seen on the Biology MCAS test. All scholars will be expected to take the Biology MCAS test. ***\*In addition, students are expected to pass the Competency Determination at the conclusion of this course as part of their high school graduation requirement. Prerequisite: Recommendation of Grade 8 science teacher.***

### BIOLOGY HONORS

CRS H3313

GR 9

CR 1

Y

Biology Honors is a rigorous course emphasizing the following topics: molecules to organisms (structures and processes), ecosystems (interactions, energy and dynamics), heredity (inheritance and variation of traits), and biological evolution (unity and diversity). Scholars are expected to apply conceptual knowledge to interpret the biological world. Emphasis is placed on those topics and types of questions likely to be seen on the Biology MCAS test. With all honors level science classes, evaluation includes challenges beyond the classroom setting such as independent projects and self-directed learning experiences. ***\*In addition, students are expected to pass the Competency Determination at the conclusion of this course as part of their high school graduation requirement. Prerequisite: Recommendation of Grade 8 science teacher.***

### ELD BIOLOGY CP

CRS H7343

GR 9

CR 1

Y

Biology CP is a challenging course emphasizing the following topics: molecules to organisms (structures and processes), ecosystems (interactions, energy and dynamics), heredity (inheritance and variation of traits), and

biological evolution (unity and diversity). Scholars are expected to apply conceptual knowledge to interpret the biological world. Emphasis is placed on those topics and types of questions likely to be seen on the Biology MCAS test. All scholars will be expected to take the Biology MCAS test at the conclusion of this course as part of their high school graduation requirement. **\*In addition, students are expected to take and pass the Competency Determination at the conclusion of this course as part of their high school graduation requirement. Prerequisite: Recommendation of Grade 8 science teacher.** Intended for scholars in ELD 1 and 2.

<b>INTEGRATED SCIENCE I</b>	<b>CRS H9754</b>	<b>GR 9</b>	<b>CR 1</b>	<b>Y</b>
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This course is based on the MA Frameworks and parallels the general education program of studies in Biology. Scholars will cover the following topics: Molecules to organisms (structures and processes), ecosystems (interactions, energy, and dynamics) heredity (inheritance and variation of traits), and biological evolution (unity and diversity). Scholars will be expected to take the Biology MCAS test at the conclusion of this course as part of their high school graduation requirement. **Team Approval Required.**

**\*In addition, students are expected to take and pass the Competency Determination assessment at the conclusion of this course as part of their high school graduation requirement.**

## Science Electives

<b>ANATOMY &amp; PHYSIOLOGY CP</b>	<b>CRS H3331</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
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This course is recommended for scholars who are interested in human body anatomy and physiology y and provides a survey of cell structure and biochemistry, histology, anatomy and physiology of the human systems including skeletal, muscular, digestive, circulatory, respiratory, excretory, nervous, endocrine, and reproductive systems. Dissection is an integral part of this course. Alternatives to dissection are available for any scholar who objects to dissection and whose parent or guardian sends a written request to the school. There will be chapter tests, lab reports, as well as assigned class work and homework. **Prerequisite: Completion of Biology with a passing grade and recommendation of a science teacher. This course meets the lab science requirement.**

<b>ANATOMY &amp; PHYSIOLOGY HONORS</b>	<b>CRS H3332</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
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This is a rigorous, in-depth course recommended for prospective scholars of nursing, physical therapy and related medical fields. Areas studied include cell structure and biochemistry, histology, anatomy and physiology of the human systems including skeletal, muscular, digestive, circulatory, respiratory, excretory, nervous, endocrine, and reproductive systems. Dissection is an integral part of this course in past years. Alternatives to dissection are available for any scholar who objects to dissection and whose parent or guardian sends a written request to the school. There will be worksheets for independent study, chapter tests, laboratory practical exams, lab reports, assigned class work and homework. **Prerequisite: A minimum grade of B- in Biology or Chemistry and recommendation of a science teacher.**

<b>AP BIOLOGY</b>	<b>CRS H3317</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
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AP Biology is designed to be the equivalent of a college introductory course usually taken by science majors during their first year. It provides scholars with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the dynamics of biological science in today's world. The four "Big Ideas" covered in the course are as follows: (1) The process of evolution drives the diversity and unity of life, (2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis, (3) Living systems store, retrieve, transmit, and respond to information essential to life processes and (4) Biological systems interact and these systems and their interactions possess complex properties.

Scholars take the national AP Biology examination in May. **Co-requisite: Biology AP Lab Prerequisite: Minimum grade of B- in Biology; and Chemistry or concurrent enrollment in Chemistry.**

## AP BIOLOGY LAB

**CRS H3317L**

**GR 11 – 12**

CR 1

**Y**

This lab course provides scholars with the lab experience essential in all college introductory Biology courses. The labs are designed to support the content covered in AP Biology and scholars must be concurrently enrolled in that course. Scholars will be expected to write complete laboratory reports following a model template for each College Board Lab as well as independently design and test hypotheses with teacher approval that stem from their own research. ***Co-requisite: AP Biology. Non-weighted course.***

## AP CHEMISTRY

**CRS H3324**

**GR 11 – 12**

CR 1

**Y**

Chemistry is designed to meet the objectives of a general chemistry course at the college level. This offering should contribute to the development of the scholar's ability to think clearly and to express ideas orally and in writing with clarity and logic. The course includes the study of chemical principles, chemical equilibrium, thermodynamics, atomic and molecular structure, and aqueous solution chemistry and includes significant lab work. Scholars who select AP Chemistry must take the Examination in Chemistry. **Co-requisite: AP Chemistry Lab. Prerequisites: Minimum grade of B-in Chemistry and recommendation of a science teacher**

## AP CHEMISTRY LAB

CRS H3324I

**GR 11 – 12**

CR 1

**Y**

This lab course provides scholars with the lab experience required in college level chemistry courses. The labs are designed to support the content covered in AP Chemistry and scholars must be concurrently enrolled in that course. ***Co-requisite: AP Chemistry Lab Non-weighted course.***

**AP ENVIRONMENTAL SCIENCE**

**CRS H3336**

**GR 11 – 12**

**CR 1**

**Y**

The goal of the AP Environmental Science course is to provide scholars with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. ***Prerequisites: A minimum of B- in Biology, Earth Science or Chemistry and recommendation of a science teacher.***

## AP PHYSICS I

CRS H3328

GR 12

CR 1

Y

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and fluids.

***Prerequisites: Grade of B-or better in Algebra II and Chemistry.***

## AP RESEARCH

CRS H0100

GR 11 – 12

CR1

Y

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they 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 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

***Prerequisite: Students must complete AP Seminar and all of its required research components in order to enroll in AP Research.***

## CHEMISTRY CP

CRS H3321

GR 10 – 12

CR 1

Y

College-Prep Chemistry presents the basic principles of chemistry. This course deals with the properties, composition and structure of matter, the changes that occur in matter, and the energy relationships involved in



these changes. The course focuses on the structure of matter and chemical dynamics. Topics include properties of matter, atomic structure, periodicity, chemical bonding, chemical reactions and stoichiometry, gasses and kinetic molecular theory, aqueous solutions, acids and bases, equilibrium. Lab work is an integral part of the course. ***Prerequisite: Completion of Algebra I and Biology with a passing grade and recommendation of a science teacher.*** \*This course can be used as for the Chemistry Competency Determination final assessment for the high school graduation requirement in place of passing the Biology final assessment.

**CHEMISTRY HONORS                      CRS H3319                      GR 10 – 12                      CR 1                      Y**

Chemistry Honors presents the basic principles of chemistry. This is a rigorous course dealing with the properties, composition and structure of matter, the changes that occur in matter, and the energy relationships involved in these changes. The course focuses on the structure of matter and chemical dynamics. Topics include properties of matter, atomic structure, periodicity, chemical bonding. The course will also cover chemical reactions and stoichiometry, gasses and kinetic molecular theory, aqueous solutions, acids and bases, and equilibrium. Lab work is an integral part of the course. As with all Honors level science classes, evaluation includes challenges beyond the classroom experience. ***Prerequisite: B- in Biology and Algebra I and recommendation of a science teacher.*** \*This course can be used as for the Chemistry Competency Determination final assessment for the high school graduation requirement in place of passing the Biology final assessment.

**CSI - CRIME SCENE INVESTIGATION                      CRS H3373                      GR 10 – 12                      CR ½                      S**

CSI is the application of physics to solve criminal investigations. It includes ballistics, crash scene evidence, blood splatter, the history of criminology. Scholars are taught proper collection, preservation, and laboratory analysis for various samples. ***Prerequisites: Biology and Algebra I***

**EARTH SCIENCE CP                      CRS H3309                      GR 10 – 12                      CR 1                      Y**

This course is designed to give scholars the opportunity for an in-depth study of Geology, including rocks and minerals, earthquakes, volcanoes, plate tectonics, earth processes, cycles and formation, erosion and weathering, development of soils, renewable and non-renewable resources. Scholars will also explore Geologic time, Oceanography, Meteorology and Space Science topics. Lab work is an integral part of the course. Evaluation includes challenges beyond the classroom experiences. ***Prerequisites: Algebra I, Biology and recommendation of a science teacher.***

**EARTH SCIENCE HONORS                      CRS H3308                      GR 10 – 12                      CR 1                      Y**

This course is designed to give scholars the opportunity for a rigorous in-depth study of Geology, including rocks and minerals, earthquakes, volcanoes, plate tectonics, earth processes, cycles and formation, erosion and weathering, development of soils, renewable and non-renewable resources. Scholars will also explore Geologic time, Oceanography, Meteorology and Space Science topics. Lab work is an integral part of the course. Evaluation includes challenges beyond the classroom experiences. ***Prerequisites: B- or better in Algebra I or Biology and recommendation of a science teacher.***

**ENVIRONMENTAL SCIENCE CP                      CRS H3445                      GR 10 – 12                      CR 1                      Y**

Environmental Science is a study of interactions among organisms (including humans) and their environments. These complex relationships result in the survival success of species, the health of biological communities, and the future of our biosphere (the living area of the earth). This class also includes the following topics: water, solid and hazardous wastes, air pollution and global climate change. ***Prerequisite: Completion of Algebra I and Biology with a passing grade and recommendation of a science teacher.***

**FORENSIC SCIENCE****CRS H3372****GR 10 – 12****CR ½****S**

Forensic Science is the application of science (chemistry and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, fiber analysis, arson, trace evidence analysis, poisons, drugs and blood samples. Scholars are taught the proper collection, preservation, and laboratory analysis of various samples. ***Prerequisites: Biology and Algebra I.***

**INTEGRATED SCIENCE II****CRS H9755****GR 10 – 11****CR 1****Y**

This course is based on the MA Frameworks and parallels the general education program of studies in Ecosystems & Environment. It is a course that allows students to further develop their content knowledge in Biology and the science practices. The content emphasizes the following topics: molecules to organisms (structures and processes), ecosystems (interactions, energy and dynamics), heredity (inheritance and variation of traits), and biological evolution (unity and diversity). Units of study include an emphasis on collaboration and hands-on learning. Scholars will take the Biology MCAS in February. ***Team Approval Required.***

**INTEGRATED SCIENCE III****CRS H9756****GR 11****CR 1****Y**

This course is based on the MA Framework and parallels the general education program of studies in Environmental Science. Scholars will cover the interactions of organisms in their environment, the health of biological communities, and the future of the biosphere. ***Team Approval Required.***

**INTRODUCTION TO PROGRAMMING****CRS H2243****GR 10 – 12****CR ½****S**

Introduction to Programming uses Python as a basis for learning general programming skills. Scholars learn programming principles by comparing Python to other programming languages. They use models as a way to quickly solve new problems using knowledge and techniques already learned. In addition to programming, scholars learn program design, documentation, formal debugging, and testing. Scholars will strengthen their public speaking skills by presenting projects to community leaders. Finally, scholars examine career opportunities in programming. ***Prerequisite: Completion of Algebra I. CAP 20 Students.***

**PHYSICS CP****CRS H3327****GR 10 – 12****CR 1****Y**

Physics College Prep presents basic physical principles that require both an understanding of qualitative concepts as well as proficiency in mathematical methods. The course may include a review of algebra; unit conversions; scientific notation; kinematics, forces and their effect on motion; work and energy; and linear momentum. Scholars are expected to integrate these concepts and apply them to a variety of situations. Laboratory work is an integral part of the course. ***Prerequisite: A passing grade Algebra 1, Biology and recommendation of science teacher.***

**PHYSICS HONORS****CRS H3325****GR 10 – 12****CR 1****Y**

Physics Honors is a rigorous, fast-paced and in-depth presentation of basic physical principles that require both a deep understanding of qualitative concepts as well as proficiency in mathematical methods. The course may include a review of algebra; unit conversions; scientific notation; kinematics, forces and their effect on motion; work and energy; linear momentum, heat, electromagnetism, waves, optics and other topics as time permits. Scholars are expected to integrate these concepts and apply them to novel situations. Lab investigations, which are a significant component of the course, are designed to foster engagement in the practice of scientific investigations through experimenting, analyzing, making hypotheses, and solving problems in a collaborative setting. ***Prerequisite: Minimum grade of B- in Geometry or C- in Algebra II and recommendation of science teacher.***

**TECHNOLOGY ELECTIVES****3D PRINTING****CRS H6652****GR 11 – 12****CR ½****S**

This class will introduce the concept of 3D modeling, prototyping, replication/construction and design. In addition to building a 3D printer from a kit, students will be producing 3D printed projects by designing printable 3D models using TinkerCad, a cloud based 3D modeling software. **Prerequisites: Cap 16 Students. Art Grad Requirement option.**

**AP COMPUTER SCIENCE - A                      CRS H2246                      GR 11 – 12                      CR 1                      Y**

This is an advanced computer-science programming course with emphasis on Java programming. It provides scholars with the opportunity to apply mathematical applications using object-oriented programming (OOP) and object-oriented design (OOD) with an emphasis on classes, methods, looping and logic, algorithms and inheritance. This course follows a syllabus approved by the College Board, with a professionally developed case study, and will prepare scholars for the AP Computer Science exam, which is mandatory. **Prerequisites: Passing grade in Intro to Programming and a B- or better in Algebra II.**

**AP COMPUTER SCIENCE PRINCIPLES                      CRS H9671                      GR 11 – 12                      CR 1                      Y**

AP Computer Science Principles introduces students to the creative aspects of programming, abstractions, algorithms, large datasets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving, without the need for previous programming experience. Students will have the opportunity to create socially useful applications of their own design. **Prerequisite: successful completion of Algebra I with a B- or better.**

**COMPUTER TECHNOLOGY                      CRS H6601                      GR 9 – 12                      CR ½                      S**

Computer Technology is an initial course in computer science and applications offering students a wide exposure to computer applications (G Suites) which will make their academic efforts more effective. Students will also explore introductory concepts in computer science allowing them to make informed decisions about future computer courses and/or careers. The course provides an overview of information technology and introduces students to the basics of hardware and software. Students examine hardware components including peripherals, connectors, and memory. Students explore common operating systems, software applications, and programming languages. Students learn about types of networks and consider contemporary issues such as security, privacy, and technological inequality. Finally, students explore career opportunities in IT. **Cap 20 Students**

**GAME DESIGN                      CRS H6636                      GR 10 – 12                      CR ½                      S**

Game Design offers scholars an opportunity to learn the programming concepts needed to design and develop computer games. Scholars learn about and use loops, variables, functions, and conditionals along with game development applications like Codesters. Scholars will also learn how to create and edit graphics. Scholar projects range from beginner to advance with all scholars completing a final game in order to complete the course. **CAP 20 Students.**

**INTRODUCTION TO PROGRAMMING                      CRS H2243                      GR 10 – 12                      CR ½                      S**

Introduction to Programming uses Python as a basis for learning general programming skills. Scholars learn programming principles by comparing Python to other programming languages. They use models as a way to quickly solve new problems using knowledge and techniques already learned. In addition to programming, scholars learn program design, documentation, formal debugging, and testing. Scholars will strengthen their public speaking skills by presenting projects to community leaders. Finally, scholars examine career opportunities in programming. **Prerequisite: Completion of Algebra I. CAP 20 Students.**

**ROBOTICS                      CRS H2280                      GR 9 – 12                      CR ½                      S**

Robotics provides scholars with the opportunity to apply math and engineering to learn how robots are built, move, and “think.” Scholars get hands-on experience with various robotic technologies currently used at

Carnegie Mellon and other colleges; building robots, and developing programs to make them move and learning to use sensors. **Prerequisite: Completion of Algebra I. CAP 18 Students.**

**WEB DEVELOPMENT AND DESIGN I      CRS H6632      GR 10 – 12      CR ½      S**

This class is an introduction to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, learn how to create and maintain quality web pages, learn about web design standards and why they are important, and learn to create and manipulate images. The course progresses from introductory work on web design to a culminating project in which students design and program their own websites for local community / high school organizations and groups. Students will be introduced to HTML5, CSS3 and JavaScript/Typescript (programming languages). Leading to a culminating project.

**Prerequisite: Intro to Programming or completion of Algebra I. Technology option. CAP 20 Students**

## SUPPORT FOR SCHOLARS WITH INDIVIDUALIZED EDUCATION PLANS

[Link to Website](#)

Special Education services are determined through the Team process according to federal and state regulations. Eligible students receive the services specified in their Individual Educational Programs that enable them to receive a free and appropriate public education in the least restrictive environment. Each student's program is designed to ensure a successful transition to their individual post high school goal and to support the acquisition of skills necessary to become productive members of the larger community.

**INSTRUCTIONAL STRATEGIES      CRS H8874      GR 9 -12      CR 1      Y**

Students are placed into Instructional Strategies as outlined in their IEP. The Special Education teacher provides review and reteaching of key concepts in other classes, support for organizational, study and planning skills and strategies, and monitoring of work completion and comprehension.

**TRANSITION SEMINAR      CRS H9583      GR 11-12      CR 1      Y**

Students are placed into Transition Seminar as outlined in their IEP. The Special Education teacher provides review and reteaching of key concepts in other classes, support for organizational, study and planning skills and strategies, and monitoring of work completion and comprehension. This course also provides students with the opportunity to reinforce independent living, personal/social skills and career education skills. Practical units of study such as banking, budgeting, preparing for a job, interviewing, completing job applications, and communication skills etc. are content areas emphasized. Attention is also given to academic skills, communication skills, social skills, vocational skills and self-determination skills.

### FUNCTIONAL COURSES

*Placement in Functional Courses is based on a scholar's Individualized Education Plan. Courses are offered in small groups and include functional academics, prevocational skills, vocational skills, adult daily living skills, and community awareness. The program also incorporates Home and Personal care skills that stress the importance of dignity and increased opportunities for independence in both home and community settings. All students work on critical skills to enhance their quality of life as they transition into the adult world.*

**FUNCTIONAL ENGLISH 9      CRS H9211R      GR 9      CR 1      Y**

Students access the grade 9 English Language Arts Core Curriculum. Emphasis will be placed on reading comprehension skills using real world informational texts. Reading for enjoyment is promoted in each course. Vocabulary development will focus on the use of context clues to enable a reader to comprehend more advanced

texts. Language skills such as punctuation, capitalization, and sentence structure will be taught and applied to real world situations. Students should expect to participate in class discussions, group work projects, improve their use of technology and will be engaged in hands-on writing.

**FUNCTIONAL ENGLISH 10                      CRS H9212R                      GR 10                      CR 1                      Y**

Students access the grade 10 English Language Arts Core Curriculum. Emphasis will be placed on reading comprehension skills using real world informational texts. Reading for enjoyment is promoted in each course. Vocabulary development will focus on the use of context clues to enable a reader to comprehend more advanced texts. Language skills such as punctuation, capitalization, and sentence structure will be taught and applied to real world situations. Students should expect to participate in class discussions, group work projects, improve their use of technology and will be engaged in hands-on writing.

**FUNCTIONAL ENGLISH 11                      CRS H9213R                      GR 11                      CR 1                      Y**

The English sequence of courses for grades 11 continues to build on reading comprehension skills gained in English 1 and 2 with an emphasis on real world informational texts. Reading for enjoyment is promoted in each course. Students will be introduced to reading encountered in their everyday lives such as local newspapers, bus schedules, restaurant menus, and store flyers. Language skills such as punctuation, and capitalization are applied to real life situations.

**FUNCTIONAL ENGLISH 12                      CRS H9214R                      GR 11                      CR 1                      Y**

The English sequence of courses for grades 12 continues to build on reading comprehension skills gained in previous grades with an emphasis on real world informational texts. Reading for enjoyment is promoted in each course. Students will be introduced to reading encountered in their everyday lives such as local newspapers, bus schedules, restaurant menus, and store flyers. Language skills such as punctuation, and capitalization are applied to real life situations.

**FUNCTIONAL MATH 10                      CRS H9222R                      GR 10                      CR 1                      Y**

This sequence of courses is designed to develop basic computational skills and their applications to real life situations. Students will develop an awareness of mathematics as an essential part of everyday living. They will work on developing the knowledge, understanding and skills required to apply number operations to real life situations. In addition they will work on money skills including counting and making change. Students will develop knowledge and understanding of the impact of time on activities in everyday life and skills in time management. Students will develop skills in the practical application of measurement tools and units.

**FUNCTIONAL SOCIAL STUDIES 9 (H9242R) 10 (H9242R) 11 (H9343R) 12 (H9244R)                      GR 9-12                      CR 1                      Y**

This sequence of courses covers Civics, World History and United States History. Students complete one unit per year in each of the three areas.

**FUNCTIONAL DAILY LIVING SKILLS 9-12                      GR 9-12                      CR 1                      Y**

Placement in Fundamentals of Daily Living Skills is determined by a scholar's Individualized Education Plan. The purpose of teaching life skills is to give scholars the ability to increase their success outside of high school. To master life skills scholars must work on these daily for continual growth. Opportunities include participation on supported life skills groups, prevocational opportunities and community integration. Development of social and communication skills is also emphasized. Technology is incorporated to orient students to 21st Century demands including safe computing and Internet usage as well as assist them in accessing skills in order to become more knowledgeable citizens.

## **ADAPTIVE HEALTH**

**CRS H8767**

**GR 10 – 12 CR ½**

**S**

This course will consist of participation in various fitness related activities in combination with valuable health education lessons with the purpose of improving fitness levels and developing a basic understanding of important health and wellness topics. The topics covered in this course will include: fitness, nutrition, managing stress and anxiety, personal care, health behaviors and communicable diseases. In addition, scholars will learn about developing healthy relationships, the lifecycle and understanding of adolescent growth and change, drugs, alcohol and tobacco, injury prevention and safe behaviors and environmental health. \*This class is reserved for specific students on an IEP and will be registered for this course by the EFT.

## **WELLNESS**

*“Educating the Whole Student – Mind, Body, and Community”*

The Health & Wellness Department is dedicated to empowering scholars with the knowledge, skills, and habits needed to lead healthy, balanced, and fulfilling lives. Through a comprehensive and inclusive curriculum that blends physical education, health literacy, and social-emotional learning, students are equipped to make informed decisions that support their physical, mental, emotional, and social well-being.

All students are required to complete two full credits of Wellness, which includes:

- Health I: "Essentials of Health & Wellness" (0.5 credit)
- Physical Education I: "Strength, Skills & Safety for Life"
- Two additional quarter-credit electives in Health (0.5 credit total)
- Two additional quarter-credit electives in Physical Education (0.5 credit total)

Our curriculum offers a diverse array of engaging, real-world courses that reflect the evolving needs of today's youth from mental health and mindfulness, digital wellness, and financial literacy, to athletic performance, lifeguarding, and sports marketing. Students can personalize their learning through elective choices that align with their goals and interests; whether they're preparing for college athletics, cultivating leadership skills, or simply seeking tools for lifelong wellness. All courses foster inclusivity, personal growth, resilience, and community responsibility. Through experiential learning, skill-building, and reflection, our department cultivates not only physical strength but also emotional intelligence, civic engagement, and lifelong habits for success.

To learn more about our mission, offerings, and resources, visit our website: [Link to HPS Wellness Website](#)

## **HEALTH**

All scholars are required to take and pass a semester of Health I: "Health I: Essentials of Health & Wellness" and two quarters of health electives (1 credit) totaling two credits of Wellness. Students can not earn credit in the same course more than once.

### **HEALTH I HONORS: “ESSENTIALS OF HEALTH & WELLNESS” CRS H7731 GR 9 – 12 CR ½ S**

This FULL-SEMESTER course is one of three required courses for graduation. (Health I and two quarter credit Health electives which can be taken in any order). This required, one semester “Essentials of Health & Wellness” course introduces students to the fundamental concepts of living a healthy, balanced life. Units will include the many dimensions of health and wellness, sexual and reproductive health & wellness, healthy relationships, substance use and addiction awareness. Students will examine the importance of personal health choices, preventative healthcare, disease prevention and how lifestyle factors, early detection, and proactive habits contribute to long-term well-being. This course also provides students with accurate, age-appropriate knowledge and skills to make safe, respectful, and informed choices regarding their sexual and reproductive health. Topics will include abstinence, healthy relationships, affirmative consent, personal boundaries, pregnancy, and the prevention and treatment of sexually transmitted infections (STIs). Students will learn how to approach decision-making with responsibility, respect, and safety in mind, while also understanding the physical, emotional, and social aspects of

sexual health. This course also educates students on the physical, mental, and social effects of drugs and addictive substances. Students will explore the science of addiction, recognize warning signs, and understand the short- and long-term risks associated with substance use. Topics for emphasis include prevention strategies, recovery resources, and the impact of addiction on individuals, families, and communities. Through engaging discussions, case studies, self-assessments, and interactive activities, students will develop critical thinking skills and gain the tools needed to make informed decisions, foster healthy relationships, support their own well-being, and assist peers or loved ones who may be struggling with substance use. Ideally, this course would be completed prior to any quarter classes and within freshman or sophomore years.

## QUARTER CREDIT ELECTIVES

### **FINANCIAL FITNESS FOR LIFE: CRS H7829 GR 9 – 12 .25 CR Q**

This Health and Wellness course equips students with essential financial literacy skills to help build a strong foundation for lifelong responsibility and independence. Students will learn practical strategies for managing money, including creating and balancing budgets, comparing prices and making informed purchases, and developing habits for saving and investing. The course also explores career planning, salary expectations, and the importance of understanding benefits such as health insurance and retirement funds. Through real-world applications, interactive activities, and scenario-based learning, students will gain the knowledge and confidence to make sound financial decisions that support both their present and future well-being.

### **BALANCED LIVING: FOUNDATIONS OF NUTRITION & FITNESS: CRS H7832 GR 9 – 12 .25 CR Q**

This course empowers students to take charge of their physical health through practical knowledge and everyday habits. Students will explore the foundations of fitness, nutrition, food safety, healthy weight management, and body image, while learning how to set realistic goals for eating well and staying active. Through hands-on activities, personal reflection, and engaging discussions, students will develop the skills needed to build a balanced, healthy lifestyle. Topics include the benefits of physical activity, creating fitness routines, understanding food labels, making safe food choices, managing weight in healthy and sustainable ways, and promoting positive body image in a media-influenced world. By the end of the course, students will be equipped with tools to make informed decisions that support lifelong wellness.

### **DIGITAL WELLNESS & ONLINE SAFETY: CRS H7833 GR 9 – 12 .25 CR Q**

This Health and Wellness course prepares students to navigate the digital world safely and responsibly while understanding the broader social issues connected to online behavior. Students will examine internet safety practices, the power and influence of social media, and the potential dangers associated with digital platforms. The course also addresses the risk factors and warning signs of human trafficking, equipping students with knowledge to protect themselves and others. Through interactive lessons, discussions, and real-world scenarios, students will develop critical thinking, awareness, and practical strategies for maintaining personal safety and promoting responsible digital citizenship.

### **TEEN EMPOWERMENT: THE 5 P's of SUCCESS: CRS H7834 GR 9 – 12 .25 CR Q**

This course will prepare high school students to build lifelong skills through the “5 P’s” of success—purpose, perseverance, positivity, problem-solving, and personal responsibility. Students will explore the unique challenges and strengths of the developing teen brain, while also gaining tools to better understand themselves and the adults in their lives. With engaging discussions, activities, and real-life applications, this course helps students navigate relationships, decision-making, and personal growth, preparing them to thrive both in school and beyond.

### **THRIVE 101: MENTAL HEALTH LITERACY & COPING SKILLS: CRS H7835 GR 9 – 12 .25 CR Q**

This is a 45-day high school course focused on building emotional well-being and practical coping strategies for everyday life. Students will explore key topics such as emotional health, stress management, resiliency skills, and

common mental health disorders. Through interactive activities, discussions, and real-world scenarios, students will learn how to recognize signs of mental health challenges, develop healthy coping mechanisms, and support themselves and others. This course empowers students to build self-awareness, manage stress, and cultivate habits that promote a balanced, resilient mindset.

**JOURNALING FOR SELF-DISCOVERY: CRS H7836 GR 9 – 12 .25 CR Q**

This course aims to build Confidence, Clarity & Self-Worth by empowering teens to explore and strengthen their personal identity, self-esteem, and resilience through daily journaling and targeted self-reflection. Students will engage in structured writing exercises designed to increase self-awareness, clarify personal goals, and recognize individual strengths. In addition, the course includes guided activities that help students identify their weakest areas—whether emotional, social, or academic—and develop strategies to improve and grow in these areas.

**THE BUSINESS OF SPORTS: MARKETING & NIL STRATEGY: CRS H7837 GR 9 – 12 .25 CR Q**

This course blends core principles of health and wellness with an in-depth look at the dynamic world of sports marketing. Students will explore how physical and mental well-being influence athletic performance while examining the history and evolution of sports marketing, from traditional advertising to modern digital engagement strategies. The course will cover current trends in professional sports marketing, branding of athletes, and the growing impact of social media. Special emphasis will be placed on the Name, Image, and Likeness (NIL) policies in collegiate athletics, teaching students how student-athletes can build personal brands and navigate marketing opportunities legally and ethically. Ideal for students interested in sports, business, or media, this course offers a unique perspective on the intersection of wellness and the sports industry.

**MILES & MINDFULNESS: CRS H7838 GR 9 – 12 .25 CR Q**

This course combines the benefits of daily movement and reflective practice to support students' physical and mental wellness. Each day, students will walk one mile as a way to build healthy habits, reduce stress, and improve overall fitness. Alongside movement, students will keep a personal journal to reflect on their experiences, set goals, and explore the connection between physical activity and emotional well-being. By pairing walking with journaling, this class empowers students to develop lifelong strategies for maintaining balance, resilience, and self-awareness.

**STRONGER TOGETHER: LEADERSHIP, BELONGING, COMMUNITY:**

**CRS H7839 GR 9 – 12 .25 CR Q**

This course focuses on the power of community and the vital role teens play in shaping it. Students will explore how individual actions, values, and relationships contribute to the health and growth of their schools, neighborhoods, and society as a whole. Through interactive projects, discussions, and reflection, teens will learn how to strengthen their sense of belonging, develop leadership skills, and recognize their potential to create positive change. By the end of the course, students will understand not only how communities influence them, but also how they can become active, responsible members who help build a stronger future. 10 hours of community service is a requirement to complete the class.

**STUDENT-ATHLETE WELLNESS & RECRUITING: CRS H7840 GR 9 – 12 .25 CR Q**

This health and wellness course, students will explore the foundations of personal health, mental well-being, and physical fitness with a specialized focus on the athletic recruiting process. Designed for aspiring student-athletes, the course will cover key topics such as maintaining a healthy lifestyle, balancing academics and athletics, injury prevention, and mental performance. Students will also dive into the recruiting landscape, learning how to build athletic resumes, communicate with college coaches, understand NCAA/NAIA eligibility requirements, and develop personalized strategies to increase their chances of being recruited. This course empowers student-athletes to take control of both their health and their future in competitive sports.



**EMERGENCY RESPONSE: CPR CERTIFICATION: CRS H7828 GR 9 – 12 .25 CR Q**

This high school health course equips students with the knowledge and skills needed to save lives in cardiac and breathing emergencies. Through interactive lessons, hands-on practice with CPR mannequins, and certified instruction, students will learn how to recognize cardiac arrest, perform high-quality CPR, and use an automated external defibrillator (AED) effectively. The course emphasizes safety, teamwork, and confidence in emergency response situations. Upon successful completion of all course requirements and assessments, students will earn an official American Red Cross CPR Certification, demonstrating their ability to act quickly and effectively in life-threatening situations.

**EMERGENCY READINESS: FIRST AID CERTIFICATION: CRS H7827 GR 9 – 12 .25CR Q**

This high school health course prepares students to respond confidently and effectively in emergency situations. Through engaging lessons, hands-on practice, and guided instruction, students will learn essential skills in first aid, injury prevention, and emergency response. Topics include recognizing and treating common injuries and illnesses, responding to cardiac and breathing emergencies, and promoting overall safety and wellness. Upon successful completion of course requirements and assessments, students will earn an official American Red Cross First Aid Certification, demonstrating their readiness to assist others in times of need and their commitment to personal and community health.

## **PHYSICAL EDUCATION**

All scholars are required to take and pass a semester of Physical Education I: “PE I: Strength, Skills & Safety for Life” and two quarters of physical education electives (1 credit). Please note: Students who complete a full season of a school-sponsored sport may be exempt from .5 credit of physical education classes. Verification will be provided by the Athletic Department to the School Counseling Department. Students who complete Credit Advancement in Physical Education in the summer (if offered) may be exempt from an additional .5 credit of physical education classes. Scholars who are to be medically excused require a note from a physician and the scholar must complete an alternative non-physical assignment. Proper dress is expected.

**PHYSICAL EDUCATION I HONORS: “STRENGTH, SKILLS, & SAFETY FOR LIFE”:**

**CRS 7726 GR 9 – 12 CR ½ S**

This FULL-SEMESTER foundational Physical Education course is a graduation requirement that equips students with essential fitness knowledge and skills to promote a lifelong healthy lifestyle. P.E. I emphasizes the development of individual strength, coordination, and safety through a diverse range of physical activities, including team and individual sports. Students will begin with an introductory fitness unit in the Fitness Center, learning proper techniques and effective use of weight training and aerobic equipment to build strength and cardiovascular endurance. The course integrates practical skill-building in various sports to encourage physical activity beyond the classroom. Additionally, students will participate in the Presidential Fitness Program and Test, challenging them to achieve benchmarks in strength, endurance, and agility while fostering personal goal-setting and motivation. This course prepares scholars to maintain optimal physical wellness and confidence in their ability to lead active, healthy lives.

## **SEMESTER CREDIT ELECTIVES**

**LIFEGUARDING & CPR CERTIFICATION HONORS: CRS H7740 GR 10 – 12 CR ½ S**

During this FULL-SEMESTER course, scholars will take a certified American Red Cross lifeguarding course. Fee may apply if scholars opt to receive official Red Cross certification. Scholars will complete CPR the 1st half of the course and lifeguarding during the 2nd half. ***Prerequisite: Scholars need to have a recommendation from a Physical Education teacher to ensure that they can meet the minimum requirements: Be able to complete a***

**500 yard swim (20 lengths of the pool) in 25 minutes or faster. Scholars also must complete a timed submerged object recovery from the deep end of the pool to the shallow end in 1min, 30sec. or faster.**

**INTRO TO SPORTS OFFICIATING & CERTIFICATION HONORS: CRS H7743 GR 11-12 CR 1/2 S**

This FULL-SEMESTER course is web-based with instructional modules, combined with an informative, and inclusive sports officiating education curriculum. These activities help the learner to understand the mechanics and philosophy of officiating, providing learners with engaging classroom activities. Comprehension quizzes at the end of each module ensure that each learner will build a solid foundation of understanding before officiating their first contest. Access to the patented point-of-view video scenarios allows learners to make the call and get instant feedback from their movements. Learners then put knowledge into action by participating in practice/scrimmage settings to hone their officiating mechanics and get a true feel for the game.

**MA State licensure exam will serve as the course's final assessment and officiating real games in a local recreation or community league setting will complete your 10 hr. Micro internship requirement.**

**Limited seats 20 max. No exceptions.**

**ELITE PERFORMANCE TRAINING HONORS: CRSH7850 GR 9 – 12 CR1/2 S**

This course is designed to give students a deeper look into the components of fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will enhance their overall athleticism during the school day so that extracurricular athletic activities can be more focused on skill development and allow more successful outcomes especially if involved in interscholastic competition. The course will allow students to enhance their strength, speed and endurance through consistent practice and rigorous physical activity to include advanced weight training, speed development, and flexibility work. Using modern, data-driven best practices, students will maximize their athletic abilities. Students will increase their knowledge of kinesiology and develop speed, strength and endurance. Students should have experience with fundamentals of weight lifting and plyometric training. Students will be expected to participate in vigorous exercise and give a maximum mental and physical effort. Prerequisite: Completed and passed P.E. I or the student's varsity team coach recommendation or Varsity Athlete Waiver.

**PERFORMANCE-NUTRITION & ATHLETIC WELLNESS HONORS: CRS H7830 GR 9 – 12 CR1/2 S**

This course is designed to equip students with the knowledge and skills to enhance both general wellness and athletic performance. This course explores the components of physical fitness and the foundational principles of training, alongside in-depth coverage of macronutrients, micronutrients, hydration, and energy balance. Students will also examine the impact of meal timing, rest, and recovery on physical performance and overall health. Through goal-setting and practical applications, students will learn how to create personalized fitness and nutrition plans that support long-term success in both daily life and athletic pursuits.

**UNIFIED PHYSICAL EDUCATION HONORS: CRS H9689 GR 9 – 12 CR ½ S**

This FULL-SEMESTER course provides students an opportunity to work cooperatively and socially to participate in physical fitness, modified games and lifetime sports, leadership and wellness activities. This class emphasizes the cognitive, affective and psychomotor growth of all participants. Lessons enhance working together in small groups to feel confident and positive when working on new goals and activities. Engaging in all physical education activities alongside peers with and without different abilities, helps foster a true inclusive Physical Education class environment along with friendships. Recommendation of Guidance Counselor and ETF.

**QUARTER CREDIT ELECTIVES**

**AQUATIC FITNESS & WATER SAFETY CRS H7849 GR 10 – 12 .25 CR Q**

This course provides students with the knowledge and skills to safely enjoy and benefit from aquatic activities. Students will participate in various activities and water-based games e.g. water aerobics to build cardiovascular endurance, muscular strength, and flexibility through low-impact exercise. Swimming instruction will focus on stroke

development, endurance, and efficiency in the water, tailored to each student's ability level. In addition, students will learn essential water safety practices, including safe entry and exit techniques, rescue strategies, and drowning prevention.

<b>Aquatic Games &amp; Sports</b>	<b>CRS H7846</b>	<b>GR 10 – 12</b>	<b>.25 CR</b>	<b>Q</b>
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This high-energy physical education course introduces students to a variety of competitive and recreational water-based sports. Through engaging activities such as water polo, water basketball, relay challenges, and team strategy games, students will develop swimming proficiency, cardiovascular endurance, teamwork, and water safety skills. The class emphasizes skill development, sportsmanship, and confidence in the aquatic environment while keeping fitness fun. **Designed for the moderate to advanced swimmer. A deep water test must be passed prior to beginning the class.**

<b>Aquatics: Learn to Swim</b>	<b>CRS H7846</b>	<b>GR 10 – 12</b>	<b>.25 CR</b>	<b>Q</b>
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This foundational aquatics course is designed for students of all swimming abilities who want to build confidence and competence in the water. Students will learn essential swimming skills, including proper breathing, floating, kicking, and basic strokes, while also practicing water safety and rescue awareness. Through guided instruction and progressive skill development, this class helps students become stronger, safer, and more confident swimmers in a supportive and encouraging environment.

<b>COMPETITIVE TEAM SPORTS:</b>	<b>CRS H7707</b>	<b>GR 9 – 12</b>	<b>.25 CR</b>	<b>Q</b>
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This course is designed for students who enjoy fast-paced, team-oriented, and competitive physical activities. Students will engage in a variety of sports and games such as basketball, soccer, flag football, ultimate frisbee, and other team-based or individual challenges that promote strategy, communication, and sportsmanship. The course emphasizes skill development, game rules, teamwork, and healthy competition, while also highlighting the physical and mental benefits of staying active. Through regular gameplay and self-reflection, students will enhance their fitness levels and gain a deeper appreciation for competition as a tool for personal growth and lifelong engagement in physical activity.

<b>LIFETIME AND RECREATIONAL ACTIVITIES:</b>	<b>CRS H7848</b>	<b>GR 9 – 12</b>	<b>.25 CR</b>	<b>Q</b>
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This health and wellness course introduces students to a variety of lifetime activities and recreational games that promote physical fitness, social connection, and healthy living beyond the classroom. Students will explore activities such as pickleball, golf, disc golf, badminton, and other low-impact fitness games designed to encourage lifelong participation. Emphasis will be placed on skill development, strategy, teamwork, and sportsmanship, while also highlighting the physical, mental, and social benefits of staying active throughout life. By the end of the course, students will have the knowledge and experience to choose enjoyable, accessible activities that support long-term wellness.

<b>PERSONAL HEALTH AND FITNESS:</b>	<b>CRS H7712</b>	<b>GR 9 – 12</b>	<b>.25 CR</b>	<b>Q</b>
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This course is designed to empower students with the knowledge and skills needed to build and maintain a healthy, active lifestyle. Centered around personal fitness, students will engage in strength training in the weight room and cardiovascular conditioning on the track, learning how to safely and effectively develop their physical fitness. The course also emphasizes goal setting, proper technique, injury prevention, and the connection between physical activity and mental well-being. Students will track their progress, reflect on personal health habits, and leave the course with a personalized fitness plan tailored to their individual goals.

**PROJECT CHALLENGE: LEADERSHIP via MOVEMENT: CRS H7843 GR 9 – 12 .25 CR Q**

This health and wellness course uses Project Challenge as a foundation for personal growth, teamwork, and resilience. Students will engage in a variety of physical, social, and reflective activities that emphasize problem-solving, communication, and leadership skills while promoting lifelong wellness habits. Through cooperative

challenges, wellness reflections, and goal-setting exercises, students will build self-confidence, strengthen peer relationships, and explore strategies for maintaining balance in their physical, mental, and emotional health. The course fosters a supportive environment where students learn to overcome obstacles together and develop the tools to thrive both inside and outside the classroom.

**“SERVE, RALLY, THRIVE”: NET & WALL GAMES: CRS H7841 GR 9 – 12 .25CR Q**

This dynamic Health and Wellness course prompts students to explore the fundamentals and strategies of net and wall games, including pickleball, badminton, and tennis. Emphasizing physical activity, teamwork, and personal wellness, the course provides hands-on experience with each sport while promoting cardiovascular fitness, coordination, and lifelong recreational habits. Through skill development, game play, and reflective health practices, students will gain a deeper understanding of how movement and sport contribute to overall physical and mental well-being.

**“SWING INTO WELLNESS”: INTRO TO GOLF: CRS H7842 GR 9 – 12 .25 CR Q**

This course prompts students to explore health and wellness through the lens of golf, a low-impact sport with lifelong physical and mental benefits. Students will learn the fundamentals of the game, including proper techniques for putting, chipping, and driving, while simultaneously analyzing the broader components of health such as physical fitness, stress reduction, and emotional regulation. The curriculum integrates health concepts like cardiovascular endurance, muscular strength, and nutrition with practical applications on the golf course. Throughout the course, students will develop physical coordination, problem-solving skills, and goal-setting strategies, all while learning proper golf etiquette and the importance of an active, healthy lifestyle that can extend far beyond the high school years.

**YOGA, MINDFULNESS, & CORE STRENGTH: CRS H7831 GR 9 – 12 CR .25 Q**

This course introduces students to the physical, mental, and emotional benefits of yoga, meditation, and core strengthening exercises. Students will learn foundational yoga postures, breathing techniques, and mindfulness practices designed to improve flexibility, balance, and stress management. Core-focused exercises will strengthen abdominal, back, and stabilizing muscles to support posture, injury prevention, and overall physical fitness.

## CULINARY ELECTIVES

**ADVANCED CULINARY ARTS CRS H6674 GR 10 – 12 CR ½ S**

Scholars will learn about food management, marketing, sanitation, food costs, and comprehensive methods of food preparation. In addition, scholars will learn what is involved behind the scenes of the food industry while preparing dishes to be offered as specials in the school’s coffee café. Scholars will also study hospitality and how it relates to food services. Some scholars may qualify for a separate internship with a local food preparation establishment.

**Scholars may take this class more than once upon approval. Prerequisite: A passing grade in Culinary Arts.**

**BAKE SHOP CRS H6675 GR 9 – 12 CR ½ S**

This course will introduce scholars to the production of baked goods. Scholars will learn to make effective use of resources when preparing and producing baked goods, keeping a kitchen organized, and purchasing and storing ingredients. They will also develop the fundamental skills needed to work safely and efficiently in the kitchen, read and follow recipes, and serve baked goods attractively. Scholars will be actively engaged in learning how to select, store, and prepare a wide variety of breads, pastries and other bakery products. **Prerequisite: A passing grade in Introduction to Foods and Nutrition.**

**CULINARY ARTS CRS H6673 GR 10 – 12 CR ½ S**

Scholars in this course will develop competencies to produce meal and dessert specials to be offered in the school's coffee café. Scholars will explore career issues, food preparation, sanitation, nutrition, and attractive presentations of a variety of meal options. Other topics include customer service; cost control, management and safety issues. This course may be repeated for credit with permission of the teachers. Scholars will be educated in the National Restaurant Association's Servsafe Food Handler program and upon successful completion will receive an industry certification. ***Prerequisite: Introduction to Foods and Nutrition; any grade of D or below will require approval by the instructor.***

#### **INTRODUCTION TO FOOD AND NUTRITION      CRS H6671      GR 9 – 12    CR ½      S**

This course will introduce scholars to the role of food in their life, and the effects their daily food choices have on their health. They will discover that what they read or hear about food and nutrition is not always true. Scholars will learn to make effective use of resources when organizing a kitchen, caring for equipment and appliances, and purchasing and storing food. Scholars will also develop fundamental skills that are needed to work safely and efficiently in a kitchen or food lab, plan meals, follow recipes and serve them attractively. ***Prerequisite for all consumer science courses.***

#### **MULTICULTURAL FOODS      CRS H6677      GR 10 – 12      CR ½      S**

This course features the study of foods and customs of many countries. Scholars will learn how food customs have been influenced by the geography and culture of each country. In this course, scholars will compare the food traditions of various cultures and regions with respect to food choices and life styles, nutrition, how food is prepared, and ways of service and eating food. ***Prerequisite: A passing grade in Introduction to Foods and Nutrition.***

#### **NUTRITION AND BALANCED EATING: CRS H7844      GR 11-12      .25CR      Q**

This eight-week Health and Wellness exploratory course, which counts as a quarter Health credit, introduces students to kitchen safety, basic culinary skills, and essential nutrition concepts. Through hands-on cooking labs and weekly nutrient-focused units, students learn safe food practices, evaluate dietary guidelines, and develop personal nutrition goals. The course is fully aligned with Health and Physical Education frameworks, emphasizing informed food choices, performance-related nutrition, and practical skills such as comparison shopping and analyzing factors that influence eating habits. Students leave the course with the ability to prepare simple recipes safely and make health-supportive decisions. ***This is a quarter credit course (.25) that should be taken prior to or after another quarter elective. This course can also be counted as a Wellness elective.***

## **WORLD LANGUAGES**

Through the study of a world language, scholars are able to experience the differences in the way people think, as well as the differences and similarities in the way other people view our world. In the world languages program, we attempt to prepare our scholars to be proficient in all four language skill areas: listening/understanding, speaking, reading and writing. In the classical languages, we emphasize vocabulary building, reading / translating, and the great debt our civilization owes to those of Greece and Rome.

***All scholars, will be encouraged to take at least one year of a world language in order to meet the requirements of graduation and recommended to take two years of the same language to meet requirements of Mass Core.*** Mass Core is a state recommended, rigorous program of study that aligns high school course work with college and workforce expectations. Scholars choosing to take a language as a freshmen will be placed in Level 1 according to their grade in ELA at the middle school level or take the language placement test to test into the appropriate level if they are a native speaker and/or have strong literacy backgrounds. ***Scholars have the option to take an Equivalency Exam. A passing score will receive a P (Pass) and documentation on their transcript (will not factor into GPA & Rank and no credit given but fulfills the language graduation requirement). The Equivalency Exam applies to students who have not yet taken a language, are native speakers and/or have strong literacy backgrounds and need to fulfill the graduation requirement.***

The prerequisites for the world language department are as follows: in order to move on at the Honors level scholars must maintain a C average AND have the recommendation of their language teacher. In order to move on at the College Prep level scholars must maintain a passing average in the Level 1 course. It should be noted that in order to study 3 or more years of a language it is expected that scholars demonstrate an Honors level proficiency by the end of their 2<sup>nd</sup> year of study. This will be determined by teacher recommendation and/or testing. Scholars intending on 3 or more years of study should create a plan with their level 1 teacher.

**AP LATIN****CRS H4496**

**GR 12**

## CR 1

**Y**

The Latin AP course conforms to fourth through sixth semester college Latin. The content is based primarily on Pliny's letters and Vergil's Aeneid. Scholars will translate portions of these writings from Latin to English and strengthen their knowledge of grammatical structures and vocabulary. The literary techniques of Latin writers and poetic meters, along with stylistic analysis, are an integral part of the course. In addition, Latin AP includes the study of the cultural, social and political context of the literature studied. **Scholars enrolling in this course are required to take the Advanced Placement Examination in Latin**

# AP SPANISH LANGUAGE & COMPOSITION

**CRS H4761****GR 11 – 12**

CR 1

**Y**

AP Spanish follows the prescribed curriculum for the Spanish Language Examination. The course is conducted in Spanish, and the scholar is expected to respond and converse on various topics in Spanish. **Scholars who select AP Spanish must take the Examination in Spanish Language.**

## CLASSICAL GREEK I HONORS

**CRS H4499****GR 10 – 12**

## CR 1

**Y**

After an introductory study of forms and syntax, scholars will begin to read connected passages of Ancient Greek prose. The history and influence of Ancient Greece are explored in the context of mythology, which scholars read in Greek as well as in English translation. Scholars enrolled in this course will receive Honors credit. This course begins with a review of introductory course work through selected readings from Sophocles and Aeschylus. First year forms and syntax are reinforced through the reading of selected passages.

## CLASSICAL GREEK II HONORS

## CRS H4500

**GR 10 – 12**

CR 1

**Y**

This course begins with a review of introductory course work through selected readings from Sophocles and Aeschylus. First year forms and syntax are reinforced through the reading of selected passages.

## CLASSICAL GREEK III HONORS

**CRS H4599**

**GR 11 – 12**

CR 1

**Y**

The study of Homer begins in the third year through a detailed reading of the Iliad and the Odyssey. Additional forms and syntax are taught. The Greek mind and its effect on our way of thinking are studied through an original analytical academic essay based on themes from the Iliad.

**FRENCH I CP**

**CRS H4405**

**GR 9 – 12**

CR 1

**Y**

French I will teach enough basic vocabulary for scholars to enjoy taking part in everyday conversation. Scholars will learn how to talk to other people and tell them about themselves. Short, simple stories are read. Writing skills will be introduced, enabling the scholar to write paragraphs in French. Main aspects of French culture are introduced to allow scholars to acquire an appreciation of the customs, traditions and expressions of the French speaking world.

## FRENCH I HONORS

**CRS H4403****GR 9 – 12**

CR 1

**Y**

French I will teach enough basic vocabulary for scholars to enjoy taking part in everyday conversation. Scholars will learn how to talk to other people and tell them about themselves. Short, simple stories are read. Writing skills will be introduced, enabling the scholar to write paragraphs in French. Main aspects of French culture are introduced to allow scholars to acquire an appreciation of the customs, traditions and expressions of the French speaking world.

**FRENCH II CP**

CRS H4409

**GR 9 – 12**

CR 1

Y

French II is a continuation of French I. It aims to reinforce and strengthen the four basic skills of listening, speaking, reading and writing. Scholars will read and discuss topics in French culture and history. They will also continue to learn and actively use grammar concepts. Scholars will develop dialogues and skits as well as work on individual projects which they will present in French.

**FRENCH II HONORS                      CRS H4407                      GR 9 – 12                      CR 1                      Y**

French II is a continuation of French I. It aims to reinforce and strengthen the four basic skills of listening, speaking, reading and writing. Scholars will read and discuss topics in French culture and history. They will also continue to learn and actively use grammar concepts. Scholars will develop dialogues and skits as well as work on individual projects which they will present in French.

**FRENCH III HONORS                      CRS H4411                      GR 10 – 12                      CR 1                      Y**

Scholars will use their prior knowledge of French to read longer texts in French, as well as French classic literature with the simultaneous help of an English translation. They will deepen their knowledge of Francophone cultures, enabling them to draw parallels and comparisons with their own. Scholars will research French art and history, exploring themes that run through them. They will present research topics in French. Scholars need to be familiar with advanced grammar concepts and be able to use these in their own writing in order to be successful in French III.

**FRENCH IV HONORS                      CRS H4415                      GR 11 – 12                      CR 1                      Y**

Emphasis is placed on reading, comprehension, writing and communicating. Readings will include poetry, short stories, and contemporary essays. Scholars will also view important films of the French Cinemas and learn to discuss their themes, and write reviews and synopsis. Scholars will have to have extensive knowledge of French grammar and syntax to enter this class.

**ITALIAN I CP                      CRS H4437                      GR 9 – 12                      CR 1                      Y**

In Italian 1CP, scholars learn to carry on simple conversations. As vocabulary is built, scholars also develop the ability to converse and write on a variety of subjects. Class activities such as films, tapes and songs help teach Italian culture. Scholars will learn the present tense of verbs. Scholars will be required to complete several mastery projects.

**ITALIAN I HONORS                      CRS H4435                      GR 9 – 12                      CR 1                      Y**

In Italian I, scholars learn how to carry on simple conversations. As vocabulary is built, they also develop the ability to converse and write on a variety of subjects. Class activities such as films, tapes and songs help teach Italian culture. Scholars will learn the present tense of verbs. Scholars will be required to complete several mastery projects.

**ITALIAN II CP                      CRS H4441                      GR 9 – 12                      CR 1                      Y**

The scholar will review the basic skills of speaking, writing and reading learned in the first year study of the language. As vocabulary increases, the scholar will discuss topics in greater detail, and will use acquired knowledge of grammar to write in both the present and past tenses. The scholars will be required to write an imaginary pen pal letter and also write an essay on their daily routine using reflexive verbs. Scholars will read “Un’Estate Tutta Diversa.” Customs and traditions of Italy will also be emphasized.

**ITALIAN II HONORS                      CRS H4439                      GR 9 – 12                      CR 1                      Y**

The scholar will review the basic skills of speaking, writing and reading, learned in the first year of the language. As vocabulary increases, the scholar will discuss topics in greater detail, and will use acquired knowledge of grammar to write in both the present and past tenses. The scholars will be required to write an imaginary pen pal letter and write an essay on their daily routine using reflexive verbs. The scholars will read “Un’Estate Tutta Diversa.” The customs and traditions of Italy will also be emphasized.

**ITALIAN III HONORS                      CRS H4443                      GR 10 – 12                      CR 1                      Y**

The scholar will review first and second year grammar, and will be able to give prepared presentations as well as discuss topics in detail. Short stories and novels, including Pinocchio, from Italian authors of the past and present will also be read. The scholar will continue the study of the geographic regions of Italy. The scholar will present several oral presentations on “il mercato” (shopping at the market) and “la casa dei miei sogni” (my dream house).

<b>ITALIAN IV HONORS</b>	<b>CRS H4445</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
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In Italian IV Honors, the course is conducted in Italian and the emphasis is on attaining fluency in Italian, both written and oral. Extensive readings from 19th and 20th century Italian literature are undertaken. Scholars will give oral presentations as well as participate in discussions on various topics, such as Italian politics and famous Italians. Vocabulary building is accomplished through conversational readings dealing with contemporary situations in the reader Uffa’

<b>LATIN I HONORS</b>	<b>CRS H4483</b>	<b>GR 9</b>	<b>CR 1</b>	<b>Y</b>
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Through the study of Latin, scholars will learn how languages work. Scholars in Latin I will begin by reviewing English grammar and syntax as a basis for their study. Once scholars can read short sentences, the course will use a combination of grammar theory and comprehensible input to increase reading proficiency. By studying Latin, scholars will learn how to think in an orderly way, and how to expand English comprehension and vocabulary. They will be introduced to the mythology of ancient Rome.

<b>LATIN II HONORS</b>	<b>CRS H4487</b>	<b>GR 9 – 12</b>	<b>CR 1</b>	<b>Y</b>
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Through the study of Latin, scholars will learn how languages work. Scholars in Latin I will begin by reviewing English grammar and In Latin II Honors, the scholar will continue the study of how Latin works. After a review of the concepts learned in the first year, the scholar will begin reading primary texts from authors including: Caesar, Cicero, Catullus, Ovid, and Vergil. Latin comprehension and vocabulary will be increased, and the scholar will learn more about the life and customs of the Roman people.

<b>LATIN III HONORS</b>	<b>CRS H4491</b>	<b>GR 10 – 12</b>	<b>CR 1</b>	<b>Y</b>
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The Latin III Honors course is designed for scholars who have successfully completed their first two years of study. Scholars will begin with a rapid review of 1st and 2nd year grammar through Caesar’s *Gallic Wars* and the letters of Pliny the Younger. The second half of the year will focus on an introduction to the *Aeneid* of Vergil. The literary techniques of Latin writers and poetic meters, along with stylistic analyses, are an integral part of the course. In addition, Latin III Honors includes the study of the cultural, social and political context of the literature studied.

<b>LATIN III HONORS ACCELERATED</b>	<b>CRS H4490</b>	<b>GR 10 – 12</b>	<b>CR 1</b>	<b>Y</b>
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The Latin III honors accelerated course is designed for scholars who have shown exemplary skills in their first two years of study. The course is a prerequisite for scholars who wish to take AP Latin: Vergil the following year or Latin IV Honors. Scholars will begin with a rapid review of 1st and 2nd year grammar through Caesar’s *Gallic Wars* and The Letters of Pliny the Younger. The second half of the year will focus on an introduction to the *Aeneid* of Vergil. The literary techniques of Latin writers and poetic meters, along with stylistic analysis, are an integral part of the course. In addition, Latin III HA includes the study of the cultural, social and political context of the literature studied.

<b>LATIN IV HONORS</b>	<b>CRS H4493</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
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A rapid review of all aspects of Latin grammar is followed by readings from Vergil and other authors. Literary techniques and poetic meters, along with stylistic analysis, are an integral part of the course. In addition, Latin IV Honors includes the study of the cultural, social and political context of the literature studied.

<b>PORTUGUESE I CP</b>	<b>CRS H4763</b>	<b>GR 9 – 12</b>	<b>CR 1</b>	<b>Y</b>
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In Portuguese I, the scholar will study the basic structure and grammar of the Portuguese language, and will acquire skills necessary for practical, everyday conversation. Simple and enjoyable reading material will be introduced. Emphasis will also be placed on the culture of Latin American countries where Portuguese is spoken.

**PORTUGUESE I HONORS                      CRS H4764                      GR 9 – 12                      CR 1                      Y**

In Portuguese I, the scholar will study the basic structure and grammar of the Portuguese language, and will acquire skills necessary for practical, everyday conversation. Simple and enjoyable reading material will be introduced. Emphasis will also be placed on the culture of Latin American countries where Portuguese is spoken. At the honors level, scholars are responsible for reviewing vocabulary on their own outside of class and can expect a faster class pace with more independent practice.

**PORTUGUESE II HONORS                      CRS H4766                      GR 9 – 12                      CR 1                      Y**

In Portuguese II, scholars will enhance those skills acquired in Portuguese I. Audio-lingual skills are expanded, vocabulary is increased, more complex grammar structures are mastered, and oral fluency is developed through the use of the language in the classroom. Writing skills will be further developed through periodic compositions. Scholars will gain an understanding of the thoughts, beliefs, traditions and values of the people of the Portuguese- speaking world.

**PORTUGUESE II CP                      CRS 4765                      GR 9 – 12                      CR 1                      Y**

In Portuguese II, scholars will enhance those skills acquired in Portuguese I. Audio-lingual skills are expanded, vocabulary is increased, more complex grammar structures are mastered, and oral fluency is developed through the use of the language in the classroom. Writing skills will be further developed through periodic compositions. Scholars will gain an understanding of the thoughts, beliefs, traditions and values of the people of the Portuguese community.

**PORTUGUESE III HONORS                      CRS 4767                      GR 9 – 12                      CR 1                      Y**

Honors Portuguese III offers the scholar 80% immersion in the Portuguese language. Grammar from the first and second years will be reviewed, and more complex structures will be learned. The emphasis is on fluency and on the development of vocabulary through the reading of short stories and articles. The writing of compositions is expanded. Cultural projects in the target language are an integral part of the course. In the Honors level, the scholar must present oral projects.

**SPANISH I CP                      CRS H4463                      GR 9 – 12                      CR 1                      Y**

In Spanish I, the scholar will study the basic structure and grammar of the Spanish language, and will acquire skills necessary for practical, everyday conversation. Simple and enjoyable reading material will be introduced. Emphasis will also be placed on the culture of Latin American countries where Spanish is spoken.

**SPANISH I HONORS                      CRS H4461                      GR 9 – 12                      CR 1                      Y**

In Spanish I, the scholar will study the basic structure and grammar of the Spanish language, and will acquire skills necessary for practical, everyday conversation. Simple and enjoyable reading material will be introduced. Emphasis will also be placed on the culture of Latin American countries where Spanish is spoken. At the honors level, scholars are responsible for reviewing vocabulary on their own outside of class and can expect a faster class pace with more independent practice.

**SPANISH II CP                      CRS H4467                      GR 9 – 12                      CR 1                      Y**

In Spanish II, scholars will enhance those skills acquired in Spanish I. Audio-lingual skills are expanded, vocabulary is increased, more complex grammar structures are mastered, and oral fluency is developed through the use of the

language in the classroom. Writing skills will be further developed through periodic compositions. Scholars will gain an understanding of the thoughts, beliefs, traditions and values of the people of the Hispanic world.

**SPANISH III HONORS                      CRS H4469                      GR 10 – 12                      CR 1                      Y**

Honors Spanish III offers the scholar 80% immersion in the Spanish language. Grammar from the first and second years will be reviewed, and more complex structures will be learned. The emphasis is on fluency and on the development of vocabulary through the reading of short stories and articles. The writing of compositions is expanded. Cultural projects in the target language are an integral part of the course. In the Honors level, the scholar must present oral projects.

**SPANISH IV HONORS                      CRS H4473                      GR 11 – 12                      CR 1                      Y**

Spanish IV Honors continues the development of audio-lingual skills, the expansion of oral and written self-expression, and the reading and appreciation of literature. The course is conducted exclusively in Spanish. The goal for Spanish IV Honors is for scholars to spontaneously create written and oral language with varying degrees of complexity.

## FINE AND PERFORMING ARTS

### VISUAL ARTS

**ADVANCED CERAMICS HONORS                      CRS H9826                      GR 10 – 12                      CR ½                      S**

Students in Advanced Ceramics will expand upon hand building and wheel throwing techniques from Ceramics I & II. Students will be using hand-building and throwing techniques, and/or a combination of these methods to produce more advanced and personalized works in clay. Students will expand further on their ability to create ceramic works as both functional pieces and as aesthetic sculptural forms. The material learned in the Ceramics I & II should be applied to all works in regards to the elements and principles of design and introductory ceramics skills. This advanced course offers a combination of assigned and self directed, thematic projects where each student makes critical choices regarding subject matter, intention, and execution. Building off of skills gained in Ceramics I and Ceramics II, students develop a more sophisticated approach to methods and techniques that are used to create forms with clay. Students will focus on process and exploration of a broad range of contemporary clay works, functional, industrial and sculptural. Advanced Ceramics also offers the unique opportunity to study the science and chemistry behind glazing and firing. Students are expected to produce a sophisticated body of work that exhibits craftsmanship, clarity, focus, and commitment. Students will work in a mixed-level grouping and engage in critiques, class discussions, and exhibit work regularly. ***Prerequisite: B 85% in Ceramics & Sculpture I & II and teacher recommendation***

**ADVANCED JEWELRY MAKING HONORS                      CRS H5512                      GR 10-12                      CR 1/2                      S**

Advanced Jewelry concentrates on more difficult processes involved in jewelry making. Bezel stone setting, fusing, die forming and many more techniques are explored in the construction of these pieces. Prerequisite: Passing grade in Jewelry Making. School to Career requirement option.

**ADVANCED PHOTOGRAPHY HONORS                      CRS H9803                      GR 11 – 12                      CR ½                      S**

Scholars in Photography II advance their camera and printing skills by using 35mm and medium-format film cameras, printing in the darkroom on fiber-based silver gelatin paper, learning to dodge and burn prints to improve tonality, and using Adobe Photoshop for image manipulation. We also tackle more challenging shooting prompts, simulate professional photography assignments, and create a portfolio of matted prints. ***Prerequisite: Passing grade in Foundations in Art & Photo I.***

<b>ADVANCED STUDIO DRAWING HONORS</b>	<b>CRS H5548</b>	<b>GR 10 – 12</b>	<b>CR ½</b>	<b>S</b>
This class is for scholars who are familiar with the basic skills and techniques of drawing and wish to learn how to refine these skills to create more polished and professional fine art. You will work step-by-step through the entire process of art creation. Begin by improving your ability to really see what you are looking at as an artist; right-brain visual perception. From here, you will learn how to transfer these images to your work surface by combining all of the basic drawing skills with the proper drawing process. As an advanced art student, you will be pushed to see beyond the images themselves, and as a personal expression. <b><i>Prerequisite: Passing grade in Studio Drawing.</i></b>				
<b>ADVANCED STUDIO PAINTING HONORS</b>	<b>CRS H9804</b>	<b>GR 10 – 12</b>	<b>CR ½</b>	<b>S</b>
This advanced painting course is an opportunity for scholars to utilize all the knowledge and experience acquired in their previous art courses. It will further develop and refine painting techniques and concepts, as well as understanding of figure painting. Linear perspective, compositional structure, figure/ground integration, spatial perception, critical thinking, and analytical skills will all be emphasized extensively. <b><i>Prerequisite: Passing grade in Studio Painting.</i></b>				
<b>AP ART HISTORY</b>	<b>CRS H5526</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
This course is equivalent to a two-semester introductory college or university Art History survey course. The rigor of this course is consistent with colleges and universities and will prepare students for the Advanced Placement exam. Upon successful completion of the exam, students may receive college credit and will be well-prepared for advanced art history coursework. This course also builds the visual literacy and critical thinking skills needed to effectively analyze art across time and place. The framework of the AP Art History course encourages students to develop a deep understanding of representative artworks from diverse cultures, including the fundamental knowledge that places these works in context and articulates the relationships among them. Students will acquire a comprehensive knowledge of historically significant artists, movements, aesthetic theories, and practices, ranging from prehistoric times to significant contributions in the 21st Century. Art production of all cultures will be studied in relative proportion to their representation on the Advanced Placement Art History Exam.				
<b>AP STUDIO ART</b>	<b>CRS H5599</b>	<b>GR 11 – 12</b>	<b>CR 1</b>	<b>Y</b>
This course is designed for scholars who have a serious interest in art and wish to attend art school or study art in college or university. Scholar workload is reflective of this college level/advanced placement course. Students will be required to submit a portfolio (exam) to the College Board and AP credit is awarded based upon their portfolio/exam score. A sketchbook will be used for outside assignments as well as self-directed investigation. <b><i>Prerequisite: Passing grade in Basic Foundations in Art, two studio classes, Portfolio with 5 images and recommendation of teacher.</i></b>				
<b>AP 3D ART AND DESIGN</b>	<b>CRS H5602</b>	<b>GR 11-12</b>	<b>CR1</b>	<b>Y</b>
AP 3D Art and Design is a rigorous college-level three-dimensional design course. Students building upon prior knowledge will refine and apply 3D techniques they develop throughout the course. Students independently create a portfolio of work to demonstrate inquiry through art and design. A focus on development of materials, processes, and ideas over the course of a year will result in a cohesive portfolio of work. Students will participate in critique and exhibition of work along with demonstrating proficiency in writing about their creative process. <b><i>Prerequisites: Successful completion of Ceramics I, Ceramics II, and permission of the instructor.</i></b>				
<b>BOOKMAKING HONORS</b>	<b>CRS H9702</b>	<b>GR 10 – 12</b>	<b>CR ½</b>	<b>S</b>
Scholars in Bookmaking I will learn to make several types of books, using book linen, marbled paper, and paper made by hand from plants and recycled materials. We will make books with soft and hard covers, sewn and glued pages and cases and dust jackets. After constructing the books, we will fill them with drawings, paintings, collages, photos, 3D objects and writing. <b><i>Prerequisite: Passing grade in Foundations in Art.</i></b>				
<b>CERAMICS &amp; SCULPTURE I HONORS</b>	<b>CRS H5546</b>	<b>GR 10 – 12</b>	<b>CR ½</b>	<b>S</b>

Scholars will be introduced to the use of clay as an art medium. Basic construction techniques such as hand building, wheel throwing, and slab construction will be practiced. Scholars will also learn finishing techniques for decorating and glazing their work. The course will conclude with a sculptural project using alternative materials such as plaster, wire, wood and paper. ***Prerequisite: Passing grade in Foundations of Art***

**CERAMICS & SCULPTURE II HONORS      CRS H5547      GR 10 – 12      CR ½      S**

Ceramics II is open to all scholars who have successfully completed Ceramics I. Scholars will be given a variety of assignments meant to sharpen their skills and explore further this three-dimensional art form. Scholars will build upon the basic skills of forming, refining, sculpting and finishing their pottery. Advanced wheel throwing, and glazing techniques will be introduced. A journal/sketchbook, which is used for preliminary sketches, planning and reflection will be required of all Ceramics II scholars. ***Prerequisite: Passing grade in Ceramics & Sculpture I***

**DRAWING FOR UNDERSTANDING IN FIELD SCIENCE HONORS**

**CRS H9827      GR 10 - 12      CR ½      S**

Direct observation and construction of knowledge lies at the heart of what both scientists and artists do. This interdisciplinary drawing class requires students to build and demonstrate scientific knowledge via STEAM. Knowledge about the natural world through observational drawing and field research will be covered in the course of study. Blending the elements of art, principles of art and the process of scientific investigation, students communicate their scientific knowledge to others through visually powerful images. Field trips and talks by visiting artists/scientists will supplement throughout the course of study. Students will build knowledge together through observation, drawing, discovery, discussion, and design.

**BASIC FOUNDATIONS IN ART HONORS      CRS H5540      GR 9 – 12      CR ½      S**

Foundations in Art is open to all scholars. The course includes experiences in the use of both two and three-dimensional materials and concentrates on elements of Art and principles of design as they relate to painting, drawing, printmaking, ceramics, sculpture and other media. Scholars are expected to do outside projects as assigned by the instructor.

**JEWELRY MAKING HONORS      CRS H9824      GR 10-12      CR1/2      S**

Jewelry Making concentrates on the manipulation of materials to create pieces of jewelry and 3 dimensional metal sculpture - both functional and formal. Basic metal fabrication and manipulation techniques will be employed, including cold connections, beaded wire chain, jump ring chain, and usage of a jeweler's saw. Solderless wire jewelry and a variety of non-metal construction procedures will be explored. Observe and make connections with the work of artwork of all mediums from art history and the contemporary art world. Discover jewelry as a fine art form. ***Prerequisite: Passing grade in Foundations of Art.***

**PHOTOGRAPHY I HONORS      CRS H9801      GR 9 – 12      CR ½      S**

Scholars in Photography I will begin by taking digital photos and editing them in Adobe Lightroom, then build toward shooting with a 35mm film camera and making prints in the darkroom. We will also study photo history, make experimental prints and collages, and finish with a handmade album of prints. ***Prerequisite: Passing grade in Foundations in Art***

**PHOTOGRAPHY II HONORS      CRS H9802      GR 10 – 12      CR ½      S**

Scholars in Photography II advance their camera and printing skills by using 35mm and medium-format film cameras, printing in the darkroom on fiber-based silver gelatin paper, learning to dodge and burn prints to improve tonality, and using Adobe Photoshop for image manipulation. We also tackle more challenging shooting prompts, simulate professional photography assignments, and create a portfolio of matted prints. ***Prerequisite: Passing grade in Foundations in Art & Photo I.***

**PRINTMAKING HONORS      CRS H5542      GR 9 – 12      CR ½      S**

In this introductory course, scholars will explore the art of printmaking and the production of a series of identical images. Various techniques such as wood block, relief, mono-print, and silkscreen will be explored. Specific design problems will enable the scholar to develop a vehicle for self-expression while learning new methods. **Prerequisite: Passing grade in Foundations of Art.**

**SCULPTURE & 3D DESIGN HONORS**      **CRS H5543**      **GR 10-12**      **CR ½**      **S**  
 Explore 3-D design through the Elements of Art: Shape, Form and Space and the Principles of Design: Balance, Rhythm, Movement, and Proportion. Use additive and subtractive processes to work with a variety of sculptural media: plaster, clay, wire, wood, stone, paper mache, and found objects. Learn construction methods, armature, and techniques for creating a 3 Dimensional work of art. Observe the work of sculptors throughout history, and discover sculpture as a unique form of public and personal art. **Prerequisite: Passing grade in Foundations of Art.**

**STUDIO DRAWING HONORS**      **CRS H5544**      **GR 9 – 12**      **CR ½**      **S**  
 Scholars will be taught to draw accurately, expressively and creatively. Materials such as pencil, pen and ink, charcoal, markers, pastel and conte crayon will be explored. Scholars will demonstrate proficiency in a variety of drawing approaches including contour, gesture, and modeling value. **Prerequisite: Passing grade in Foundations of Art.**

**STUDIO PAINTING HONORS**      **CRS H5545**      **GR 9 – 12**      **CR ½**      **S**  
 Scholars will be taught to paint from observation. Each scholar will demonstrate technical proficiency in a variety of media, including acrylic, watercolor and mixed media. Scholars will learn all technical aspects of painting including how to mix and prepare paint, choose brushes and stretch canvases. **Prerequisite: Passing grade Foundations of Art.**

## MUSIC, THEATRE AND MEDIA ARTS

**A CAPPELLA HONORS**      **CRS H5560**      **GR 9 – 12**      **CR 1**      **Y**  
 The HillieHarmonies A Cappella ensemble provides scholars a rewarding experience in learning and performing a cappella vocal ensemble literature of a demanding nature. Required after-school rehearsals are held periodically and all members are required to participate in all public and community outreach performances. During the first semester, scholars will learn seasonal a cappella ensemble repertoire focusing on the annual Winter Concert. Specific components of instruction throughout the year include tempi and phrasing vocabulary, note names in the treble and bass clefs, beginner/intermediate melodic dictation, rhythmic reading in various common meters, as well as ensemble skills consisting of diction, blending, balance, dynamics, and proper microphone technique. A Cappella is a full-year vocal performance class and may be elected four times for credit. **Previous singing and performance experience is highly recommended.**

**ACTING I HONORS**      **CRS H9816**      **GR 10 – 12**      **CR ½**      **S**  
 Scholars will learn the foundational skills required to act and perform in front of an audience. This course will include improvisational acting skills, script analysis, vocal techniques, and collaboration as an ensemble. Scholars will perform a finished piece. No prior experience is required. Opportunities for studying guest artists and speakers will be presented (live or video).

**ACTING II HONORS**      **CRS H9819**      **GR 10 – 12**      **CR ½**      **S**  
 Scholars who have taken Acting I are eligible for this course. They will study a variety of acting techniques (Stanislavsky, Meisner, Adler, Hagen, etc.), and will perform for their peers and outside audiences. Scholars will learn how to analyze a script from an actor's perspective for beats, objectives, and playable tactics. Scholars will perform a finished piece. Opportunities for studying guest artists and speakers will be presented (live or video),

as well as visits with professional theatre artists in the Greater Boston Area. **Prerequisites: A passing grade in Foundations of Theater and Acting I.**

**ADVANCED FILMMAKING HONORS                      CRS H9808                      GR 10 – 12                      CR ½                      S**

Scholars who passed Introduction to Filmmaking will be able to use this course to deepen their technical knowledge of the filmmaking craft while engaging in more complex storytelling. They will learn how to use a variety of digital equipment by gaining a fundamental understanding of how those tools work. They will begin to explore specific roles within the filmmaking process by working in crews. Areas of focus include advanced lighting, sound, and editing. **Prerequisite: Passing grade in Introduction to Filmmaking.**

**MUSIC THEORY AP                                      CRS H5566                                      GR 11 – 12                                      CR 1                                      Y**

AP Music Theory will further scholars' understanding of musical concepts. Scholars will: analyze performed and notated music, sing melodies from a written score (sight sing). Learn to recognize, understand, and describe the basic materials and processes of music. Skills will be strengthened by reading, writing, and performing a wide variety of music. Identifying features of pitch, interval, scales and keys, chords, meter, rhythm, and other musical concepts in performed and notated music. **Prerequisite: Passing grade in 2 years of Chorus or Band.**

**BAND HONORS    CRS H9811    GR 9 – 12    CR 1    Y**

The band program is open to all scholars who have previously studied a musical instrument. The program consists of two performing units: Marching and Concert Band. It is expected that scholars electing band will participate in both performing groups. The band program requires after-school rehearsal time and full participation at football games, parades, and other civic and school events. All band scholars are encouraged to study privately when possible. Emphasis will be placed on individual skill development to foster musical independence and leadership. The band performs classical, jazz, rock, pop and holiday music, as well as scores from Broadway shows. Band may be elected four times for credit.

**BEGINNING BAND                                      CRS H5561                                      GR 9                                      CR ½                                      S**

This course will be for scholars who do NOT already play a concert band instrument and would like to start at the high school level. It is also available to scholars who play an instrument but would like to explore a different band instrument. Scholars will learn from a method/lesson book in a mixed ensemble setting to build skills and have performance opportunities throughout the school year. Scholars who advance quickly in their studies will be invited to perform with the Jazz Band or Marching Band.

**FILMMAKING CAPSTONE HONORS                      CRS H5536                                      GR 10 – 12                                      CR ½                                      S**

Film Studies is an intensive and self-guided class. Scholars will focus their practice on the crew roles and aspects of filmmaking that interest them most. Scholars will strive to tell stories that are increasingly personal and thoroughly realized. By the end of the course, scholars will have a strong portfolio of work that can be shared with potential employers, colleges, and film festivals. **Prerequisite: Passing grade in Advanced Filmmaking**

**FOUNDATIONS OF THEATER HONORS                      CRS H9805                                      GR 9 – 12                                      CR ½                                      S**

In this survey course, scholars will learn about the history of theatre, from Ancient Greece to contemporary theatre and overview the process of bringing a script to the stage. Scholars will read and analyze a variety of theatrical works, and will take on roles as theatrical artists in the production process and perform. No prior experience required. **Foundations of Theater is a required course for all theater electives.**

**GUITAR WORKSHOP HONORS                                      CRS H9812                                      GR 9 – 12                                      CR ½                                      S**

In Guitar Workshop, players from beginning to advanced will develop guitar skills in a variety of styles and techniques. Scholars will use those skills in various ensemble and solo performance situations. Topics covered include tuning, proper technique, identifying notes on the fingerboard, guitar notation methods including standard

staff notation, chord diagrams and tablature, chord and scale vocabulary, soloing, accompanying and much more! Scholars are encouraged to bring their own electric or acoustic guitar but some instruments are available. Guitar Workshop may be elected four times for credit.

**HISTORY OF ROCK AND ROLL HONORS      CRS H9813      GR 10 – 12      CR ½      S**

This course focuses on the social development of Rock & Roll in America. Scholars will study the chronological history of rock while listening to and viewing Rock & Roll recordings and films. Class assignments are organized around lectures, small group discussions, and in-class activities. The course begins with an overview of ancestors and influences: rhythm and blues, jazz, country & western, moving into the social trends of the 1960s, including the influence of The Beatles and the British Invasion, the Acid Rock explosion and social upheaval of the late 1960s, and the changes in Rock & Roll music during the seventies, eighties, and nineties.

**IMPROVISATION HONORS      CRS H9817      GR 9 – 12      CR ½      S**

This course will delve deeply into the art of improvisation as well as other acting techniques. Scholars will begin with simple improvisation exercises that develop imaginary object use, free association and spontaneity skills, free form improvisation, movement improvisation, and structured improvisation. In addition, scholars will also work within structured scenes and explore different acting methodologies. The ensemble approach is strongly emphasized and the structure will force scholars to invest in each other's success. Thematic work around performance genres, stereotyping character, metaphor and abstraction will be ongoing. Scholars will create, perform and screen a finished piece at the end of year arts festival. ***Prerequisite: Passing grade in Foundations of Theater.***

**INTRODUCTION TO DIGITAL MEDIA HONORS      CRS H9823      GR 9-12      CR ½      S**

With this course, students will learn the basic language of film and video in order to effectively communicate ideas and emotions visually. These skills will be applicable not only to traditional filmmaking, but also music videos, broadcasting, vlogging and web content. Students will analyze a wide range of existing media in addition to creating their own videos. The course will also cover key concepts in visual storytelling, pacing, and the aesthetic choices that impact the final edit. Through hands-on projects and guided practice, students will develop a foundational understanding of the tools and techniques used in the digital editing process, preparing them for more advanced work in video production and post-production. **Introduction to Filmmaking is a prerequisite course for any upper level Film class.**

**INTRODUCTION TO FILMMAKING HONORS      CRSH9825      GR 9 – 12      CR ½      S**

With this course, students will learn the basic language of film and video in order to effectively communicate ideas and emotions visually. These skills will be applicable not only to traditional filmmaking but also music videos, broadcasting, vlogging, and web content. Students will analyze a wide range of existing media in addition to creating their own videos. **Introduction to Filmmaking is a Prerequisite course for any upper level Film classes.**

**INTRODUCTION TO MUSIC SOFTWARE HONORS      CRS H9815      GR 10 – 12      CR ½      S**

In this course, scholars will learn the basics of various music software programs including GarageBand and Audacity. They will utilize these programs to create numerous musical arrangements of both pre-recorded audio loops and MIDI recordings. Scholars will be expected to complete projects that range from a musical collage of pre-recorded music to their own version of a popular folk song. Scholars will also complete a final project, which will test the skills they acquired during the course. Prior musical knowledge is helpful, but not required. Passing grade in Music Exploration, Band or Mixed Chorus.

**JAZZ BAND HONORS      CRS H5565      GR 9 – 12      CR 1      Y**

Jazz Band is open to all band scholars through audition. Only the most proficient musicians are allowed in the Jazz Band and it is an honor to be invited to participate. The Jazz Band repertoire will include music in various jazz styles including blues, swing, Latin and jazz/rock “fusion” styles emphasizing improvisation techniques and

advanced technical skills. It is expected that scholars electing jazz band will participate in marching band which requires some after-school rehearsal time and full participation at football games, parades, and other civic and school events.

<b>MIXED CHORUS</b>	<b>CRS H9810</b>	<b>GR 9 – 12</b>	<b>CR 1</b>	<b>Y</b>
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Mixed Chorus is a Soprano, Alto, Baritone (SAB) ensemble, which gives the scholar an opportunity to learn the fundamentals of participating in a vocal ensemble. This course emphasizes basic vocal technique, ear training and music reading skills. Required after school rehearsals are held periodically and all chorus scholars are expected to participate in all public and community outreach performances.

<b>MOVEMENT FOR THEATER HONORS</b>	<b>CRS H5603</b>	<b>GR 10 – 12</b>	<b>CR ½</b>	<b>S</b>
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Movement for Theater is a course designed to familiarize scholars with various theatrical dance styles. A history of Broadway theater movement will be studied and scholars will experience the execution and design of choreography. No prior experience is required. Skills will be taught from warm-ups to mini-combinations. Opportunities for studying guest artists will be presented, (live or video clip) Scholars will perform a finished piece. **Prerequisites: A passing grade in Foundations of Theater and Acting I.**

<b>MUSIC EXPLORATION HONORS</b>	<b>CRS H9818</b>	<b>GR 9 – 12</b>	<b>CR ½</b>	<b>S</b>
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This is an introductory survey course for those scholars who aren't quite sure where their musical interests lie and who would like to explore a variety of options. The course features short exploratory units on: keyboard, guitar, music software, (GarageBand) singing, and rhythmic composition using a variety of percussion instruments. By taking this course, scholars will be exposed to a wide variety of options for expressing themselves musically, and will develop a basic understanding of musical notation and theory.

<b>PIANO WORKSHOP HONORS</b>	<b>CRS H9814</b>	<b>GR 9 – 12</b>	<b>CR ½</b>	<b>S</b>
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In Piano Workshop, scholars will develop piano skills in a variety of styles and techniques. Scholars will use those skills in various ensemble, solo and accompaniment performance situations. Topics include Proper technique, notes on the keyboard, grand staff notation including treble and bass clefs, basic music notation & symbols, chord and scale vocabulary, improvisation and much more! Keyboard Lab may be elected eight times for credit.

<b>PRE-AP THEATRE HONORS</b>	<b>CRS H5533</b>	<b>GR 10 – 12</b>	<b>CR 1</b>	<b>Y</b>
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In this course, scholars are invited to explore a single play as a source text, examining it through the lenses of three different theatre artists: the director, the dramaturg, and the designer. Throughout the module, scholars will hone skills of collaboration and communication to propose new interpretations and presentations of the play. This course introduces scholars to a range of theatre structures, including methods of structuring a narrative as well as methods for presenting that story to an audience. In this course of study, scholars consider that works of theatre can be presentational or representational as well as realistic or conceptual. They examine climactic and episodic story structures before beginning an in-depth exploration of story-theatre structure, which will culminate in the development of their own work of story theatre, based on a myth. **Prerequisite: Passing grade in Acting II.**

<b>THEATRICAL DESIGN HONORS</b>	<b>CRS H9821</b>	<b>GR 9 – 12</b>	<b>CR 1</b>	<b>Y</b>
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Theatrical Design will explore the process of creating a show from inception to actualization: including set design & construction, lighting design, and sound. Scholars will learn how to read and analyze a play for specific design elements. Scholars will collaborate with other classes to implement design. Scholars will collaborate with actors from other classes and/or after school productions. No prior theatre knowledge is needed to register for this course. Scholars will be introduced to professional resources in the theatrical field. **Prerequisites: A passing grade in Foundations of Theater or Acting I. (Available to Grade 9 scholars in their second semester)**



**VOICE IN ACTING HONORS****CRS H5593****GR 10 – 12****CR ½****S**

This class is an exploration of the scholar's voice. The main focus of the class is the learning of voice work as a preparation for performance (musical, theatrical, or class presentation) – a series of exercises designed to liberate the speaking voice from habitual psychophysical tension and develop vocal range, stamina, clarity, power and sensitivity to impulse. Work will include discovery of sound in the body, awareness and opening of the channel (jaw, tongue, and soft palate), exploration of resonance, vocal freedom and range, isolating and strengthening resonating chambers and articulation exercises. Group and individual exercises designed to stimulate and develop the imagination, physical and sensory awareness, creativity and capacity for ensemble work will be practiced as a basis for vocal presence. Text work will include a monologue from a published play, poetry or a published musical theatre solo. Scholars will perform a finished piece. ***Prerequisites: A passing grade in Foundations of Theater and Acting I.***

**WORLD DRUM ENSEMBLE HONORS****CRS H9809****GR 9 – 12****CR ½****S**

World Drum Ensemble is the exploration of percussion instruments and traditions from a variety of cultures from around the world. This is a course where scholars use hands-on participation to communicate through percussion instruments, perform in “drum circles,” create their own non-traditional instruments and provide accompaniment for other performance arts. A majority of activities will focus on the African Djembe drum and its various applications, but the course will also cover hand percussion, barred instruments such as the xylophone and marimba, concert percussion, and drum set. No drumming experience is necessary to take the course, only a willingness to experience new things.

## BUSINESS

### ACCOUNTING AND BUSINESS ELECTIVES

**ACCOUNTING HONORS****CRS H6631****GR 11 – 12****CR 1****Y**

This APBP (Accounting Program for Building the Profession) uses an integrated approach to teach real-world accounting. Scholars will first learn how businesses plan for and evaluate their operating, financing, and investing decisions and then how accounting systems gather and provide data to internal and external decision makers. This year-long course covers all the learning objectives of a traditional college level financial accounting course, plus those from a managerial accounting course. Microsoft Excel is taught and integrated into the curriculum throughout the year. Optional: For a fee, scholars will have the opportunity to take a qualifying exam and an online course to earn 6 fully transferable credits to any college. This course may count as a 4<sup>th</sup> year credit in mathematics.

***Prerequisites: Grade of B- or better in Algebra II and recommendation of mathematics or business teacher. School to Career requirement option.***

**ACCOUNTING I****CRS H6619****GR 9 – 12****CR ½****S**

Scholars will use the multi-journal approach to complete the accounting cycle for proprietorship. The activities will include: analyzing and journalizing business transactions, posting journal entries to a general ledger, and preparing and analyzing financial statements. Scholars will also learn how to write checks and reconcile bank statements.

**AP MICROECONOMICS****CRS H6627****GR 11 – 12****CR 1****Y**

This course will focus on an in-depth understanding of microeconomics. Scholars will study the concepts in opportunity cost, trade-offs, production possibility curve, and other analytical examples. The course will analyze how different types of economies determine which goods and services to produce, how to produce them and to whom to distribute them. Other basic concepts that are explored include the functions performed by an economic system and the way the tools of supply and demand can be used to analyze a market economy. Scholars who select Economics AP must take the AP test in Microeconomics. ***Prerequisite: A passing grade in Introduction to Economics.***

<b>AP PERSONAL FINANCE &amp; BUSINESS</b>	<b>CRS H need course #</b>	<b>GR 10-12</b>	<b>CR 1</b>	<b>Y</b>
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AP Business with Personal Finance is a year-long, college-level course that integrates core business principles like marketing, finance, accounting, and management with personal financial literacy. It uses project-based learning and real-world case studies to teach students how to develop business ideas, manage personal finances, and make informed financial decisions regarding loans, saving, and retirement. The course also prepares students for the AP exam and offers an optional employer-endorsed [AP Career Kickstart™ credential](#) upon passing.

<b>BUSINESS MARKETING COLLEGE PREP</b>	<b>CRS H6613</b>	<b>GR 9 – 12</b>	<b>CR ½</b>	<b>S</b>
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Career opportunities within the field are achieved through careful examination of product and service planning, distribution, financing, risk management, selling, promotion, pricing, purchasing and market information management. This class is designed to provide scholars with the opportunity to actually operate a retail store. They will become involved with all aspects of the operation which include: customer service, management, purchasing, inventory control, sales, cash handling, advertising, and merchandising. It is suggested freshmen interested in business/finance/DECA take this course.

<b>BUSINESS MARKETING HONORS</b>	<b>CRS H6730</b>	<b>GR 9 – 12</b>	<b>CR ½</b>	<b>S</b>
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Career opportunities within the field are achieved through careful examination of product and service planning, distribution, financing, risk management, selling, promotion, pricing, purchasing and market information management. This class is designed to provide scholars with the opportunity to actually operate a retail store. They will become involved with all aspects of the operation which include: customer service, management, purchasing, inventory control, sales, cash handling, advertising, and merchandising. It is suggested freshmen interested in business/finance/DECA take this course. Students within the honors section will be responsible for more essays, research and project based learning.

<b>ENTREPRENEURSHIP COLLEGE PREP</b>	<b>CRS H6615</b>	<b>GR 10 – 12</b>	<b>CR ½</b>	<b>S</b>
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This course teaches scholars to expand their knowledge of business marketing principles related to ownership and management of a business, traits and characteristics of successful entrepreneurs, and strategies of business management and marketing. Using the NFTE (Network for teaching Entrepreneurship) curriculum, this course teaches the entrepreneurial mindset alongside traditional business development skills. Scholars create original business models, either individually or with a partner, and pitch in a series of competitive events. This course is aligned to the *Common Career Technical Core Standards for Business Management and Administration* and *The National Content Standards for Entrepreneurial Education*.

<b>ENTREPRENEURSHIP HONORS</b>	<b>CRS H6731</b>	<b>GR 10 – 12</b>	<b>CR ½</b>	<b>S</b>
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This course teaches scholars to expand their knowledge of business marketing principles related to ownership and management of a business, traits and characteristics of successful entrepreneurs, and strategies of business management and marketing. Using the NFTE (Network for teaching Entrepreneurship) curriculum, this course teaches the entrepreneurial mindset alongside traditional business development skills. Scholars create original business models, either individually or with a partner, and pitch in a series of competitive events. This course is aligned to the *Common Career Technical Core Standards for Business Management and Administration* and *The National Content Standards for Entrepreneurial Education*. Students within the honors section will be responsible for more essays, research and project based learning.

<b>FUNDAMENTALS OF VOCATIONAL SKILLS: CULINARY</b>	<b>CRS H8665C</b>	<b>GR 9 – 12</b>	<b>CR ½</b>	<b>S</b>
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Scholars are taught the basic skills necessary in the food service industry to be hired in entry level positions. The course will allow students to explore several areas of the culinary profession including food preparation, front end operations and customer service. Focus will also be placed on safety and sanitation.

**FUNDAMENTALS OF VOCATIONAL SKILLS: RETAIL CRS H8665S GR 9 – 12 CR ½ S**

This course will introduce or strengthen students' knowledge of workplace readiness skills in retail. With the use of hands-on training in our school store, the students will learn the basics of a retail operation from start to finish. Through a variety of tasks within the school store, scholars receive instruction and are graded on creativity, work ethic, workplace appearance, attendance, punctuality, listening, speaking with others and interacting with co-workers and customers. They are taught transferable skills, such as how to accept direction and criticism, and are expected to motivate themselves and take initiative with their tasks.

**INTRODUCTION TO BUSINESS COLLEGE PREP CRS H6603 GR 9 – 10 CR ½ S**

This course is offered to freshmen and sophomores who are interested in exploring a concentration in business. This course includes an overview of the following topics: Marketing, Economics, Accounting, Employment Skills, Sales, Entrepreneurship, and Personal Finance.

**INTRODUCTION TO BUSINESS HONORS CRS H6732 GR 9 – 10 CR ½ S**

This course is offered to freshmen and sophomores who are interested in exploring a concentration in business. This course includes an overview of the following topics: Marketing, Economics, Accounting, Employment Skills, Sales, Entrepreneurship, and Personal Finance. Students within the honors section will be responsible for more essays, research and project based learning.

**INTRODUCTION TO ECONOMICS COLLEGE PREP CRS H6625 GR 9 – 12 CR ½ S**

This course will introduce scholars to the principles of economics, beginning with some of the broad issues and concepts that make up the field of economics. Beginning with some basic definitions, the course builds to introduce economic systems and the concept of scarcity and wants, and how these impact economies.

**INTRODUCTION TO ECONOMICS HONORS CRS H6733 GR 9 – 12 CR ½ S**

This course will introduce scholars to the principles of economics, beginning with some of the broad issues and concepts that make up the field of economics. Beginning with some basic definitions, the course builds to introduce economic systems and the concept of scarcity and wants, and how these impact economies. Students within the honors section will be responsible for more essays, research and project based learning.

**MONEY MATTERS COLLEGE PREP CRS H6628 GR 11 – 12 CR ½ S**

financial difficulties. Scholars will learn how to have a positive relationship with money and cover such topics as being financially responsible, researching and buying a car, why credit matters, protecting your identity, making a budget, staying out of debt, finding the right career, selecting a bank and more. Scholars will also play financial simulation games where they will be in charge of their finances and spending and will also attend a Credit for Life Fair.

**MONEY MATTERS HONORS CRS H6734 GR 11 – 12 CR ½ S**

financial difficulties. Scholars will learn how to have a positive relationship with money and cover such topics as being financially responsible, researching and buying a car, why credit matters, protecting your identity, making a budget, staying out of debt, finding the right career, selecting a bank and more. Scholars will also play financial simulation games where they will be in charge of their finances and spending and will also attend a Credit for Life Fair. Students within the honors section will be responsible for more essays, research and project based learning.

## CLASSICAL ACADEMY

### [Link to Website](#)

The Classical Academy is a program within Haverhill High School that engages a diverse cohort of academically promising scholars in a challenging college preparatory curriculum intended to broaden and deepen their knowledge,

skills, understandings, and civic commitment. A classical education promotes intellectual curiosity and critical thinking as its core values. Therefore, scholars are encouraged to find what academic pursuits interest them the most and pursue these with vigor. The Classical Academy creates scholars who are well-rounded, cultured, self-disciplined, critical thinkers who can thrive at the highest academic levels.

Scholars apply and are accepted into the program based on teacher recommendations, their middle school transcripts and an interview. Many scholars, who would have attended private schools, have chosen Haverhill High for the sole purpose of participating in this program.

Scholars have a prescribed four-year curriculum that is rigorous but also allows scholars the flexibility to pursue their unique interests. All core courses are honors or Advanced Placement levels. Scholars are required to take a minimum of four (4) Advanced Placement (AP) courses: one AP History, one AP English, two elective APs. Classical Academy scholars must take and pass at least three years of Latin. There are courses offered which are unique to the program.

In their freshman year, scholars take a course called *A Classical Perspective*, which focuses on classical themes within literature and studio art. This interdisciplinary, project-based course incorporates and connects curricula from the Humanities, World Languages and Fine Arts. In addition to their core subjects, History, English, Mathematics, Science and Latin and their Classical Perspective courses, scholars take Wellness and an elective.

In their sophomore year, scholars are required to take an AP History, English, Mathematics, Science and Wellness. In addition, they will take: a) 2nd World Language (Honors Level) b) Another AP course (with teacher recommendation) or c) 1 credit worth of Fine Arts electives and/or electives from another academy in which the scholar is enrolled.

In their junior year, scholars will likely take an AP History and AP English. Scholars may elect one and a half courses and are encouraged to take a second language including modern languages (French, Spanish, Italian) or Ancient Greek. They may also take an additional mathematics or science or advanced placement course. Juniors and seniors are encouraged to do a community service project of their choosing.

In their Senior year, scholars take senior seminar and produce an eighty hour project about a topic of their choice, culminating in a presentation before a panel of judges. All other courses are elective. Scholars are encouraged to take advanced placement or honors level courses.

Throughout the duration of their enrollment in the Classical Academy scholars are required to maintain no less than a "C" average in any subject; failure to do so in two or more, results in a probationary status. After the committee reviews scholars' quarterly grades, anyone who fails to meet this standard at the time of final grades can be excluded from the program.

The goal is to offer these scholars a challenging unique opportunity with enhanced extracurricular activities within a public high school. Our teachers are encouraged to bring in guest speakers and lecturers and arrange field trips, which are tied to the curriculum. In the past, scholars have had lectures by a juvenile district court judge, a Buddhist monk and a performance by a professional storyteller/poet. Scholars have visited the Museum of Fine Arts, the John F. Kennedy Library, where they witnessed a political forum, and attended performances of *To Kill a Mockingbird* and *Julius Caesar*, just to mention a few.

Our objective is to offer scholars a rigorous program and to provide them with a foundational experience, for successful college studies. We encourage and enable critical thinkers, problem-solvers and creative young adults who will meet the challenges in all their future endeavors and to become a responsible citizen.

#### **A CLASSICAL PERSPECTIVE - LITERATURE      CRS H9600                      GR 9                      CR ½                      S**

After an introduction to Hellenistic culture and its influences on the development of western art and thought, scholars will enter into a detailed study of *Oresteia* by Aeschylus. The *Oresteia*, a cycle of three tragic plays (*Agamemnon*, *Libation Bearers* and *Eumenides*), explores the human cost of the Trojan War in Argos after the

Greeks return. Scholars will read the plays and reflect on what it means to be human and engage in human relationships. It is the intent of this reflection to begin to answer the underlying questions of the human experience: What do we know? How do we know what we know? How do we express this knowledge? This course will serve to inform the perspective of Classical Academy scholars as they progress through the program.

***This course is a graduation requirement for the Classical Academy. This course along with Classical Capstone Seminar fulfills the school's public speaking requirement.***

#### **A CLASSICAL PERSPECTIVE – STUDIO**

**CRS H9601**

**GR 9 CR ½**

**S**

This companion class to a Classical Perspective - Literature will continue to answer the underlying questions of the human experience: What do we know? How do we know what we know? How do we express this knowledge? This studio class will allow a hands-on, project-based approach for scholars to continue to explore and express their findings. Scholars will create original works in the disciplines of fine and performing arts.

***(Classical Academy only)***

#### **CLASSICAL CAPSTONE SEMINAR**

**CRS H1145**

**GR 11 - 12**

**CR ½**

**S**

Scholars will conduct original research about a topic of their choice in order to produce an original artifact that illustrates their depth of knowledge. They will then present their findings before their peers and a panel of judges. The course requires scholars to demonstrate autonomy in the production of original work, express themselves creatively, solve problems independently, engage in sustainable inquiry, develop time-management skills, report orally and in writing on the results of research and create a tangible product. ***This course is a graduation requirement for the Classical Academy; this requirement can also be satisfied by AP Seminar and AP Research or another academy's capstone.***

## **CAREER TECHNICAL EDUCATION (CTE)**

Educator Training Program - need courses/descriptions

[Link to Website](#)

*Career Technical Education (CTE) and Career Vocational Technical Education (CVTE) programs are a sequence of rigorous technical courses aligned with industry standards. Scholars travel together as a cohort. College and career planning activities and work-based learning opportunities are embedded into all programs.*

The Department of Elementary and Secondary Education (DESE) defines Career and Technical Education as follows. The term 'career and technical education' means organized educational activities that— (A) offer a sequence of courses that— “(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; “(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of All Aspects of an Industry, including entrepreneurship.

Haverhill High School is able to offer a wider variety of technical courses and electives to round out a scholar's education. Additionally, Haverhill High School offers rigorous Advanced Placement courses and concurrent enrollment opportunities for those scholars interested in attending highly competitive universities and colleges. Alternatively, scholars will be positioned to complete post-secondary certificate programs or immediately enter the high-demand STEM workforce.

**All CTE programs require an application and interview but do not require an entrance exam. Both incoming freshmen and current Haverhill High School freshmen are eligible to apply.**

**<https://cte.haverhill-ps.org/>**

#### Healthcare Occupations (CTE)

Healthcare workers make a positive impact on patient's lives by providing clinical support to a healthcare team in medical offices and clinics. They provide direct patient care, collect and prepare lab specimens, perform basic tests and update medical records. Scholars may be eligible for professional certifications such as CNA or EMT.

#### Programming & Web Development (CVTE)

In this approved vocational program, scholars learn and build skills in topics such as fundamentals of information technology, elements of software development, programming concepts in modern industry programming languages, and modern web development. Additionally, scholars explore careers in the field of technology, and gain skills in employability and career readiness

#### Information Technology (CVTE)

In this approved vocational program, scholars will gain a variety of skills across a broad spectrum of hardware and software solutions that drive technological innovation in modern society. Through hands-on real-world projects students will learn: basic robotics engineering concepts; object-oriented programming; how to assemble a computer and install operating systems; PC hardware and software maintenance; how to build 3D printers and design prototypes; network architecture; cyber security and database management.

#### Project Lead the Way Biomedical Science (CTE)

In this program students use professional lab equipment, expert guidance from teachers and their own curiosity to explore aspects of the human body, solve medical mysteries, and prepare for college and careers in biotechnology, lab sciences, and medicine.

#### Project Lead the Way Engineering/Manufacturing (CTE)

Students in the PLTW Engineering/Manufacturing Program use the Engineering Design Process to solve real-world problems through an exploration of mechanical engineering, electrical engineering and manufacturing concepts, as well as prepare for college and careers in multiple fields of engineering and manufacturing.

#### Teacher Training Program (CVTE)

In the Teacher Training program, students complete 900 hours of intensive, hands-on educator training that prepares them for success in early childhood and K–12 educational environments. Combining classroom instruction, leadership development, and real-world experience in local schools, the program builds the knowledge, skills, and confidence needed to thrive as future educators and youth service professionals. Students benefit from mentorship and supervised teaching opportunities, while also earning industry-recognized certifications such as OSHA 10-Hour Workplace Safety, First Aid and CPR, and Massachusetts EEC Certification in either Infant–Toddler or Preschool education. Graduates are well-prepared for immediate employment in early childhood education, continued studies in college-level teacher preparation programs, or careers supporting children and youth in fields like education, healthcare, and social services.

Graphic Design and Visual Communications (CTE)

The Graphic Design and Visual Communications pathway at Haverhill High School equips students with the creative and technical skills needed for careers in design and digital media. Blending hands-on coursework with industry-standard software training, the program covers core concepts such as graphic design, typography, branding, digital imaging, web design, and visual storytelling.

Students gain real-world experience through projects, internships, and interactions with industry professionals, while also developing professional skills like portfolio building, interview preparation, and understanding the business side of design. Graduates leave with a strong design portfolio and the knowledge to pursue further education or enter the workforce ready to make an impact in today’s fast-paced digital landscape.

All CTE students are required to enroll in the My College and Career Plan (MYCAP) course, which is appropriate for their next grade level.

CTE HEALTHCARE OCCUPATIONS PROGRAM REQUIRED COURSES

[Link to Website](#)

CVTE FUNDAMENTALS OF HEALTHCARE OCCUPATIONS I

**HONORS (FALL SEMESTER)                      CRS H9692CTE                      GR 9                      CR ½                      S1**

The Fundamentals of Healthcare Occupations I course will provide scholars with opportunities to develop a strong foundation in the fundamentals of healthcare through rigorous coursework and practical skills experience using state-of-the-art equipment and evidence-based practices. This course challenges scholars through exploration of healthcare careers and workplace settings, communicating and interacting with diverse populations, infection control and safety protocols.

CVTE FUNDAMENTALS OF HEALTHCARE OCCUPATIONS I

**HONORS (SPRING SEMESTER)                      CRS H9693CTE                      GR 9                      CR ½                      S2**

This is a continuation of the semester one course and introduces students to medical terminology, measuring and recording vital signs, observing and responding to patient needs, introduction to anatomy and physiology through the study of major body systems in relation to patient care. Scholars will have the opportunity to earn certification in First Aid for First Responders.

CVTE HEALTHCARE OCCUPATIONS ENTREPRENEURSHIP HONORS

**CRS H9799CTE                      GR 9                      CR1/2                      S2**

**CVTE PROFESSIONALISM IN HEALTHCARE CRS H9623CTE                      GR 10                      CR 1                      Y  
OCCUPATIONS II HONORS**

Healthcare Occupations II expands on the first-year course with advanced hands-on training, modern equipment, and real-world medical scenarios. Scholars strengthen their professionalism and learn key legal, ethical, and scope-of-practice guidelines. The course focuses on safe patient care, patient rights, and respect for diversity. Students can earn OSHA (healthcare), BLS Provider, and Dean Vaughn Medical Terminology certifications, along with state-required dementia training. *Prerequisite: Passing Grade in CTE Healthcare Occupations I Honors.*

CVTE NURSE AIDE TRAINING COURSE (DPH APPROVED)

**HEALTHCARE OCCUPATIONS III HONORS (Double Period) CRS H9624CTE                      GR 11                      CR 2                      Y**

The Nurse Aide Training Healthcare Occupations III course is a Department of Public Health approved Certified Nursing Assistant program with the goal of qualifying to take the Massachusetts Prometrics CNA examination



There is an increased focus on direct patient care through simulations in our medical learning lab as well as required clinical hours. Course topics emphasize care of residents in long-term care settings, geriatrics, disabled persons, activities of daily living such as bathing, grooming, dressing and feeding, diagnostic testing including bladder scanning, EKG and electronic health documentation. Dementia training and certification completed in grade 10. **Prerequisites: Passing Grade in CTE Healthcare Occupations I Honors & II.**

**CVTE HEALTHCARE OCCUPATIONS  
CAPSTONE HONORS**

**CRS H9627**

**GR 12**

**CR ½**

**S**

The purpose of this capstone project is to demonstrate a scholar's mastery and knowledge of what they have learned during their studies in health assisting and apply them to real world situations. Working with a mentor, scholars will develop a proposal for a capstone project, integrating concepts and skills learned throughout their four years in the CTE Healthcare Occupations Program. Each project must include a deliverable such as a process, procedure, prototype or community-based project. At the end of the semester, scholars showcase and present their projects at a Capstone Expo. **Prerequisites: Passing Grade in Healthcare Occupations I, II and III**

**CVTE HEALTHCARE OCCUPATIONS IV HONORS**

**CRS H9625CTE**

**GR 12**

**CR ½**

**S**

The Healthcare Occupations IV course is a summation of the prior healthcare courses that continues to build on existing and acquired knowledge of the patient care continuum with a focus on direct patient care through simulations in our medical learning lab. Advanced units of study are based on student interest and demand. These topics include but are not limited to pediatrics, mental health, principles of lab testing, safe medication handling, and EKG. During senior year, scholars in CTE Healthcare Occupations IV must also complete Healthcare Capstone CRS H9627. **Prerequisites: Passing Grade in Healthcare Occupations I, II and III**

**CVTE INFORMATION TECHNOLOGY PROGRAM REQUIRED COURSES**

[Link to Website](#)

**CVTE INFORMATION TECHNOLOGY:**

**PRINCIPLES OF IT HONORS**

**CRS H9653**

**GR 9**

**CR 1**

**Y**

This is the first course scholars take in the CVTE Information Technology and Programming and Web Development Programs. It provides an overview of information technology and introduces scholars to the basics of hardware and software. Scholars examine hardware components including peripherals, connectors, and memory. Scholars explore aspects of computer software, learning and using common operating systems, software applications, and programming languages. Scholars will learn the basics of programming by programming robots, developing websites and with the use of Python. Scholars learn about types of networks and network topology, and they set up an email client/server connection. Scholars also consider contemporary issues such as security, privacy, and technological inequality. Scholars will strengthen their public speaking skills by presenting projects to community leaders. Finally, scholars explore career opportunities in IT.

**CVTE INFORMATION TECHNOLOGY:**

**INTRODUCTION TO PROGRAMMING HONORS**

**CRS H9652CTE**

**GR 10**

**CR ½**

**S**

Introduction to Programming uses Python as a basis for learning general programming skills. Scholars learn programming principles by comparing Python to other programming languages. They use models as a way to quickly solve new problems using knowledge and techniques already learned. In addition to programming, scholars learn program design, documentation, formal debugging, and testing. Scholars will strengthen their public speaking skills by presenting projects to community leaders. Finally, scholars examine career opportunities in programming. **Prerequisites: Passing Grade in Principles of IT.**



**CVTE INFORMATION TECHNOLOGY:****ENTREPRENEURSHIP HONORS****CRS H9678CTE****GR 10****CR ½ S**

This course teaches scholars to expand their knowledge of business marketing principles related to ownership and management of a business, traits and characteristics of successful entrepreneurs, and strategies of business management and marketing. Using the NFTE (Network for teaching Entrepreneurship) curriculum, this course teaches the entrepreneurial mindset alongside traditional business development skills. Scholars create original business models, either individually or with a partner, and pitch in a series of competitive events. This course is aligned to the Common Career Technical Core Standards for Business Management and Administration and The National Content Standards for Entrepreneurial Education.

**CVTE INFORMATION TECHNOLOGY:****CISCO IT ESSENTIALS HONORS****CRS H9675CTE****GR 10****CR 1****Y**

The IT Essentials course covers the fundamentals of computer hardware and software and advanced concepts such as security, networking, and the responsibilities of an IT professional. Scholars who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. IT Essentials helps scholars prepare for entry-level Information & Communications Technology career opportunities and the CompTIA A+ certification, which helps scholars to differentiate themselves in the marketplace and advance their careers. **Prerequisites:** *Passing Grade in Principles of IT and Intro to Programming.*

**CVTE INFORMATION TECHNOLOGY:****CISCO INTRODUCTION TO NETWORKS HONORS****CRS H9676CTE****GR 11****CR 1****Y**

Introduction to Networks introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, scholars will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. **Prerequisites:** Passing Grade in Principles of IT, Intro to Programming and IT Essentials/Computer Systems. **Prerequisites:** *Passing Grade in Principles of IT, IT Essentials.*

**CVTE INFORMATION TECHNOLOGY:****3D PRINTING HONORS****CRS H9654CTE****GR 11****CR ½****S2**

This class will introduce the concept of 3D modeling, prototyping, replication/construction and design. In addition to building a 3D printer from a kit, scholars will be producing 3D printed projects by designing printable 3D models using TinkerCad, a cloud based 3D modeling software. **Prerequisites:** *This course is a requirement for the IT Program. Elective or Art graduation requirement option.*

**CVTE INFORMATION TECHNOLOGY:****ADVANCED NETWORKING & SECURITY HONORS****CRS H9677CTE****GR 12****CR ½****S**

This course will cover the following topics Network Security, Compliance and Operational Security, Threats and Vulnerabilities, Application, Data and Host Security, Access Control and Identity Management and Cryptography. Scholars will practice the next level of network design and implementation with a focus on the security concerns in industry today. **Prerequisites:** *Passing Grade in Principles of IT, Intro to Programming and IT Essentials, 3D Printing, Database Design*

**CVTE INFORMATION TECHNOLOGY:****CAPSTONE PROJECT HONORS****CRS H9668CTE****GR 12****CR ½****S**

The purpose of this capstone project is to demonstrate a scholar's mastery and knowledge of what they have learned during their studies in information technology and apply them to real world applications. Working with a mentor, scholars will develop a proposal for a capstone project, integrating concepts and skills learned

throughout their four years in the-**IT Program**. Each project must include a deliverable, such as a process, procedure, software or prototype. Scholars will be required to develop a comprehensive business model and marketing plan. At the end of the semester, scholars showcase and pitch their projects to a panel of judges at a Capstone Design Expo. **Prerequisite: Passing Grade in Principles of IT,-Intro to Programming and Computer Systems, 3D Printing, Introduction to Networks.**

#### CVTE INFORMATION TECHNOLOGY:

**DATABASE DESIGN HONORS**                      **CRS H9667CTE**                      **GR 12**                      **CR ½**                      **S**

Database Design is an introductory course in Databases using SQL Server. The course covers databases and their uses. Tables, indexes and foreign keys. You will learn simple SQL (Structured Query Language) DDL (Data Definition Language) and SQL DML (Data Manipulation Language). You will learn why Relational Databases are "Relational". **Prerequisite: Passing Grade in Principles of IT,-Intro to Programming and-Computer Systems, 3D Printing, Introduction to Networks.**

### CVTE COMPUTER SCIENCE AND WEB DEVELOPMENT PROGRAM REQUIRED COURSES

[Link to Website](#)

#### CVTE INFORMATION TECHNOLOGY:

**PRINCIPLES OF IT HONORS**                      **CRS H9653CTE**                      **GR 9**                      **CR 1**                      **Y**

This is the first course scholars take in the CVTE Information Technology and Programming and Web Development Programs. It provides an overview of information technology and introduces scholars to the basics of hardware and software. Scholars examine hardware components including peripherals, connectors, and memory. Scholars explore aspects of computer software, learning and using common operating systems, software applications, and programming languages. Scholars will learn the basics of programming by programming robots, developing websites and with the use of Python. Scholars learn about types of networks and network topology, and they set up an email client/server connection. Scholars also consider contemporary issues such as security, privacy, and technological inequality. Scholars will strengthen their public speaking skills by presenting projects to community leaders. Finally, scholars explore career opportunities in IT.

#### CVTE INFORMATION TECHNOLOGY:

**INTRODUCTION TO PROGRAMMING HONORS**   **CRS H9652**                      **GR 10**                      **CR ½**                      **S1**

Introduction to Programming uses Python as a basis for learning general programming skills. Scholars learn programming principles by comparing Python to other programming languages. They use models as a way to quickly solve new problems using knowledge and techniques already learned. In addition to programming, scholars learn program design, documentation, formal debugging, and testing. Finally, scholars examine career opportunities in programming. **Prerequisites: Passing Grade in Principles of IT**

#### CVTE COMPUTER SCIENCE AND WEB DEVELOPMENT GRADE 10:

**PYTHON PROGRAMMING HONORS (CVTE PROG & WEB SCHOLARS ONLY)**

**CRS H9695CTE**                      **GR 10**                      **CR ½**                      **S2**

This intermediate programming course continues the learning and practicing of developing Python code from Introduction to Programming. Previous programming topics are reinforced through code practices, assignments, and projects while new concepts are introduced. New topics include: User Defined Functions, Lists (Arrays), 2D Arrays, and Dictionaries. **Prerequisites: Passing Grade in-Principles of IT.**

#### CVTE COMPUTER SCIENCE AND WEB DEVELOPMENT:

**ENTREPRENEURSHIP HONORS**                      **CRS H9697CTE**                      **GR 10**                      **CR ½**                      **S**

This course teaches scholars to expand their knowledge of business marketing principles related to ownership and management of a business, traits and characteristics of successful entrepreneurs, and strategies of business management and marketing. Using the NFTE (Network for teaching Entrepreneurship) curriculum, this course teaches the entrepreneurial mindset alongside traditional business development skills. Scholars create original business models, either individually or with a partner, and pitch in a series of competitive events. This course is aligned to the Common Career Technical Core Standards for Business Management and Administration and The National Content Standards for Entrepreneurial Education.

#### **CVTE COMPUTER SCIENCE AND WEB DEVELOPMENT GRADE 11:**

**FUNDAMENTALS OF WEB DEVELOPMENT HONOR CRS H9696CTE GR 11 CR1 Y**

This class is an introduction to the design, creation, and maintenance of web pages and websites. Scholars learn how to critically evaluate website quality, learn how to create and maintain modern web pages, learn about web design standards and why they are important, and learn to create and manipulate images. The course progresses from introductory work on web design to a culminating project in which scholars design and program their own websites. Scholars will learn HTML5, CSS3 and JavaScript programming. Scholars will also learn about current industry trends in web development. Topics will include current web implementation methods, technologies, version control, and tool sets,

***Prerequisites: Passing Grade in Principles of IT, CVTE Programming and Web Development Gr 10.***

#### **CVTE COMPUTER SCIENCE AND WEB DEVELOPMENT:**

**CAPSTONE PROJECT HONORS CRS H9694CTE GR 12 CR ½ S**

The purpose of this capstone project is to demonstrate a scholar's mastery and knowledge of what they have learned during their studies in information technology and apply them to real world applications. Working with a mentor, scholars will develop a proposal for a capstone project, integrating concepts and skills learned throughout their four years in Programming and Web Development. Each project must include a deliverable, such as a process, procedure, software or prototype. Scholars will be required to develop a comprehensive business model and marketing plan. At the end of the semester, scholars showcase and pitch their projects to a panel of judges at a Capstone Design Expo. ***This course is a requirement for Programming and Web Development Fall Grade 12. School to Career requirement option.***

#### **CVTE COMPUTER SCIENCE AND WEB DEVELOPMENT:**

**SOFTWARE DEVELOPMENT & DATABASES HONORS CRS H9698CTE GR 12 CR 1 Y**

This course introduces scholars to the fundamental principles of software engineering. Modern software development techniques and life cycles are emphasized. Scholars will learn how to identify a problem, plan, design, build, test, deploy, and maintain software by developing several projects throughout the course. Scholars will learn about both client and server-side techniques, incorporating Python and MySQL databases in order to develop and maintain web pages. ***Prerequisites: PASSING***

***GRADE IN Principles of IT, CVTE Programming and Web Development Gr 10, CVTE Programming and Web Development Gr 11. Students in the Computer Science and Web Development program are required to take either: AP Computer Science A or AP Computer Science Principles to complete program requirements***

### **CTE PLTW BIOMEDICAL SCIENCE PROGRAM REQUIRED COURSES**

[Link to Website](#)

**CTE PLTW PRINCIPLES OF BIOMEDICAL SCIENCE HONORS CRS H3432CTE GR 9 CR 1 Y**

Principles of Biomedical Science is the first course in the Project Lead the Way Biomedical Pathway. Scholars in the course combine the studies of biology and medicine to investigate medical cases while working with the same equipment used by lab technicians and healthcare workers. The course includes inquiry based learning units that incorporate physiology, microbiology, research practices, public health, and biology. Scholars will often

be working in collaborative groups which foster critical thinking and communication skills. **Prerequisites:** *scholars must be in the PLTW pathway and concurrently enrolled in Biology*

### **CTE PLTW HUMAN BODY SYSTEMS HONORS**

**CRS H3435CTE GR 10 CR 1 Y**

Human Body Systems is the second course in the Project Lead the Way Biomedical Pathway. Scholars in this course examine the interactions of the body systems focusing on identity, power, protection, movement and homeostasis. This course includes solving real world medical cases and learning about various medical professions. **Prerequisites:** *scholars must be in the PLTW pathway.*

### **CTE PLTW MEDICAL INTERVENTIONS HONORS**

**CRS 3439CTE GR 11 CR 1 Y**

Medical Interventions is the third course in the Project Lead the Way Biomedical Pathway. Through real-world cases, scholars are exposed to a range of techniques related to immunology, surgery, genetics, pharmacology, biotechniques, medical devices, and diagnostics. Each case scenario will introduce multiple types of interventions and will reinforce concepts learned in the previous two courses, as well as present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role scientific thinking and engineering design play in the development of interventions of the future. **Prerequisites:** *scholars must be in the PLTW pathway.*

### **CTE PLTW BIOMEDICAL INNOVATION (CAPSTONE) HONORS**

**CRS H9691CTE GR 11 – 12 CR 1 Y**

Biomedical Innovation is the fourth course in the Project Lead the Way Biomedical Pathway. Students use their knowledge gained from the three previous PLTW Biomedical classes to design innovative solutions to a variety of health challenges, facing people in the 21<sup>st</sup> century. Students may investigate topics such as: biomedical engineering, public health, clinical medicine and physiology. During the course they will complete their capstone project. They will have a mentor/advisor such as an HHS science teachers or a professional from industry such as a medical facility or research institutions. **Prerequisites:** *scholars must be in the PLTW pathway.*

## **CTE PLTW ENGINEERING/MANUFACTURING PROGRAM REQUIRED COURSES**

[Link to Website](#)

### **CTE PLTW INTRODUCTION TO ENGINEERING DESIGN HONORS**

**CRS H9658CTE GR 9 CR 1 Y**

The major focus of the IED course is to expose scholars to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Scholars will use 3D solid modeling design software to help them design solutions to solve proposed problems. Scholars will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community. **Prerequisites:** *scholars must be enrolled in the PLTW Engineering pathway and concurrently enrolled in Biology.*

### **CTE PLTW DIGITAL ELECTRONICS HONORS**

**CRS H9659CTE GR10 CR 1 Y**

This course covers fundamentals of analog and digital electronics. Scholars learn about the different number systems used in the design of digital circuitry. They design circuits to solve open-ended problems, assemble their solutions and trouble-shoot them as necessary. Scholars then use combined logic, integrated circuits and microprocessors to solve open-ended problems. **Prerequisites:** *scholars must be enrolled in the PLTW Engineering pathway*

### **CTE PLTW PRINCIPLES OF ENGINEERING HONORS**

**CRS H9657CTE GR 11 CR 1 Y**

This course is based on the Project Lead the Way program. It provides a hands-on introduction to engineering and the engineering design process. Through assignments and projects, scholars learn how to: identify a problem, develop alternative solutions, select the best alternative, make critical decisions, and work as a team. Scholars will

focus on mechanical, electrical engineering, and civil engineering. Scholars will also be introduced to CAD and basic programming. **Prerequisites: scholars must be enrolled in the PLTW Engineering pathway or have passed PLTW IED.**

**CTE PLTW COMPUTER INTEGRATED      CRS H9785CTE    GR 12                      CR 1            Y**  
**MANUFACTURING HONORS**

This course provides students the opportunity to explore manufacturing processes, product design, robotics, and automation. Students will continue to develop their CAD skills, design, build, and program factory system models, and will produce products on a CNC machine. Students will solve real-world problems relating to manufacturing. This is the final course in the Engineering pathway. **Prerequisites: scholars must be enrolled in the PLTW Engineering pathway or have passed PLTW POE.**

**CTE PLTW ENGINEERING/MANUFACTURING CAPSTONE CRSH9798CTE GR 12 CR ½    S**

The purpose of this capstone project is to demonstrate a scholar's mastery and knowledge of what they have learned during their studies in Engineering and Manufacturing and apply them to real world applications. Working with a mentor, scholars will develop a proposal for a capstone project, integrating concepts and skills learned throughout their four years in the **Engineering/Manufacturing Program**. Each project must include a deliverable, such as a process, procedure, software or prototype. Scholars will be required to develop a comprehensive business model and marketing plan. At the end of the semester, scholars showcase and pitch their projects to a panel of judges at a Capstone Design Expo.

**CTE TEACHER TRAINING PROGRAM REQUIRED COURSES**

[Link to website](#)

**CVTE TEACHER TRAINING I HONORS    CRS 9791CTE    GR 9      CR 1      Y**

This foundational course serves as the first step in the Teacher Training Program, introducing students to the core principles of teaching, learning, and child development. Through engaging classroom instruction and interactive activities, students explore the roles and responsibilities of educators in early childhood and K–12 settings. Key topics include developmental stages, learning environments, diversity in education, and the foundations of positive guidance and communication.

**CVTE TEACHER TRAINING II HONORS    CRS 9792CTE    GR 10      CR 1            Y**

This course explores how children develop from birth through adolescence and how that knowledge supports effective teaching. You'll examine physical, social, emotional, and cognitive development and apply these concepts to real classroom situations, including designing safe and supportive learning environments. Learning takes place through hands-on activities, discussions, observations, small-group projects, brief reflections, and work-based learning experiences that connect theory to real practice. By the end of the course, you'll be able to plan developmentally appropriate activities, communicate effectively with children, recognize developmental needs and strengths, and create classrooms where all learners feel ready to learn.

**CVTE TEACHER TRAINING III HONORS    CRS H9795CTE    GR 11      CR 1            Y**

This course focuses on designing developmentally appropriate curriculum, using assessment to guide instruction, and partnering effectively with families. Students learn to create lesson plans with clear objectives, align activities to state standards, and apply Universal Design for Learning (UDL) principles. Hands-on learning includes designing activities that promote social-emotional skills, resilience, and self-control, as well as supporting dual-language learners and children with developmental or behavioral challenges. Students practice formative and summative assessments, document children's progress, and use data to inform instruction. Family engagement is emphasized through culturally responsive communication, collaboration, and strategies to support children's learning and development at home. By the end of the course, students will be able to plan inclusive, evidence-based lessons, assess learning effectively, and involve families as partners in children's success.



**CVTE TEACHER TRAINING PRACTICUM    CRS HH9793 CTE    GR 10-11    CR 1    Y**  
**HONORS**

The Early Education Practicum provides students with a structured, hands-on teaching experience in a licensed early childhood setting. Under the supervision of qualified educators, students apply their knowledge of child development, curriculum design, and classroom management while working directly with infants, toddlers, or preschool-aged children. Throughout the practicum, students plan and implement developmentally appropriate activities, support daily routines, observe and document children's learning, and practice effective communication with young children, families, and staff. Emphasis is placed on creating inclusive, nurturing learning environments that promote social-emotional growth, early literacy, problem-solving, and exploration through play. Guided reflection, ongoing feedback, and professional mentorship help students strengthen their teaching skills and deepen their understanding of best practices in early education. By the end of the practicum, students demonstrate increased competence, confidence, and readiness for employment or advanced study in the field of early childhood education.

**CVTE TEACHER TRAINING CAPSTONE HONORS CRS H9797CTE    GR 12    CR .5    S1**

The purpose of this capstone project is to demonstrate a scholar's mastery and knowledge of what they have learned during their studies in Education and apply them to real world situations. Working with a mentor, scholars will develop a proposal for a capstone project, integrating concepts and skills learned throughout their four years in the CVTE Teacher Training Program. Each project must include a deliverable such as a process, procedure, prototype or community-based project. At the end of the semester, scholars showcase and present their projects at a Capstone Expo.

**CTE GRAPHIC DESIGN AND VISUAL COMMUNICATIONS PROGRAM REQUIRED COURSES**

[Link to website](#)

**CTE INTRODUCTION TO GRAPHIC DESIGN & VISUAL COMMUNICATIONS HONORS**

**CRS H9790CTE    GR 9    CR 1    Y**

Course Description: This introductory course provides students with a comprehensive foundation in graphic design and visual communication principles. Students will explore key concepts such as layout, typography, color theory, image manipulation, and visual hierarchy, while learning how to apply these principles in digital design projects. Emphasis will be placed on developing creative problem-solving skills, enhancing visual storytelling, and understanding the role of design in conveying messages across various media.

Through hands-on assignments and projects, students will gain proficiency in industry-standard design software, such as Adobe Photoshop, Illustrator, and InDesign. By the end of the course, students will have a solid understanding of the design process, from concept to execution, and will be equipped with the skills needed to create visually compelling designs for print, digital, and multimedia platforms.

**CTE GRAPHIC DESIGN & VISUAL COMMUNICATIONS II    CRS H9794CTE    GR 10    CR 1    Y**  
**HONORS**

This second-level graphic design course is designed for students to build upon their foundational knowledge in graphic design and investigate the history of graphic design and real-world case studies. Students will focus on creating impactful visual communications and focus on advanced techniques in design thinking, brand identity, typography, interactive design, and multimedia integration.

**CTE GRAPHIC DESIGN & VISUAL COMMUNICATIONS CAPSTONE CRSH9796CTE    GR 11-12    CR1**  
**Y**

The purpose of this capstone project is for scholars to demonstrate mastery of the skills and knowledge acquired throughout their studies in their CTE Graphic Design and Visual Communications program, and to apply them to real-world design challenges. Working with a mentor, scholars will develop a proposal for a capstone project that integrates principles, techniques, and creative problem-solving skills learned over the course of the program. Each project must result in a tangible deliverable, such as a branding package,

website design, multimedia campaign, motion graphics piece, or prototype for a visual communication solution. Scholars will also create a comprehensive project presentation, including design rationale, process documentation, and marketing or communication strategies. At the conclusion of the semester, scholars showcase their work and present their projects to a panel of judges at a Capstone Design Expo.

## INTERNSHIP PROGRAM

[Link to Website](#)

<b>INTERNSHIP CP</b>	<b>CRS H6694</b>	<b>GR 10 – 12</b>	<b>CR ½</b>	<b>S</b>
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The purpose of the Career Internship is to provide scholars with a meaningful workplace experience working closely with a professional in a chosen field. The scholars will also participate in classes where they will build a career portfolio, including resumes, cover letters, and ultimately, letters of recommendation. The scholars will also learn about interview and job search skills as well as labor laws and their rights in the workplace. This course runs two afternoons a week from 2:15-5 p.m. Scholars will receive ½ credit per semester for satisfactory completion of all requirements. Scholars must be at least 16 years old to participate.

<b>INTERNSHIP HONORS</b>	<b>CRS H6694CTE</b>	<b>GR 10 – 12</b>	<b>CR ½</b>	<b>S</b>
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The purpose of the Career Internship is to provide scholars with a meaningful workplace experience working closely with a professional in a chosen field. The scholars will also participate in classes where they will build a career portfolio, including resumes, cover letters, and ultimately, letters of recommendation. The scholars will also learn about interview and job search skills as well as labor laws and their rights in the workplace. The Honors level Internship student will contribute significant work product at their worksite under minimal supervision and will strictly adhere to all timelines. This course runs two afternoons a week from 2:15-5 p.m. Scholars will receive ½ credit per semester for satisfactory completion of all requirements. Scholars must be at least 16 years old to participate. Internship Teacher and Internship Coordinator approval required to participate in Honors level Internship class.

## U.S. MARINE CORPS. JROTC

[Link to Website](#)

<b>USMC JROTC I</b>	<b>CRS H6696</b>	<b>GR 9 – 12</b>	<b>CR 1</b>	<b>Y</b>
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LE – I is designed to form good habits, self-discipline and sound study skills under the watchful supervision of senior cadets, the senior marine instructor (SMI) and marine instructor (MI). While strengthening character, the scholar will develop respect for, and an understanding of, the need for constituted authority in a democratic society. It is also designed to instill the value of citizenship, Service to the United States, personal responsibility, accountability, authority and a sense of accomplishment. Military organization from the lowest to highest echelons are studied and how they interact with various segments of government. Military terminology, rank structure, chain of command, military justice, uniform inspections, drill and ceremonies, and physical training are all used in developing citizen and leadership values. All scholars are required to wear a military uniform one time per week for an entire year. This is a graded event and the uniforms are provided by the USMC at no cost to the scholar. Freshmen through seniors are invited to sign up for this elective course.

<b>USMC JROTC II</b>	<b>CRS H6697</b>	<b>GR 10 – 12</b>	<b>CR 1</b>	<b>Y</b>
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LE – II includes close order drill to include sword drill as well as marksmanship safety instruction, and marksmanship skill training with Crossman 177 pellet rifles. These pellet rifles are provided by the USMC along with all the necessary safety equipment, targets, traps, pellet ammunition and essential shooting equipment to conduct proper marksmanship training in our approved shooting range. USMC history from 1945 through the Vietnam war is studied in detail. Ethics and law of land warfare is also studied. Developing strong citizenship skills with an emphasis on leadership. The addition of public speaking, confidence building skills, advanced drill techniques and becoming a

classroom leader are paramount to leadership development. ***Prerequisite for this course is a passing grade in USMC JROTC I.***

### **USMC JROTC III**

**CRS H6698**

**GR 11 – 12**

**CR 1**

**Y**This course is designed for those scholars interested in going into the military after graduation and those that may want to pursue a military scholarship to college or one of the military academies. Current events, constitutional law, military ethics, law enforcement and community service are some of the topics covered. History continues with the genesis of the Taliban to ISIS and some of the background behind its growing emergence. Military service is not required after completing this course, however, scholars that do complete this course may go into the military three pay grades higher than regular enlistees. College ROTC scholarships and acceptance to military academies is greatly enhanced by successful completion of this course. The scholar may find themselves providing leadership instruction to younger scholars through demonstration and one on one remedial training. ***Prerequisite for this course is satisfactory completion of USMC JROTC II and recommendation by the Senior Marine Instructor.***

### **USMC JROTC IV**

**CRS H6699**

**GR 12**

**CR 1**

**Y**

This course is the culmination of the previous three years of Leadership Education. The scholar finds themselves under the watchful eye of the Senior Marine Instructor and Marine Instructor, preparing lesson plans for younger cadets, teaching the class they prepared, developing test materials, grading and evaluating performance. Leadership is enhanced by performing weekly inspections of younger cadets, training drill movements, lending physical training, and learning to tactfully correct younger cadets. Cadets will become role models and will be expected to set a positive example at all times both in the classroom and out, both in uniform and out of uniform. This role is much like that of a mentor and similar to the captain of a varsity sports team. Only the best and most sincere should endeavor to undertake this responsibility. ***Prerequisite for the course is satisfactory completion of USMC JROTC I, II and III.***

## **EARLY COLLEGE PROGRAM**

### [Link to Website](#)

Haverhill High School and Northern Essex Community College have partnered to provide enhanced dual enrollment offerings for students introducing them to the overall college experience, allowing them to attend classes on a college campus and work directly with college professors. The Early College Program is designed to allow HHS students the opportunity to earn college credits through Northern Essex Community College while completing all requirements for the Haverhill High School diploma. The courses offered will represent expanded subject areas to create seamless pathways of transfer credits through the Mass Transfer Block. Early College Students will have the opportunity to earn up to 30 college credits before graduation from Haverhill High. Students are only eligible to have 7 AP classes in their schedule each year. English Composition 101 and 102 are given AP weight and will be counted towards GPA in Junior year. During Senior year of the Early College program, two additional classes (*which are determined by the Early College Program*) are given AP weight and will be counted towards GPA Senior year.

The courses in the Early College Program pathways are free to Haverhill High School students and offer them the opportunity to enter college with a year or more of college coursework completed, saving both time and money towards earning a 4-year college degree. Those enrolled in the program will designate a pathway of Liberal Arts, Education, Business, Criminal Justice, STEM, or Healthcare. Students will be placed in courses that follow their elected pathway, are part of the Mass Transfer Block and support long term academic planning.

Courses offered through this program are college-level courses for scholars who are looking for increased academic challenges while earning both high school and college credit. Students are recruited for the program in one of two ways. Freshman and Sophomore year scholars are identified by their teachers and recommended for the First Year Seminar course offered sophomore year at Haverhill High School. The First Year Seminar course allows scholars to explore the Early College Program and introduces strategies for personal, academic and professional success. The content focuses on strengths and self-advocacy, critical thinking, goal setting and



problem solving. The second way in which individuals are recruited is through a reading assessment through NECC. Established benchmark scores, which are set by NECC, are required to be met to be eligible for participation. All eligible individuals will meet with the Early College Team before acceptance into the program.

All Early College designated pathway courses will be held at the NECC Haverhill campus. Students leave for the college campus at 12pm and return by 2:05pm. This schedule allows for scholars to participate in both the college courses and Haverhill High School afternoon activities such as athletics, clubs, and other events. Transportation and materials are provided for this program.

## APPENDIX A-B-C ETC.

### COMPUTER BASED LEARNING (CBL)

**Haverhill High School offers CBL options for:**

- Dropout Prevention
- Credit Recovery
- Alternative Instruction
- Advanced Placement

#### **Complete Core Curricula Available**

Computer Based Learning contains the entire core high school curricula with courses to cover all four years of high school in the four main subject areas of Mathematics, English, Social Studies, and Science.

Computer Based Learning delivers a proven, rigorous core high school curriculum designed to help every scholar achieve objective-based mastery and prepare them for graduation and college. The powerful learning management system also gives you the control to prescribe curricula, customize lessons and tests, and monitor scholar activity and track performance.

### SCHOOL COUNSELING PROGRAM

[Link to Website](#)

School Counselors provide a variety of scholar and community based services including, academic, career and post-secondary planning, and crisis intervention/resources. The School Counseling Office offers a comprehensive developmental guidance program consisting of individual and group sessions with scholars, as well as parent/guardian evening informational presentations. The administration, counselors, teachers, and scholars work together to promote the best interests of the school and the individual scholar.

Scholars are assigned a school counselor as freshmen and work individually with their counselor throughout their high school career. This system allows the counselor and scholar to develop the relationship necessary to work closely in developing both short and long-term goals. Together they develop an individualized four-year plan that helps the scholar actualize their potential and dreams.

The focus of the school counselor is to work with the scholars and their parents/guardians in matters pertaining to academic advising, post-secondary planning, and personal/social counseling. This could include adjustment to school, registering for courses, placement in classes, college and career exploration, testing, tutoring, and personal/emotional issues. School counselors have access to a wide variety of community and collegiate resources in order to provide the scholars with the best possible options for all their needs.

Scholars can make an appointment with their counselor by emailing their counselor, visiting the School Counseling Office in the L Wing before or after school, during lunch or during study halls. Parents are encouraged to call or email their child's counselor to make an appointment to discuss any areas of concern. Conferences may be arranged before or after school or at designated times during the school day.

## **SERVICES**

The counseling staff meets with scholars on an individual and group basis. Some featured group presentations for scholars and parents include:

- Freshman Orientation Program (scholars)
- PSAT Presentations (scholars and parents)
- Junior Class Presentations ~ includes career and college exploration (scholars and parents)
- Senior Class Presentations ~ college and post-secondary planning (scholars and parents)
- Course Selection and Registration Meetings (scholars)
- College Financing Seminars (scholars and parents)

Journey to FAFSA ~assistance with filling out the application (scholars and parents)

Financial Aid Night~ outside presenter on best practices of how to search for aid (scholars and parents)

- Post Secondary Expo & Job Fair (scholars and parents)
- College Search Workshops for Juniors (scholars)
- Scholarship Workshops for Seniors (scholars)
- College Application Workshops for Seniors (scholars)
- Career Exploration Workshops for Sophomores (scholars)

Counselors will maintain regular contact with faculty and staff to ensure progress of each scholar and will assist the scholar in selecting an educational program that is appropriate for his/her educational and vocational interests.

Counselors will work with the scholar and their parent/guardian to make any necessary referrals for outside tutoring, remedial work, 504 and special education services.

## **COLLEGE & POST SECONDARY PLANNING**

The college search and application process involve long term planning. Beginning in their freshmen year with the creation of the 4-year plan counselors and scholars work collaboratively in selecting an appropriate post-secondary path. Counselors assist scholars in the following ways:

- Course selection
- Guided Naviance Family Connection activities (The Game Plan, Personality and Career Surveys)
- College search process
- College majors and related careers PSAT/SAT/SAT Subject/ACT testing
- College application Process
- Essay/Resume writing
- Letters of Recommendation
- College visits and interviews

## **Financial Aid/Scholarships**

The Counseling Department shares information and opportunities related to financial aid, FAFSA and internal and external opportunities. Scholars are encouraged to utilize the resources available in the school counseling office to assist them in this process. Families are provided with online resources and in person workshops to support students and families in this process.

## **NAVIANCE & FAMILY CONNECTIONS**

Family Connection from Naviance is a web-based service designed especially for scholars and parents. It is a comprehensive website that scholars and parents can use to help make decisions about colleges, careers, and post-secondary plans. Each scholar has a profile on Family Connection and is linked directly to the counseling office so that the counselors can monitor each scholar's progress in the college admissions process. It will specifically track and analyze data about college admissions and Haverhill High School scholars so it can provide up-to-date information that is specific to our school.

### ***Family Connection allows scholars and families to:***

**Get involved in the planning and advising process** ○ Build a resume, complete on-line interest, personality and career inventories, and manage your timelines and deadlines for college admissions

**Research Colleges** ○ Compare your GPA, standardized test scores, and other statistics to actual historical data from Haverhill High School for scholars who have applied to your college of interest in the past.

**College Visits**-Keep track of which college admissions representatives are visiting Haverhill High School and register yourself right online for these visits.

**Recommendations**-Students may request recommendations through Naviance from their teachers. It is important that the student request in person first prior to sending a Naviance request. Students who are requesting an external individual would use Common App.

**Scholarship Information**-See what's available to HHS scholars for national, state and local scholarships in Naviance and in the HHS Scholarship Portal which is available between January-February each year.

**Stay in Touch**-Counselors can send regular emails and reminders to share information with the scholar and parent about upcoming meetings, events, deadlines, and scholarship information.

## **FINANCIAL AID AND SCHOLARSHIPS**

In view of the ever-increasing costs of college, families need to take advantage of all resources available to finance higher education for their children. The school counseling department partners with MEFA (Massachusetts Educational Financing Authority) to bring parents and scholars the most up to date information and assistance regarding financial aid for college. Parents are able to access this information from the school counseling website or by visiting the following:

- [www.mefa.org](http://www.mefa.org)
- [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- [www.collegeboard.org](http://www.collegeboard.org)

As a service to families, the school counseling department sponsors various Financial Aid Workshops each year with personnel from MEFA and other professional organizations to assist families in the process of securing financial aid and the preparation of the FAFSA (Free Application for Scholar Aid) and the CSS-Profile.

**Scholarships from other sources:** Throughout the year, the school counseling department receives notifications from local, state, and national organizations offering scholarships to our scholars. These scholarships are primarily from business, industrial, professional, and fraternal organizations. Criteria for these awards are usually based on academic achievement, community service, test scores, essays, and leadership qualities. These scholarships are publicized and updated weekly on Haverhill High School Naviance Family Connection and can be accessed by anyone in the Haverhill High School community. It is the responsibility of the scholar to regularly check Naviance

Family Connection for updates and deadlines, and to pursue these opportunities. School counselors are ready to offer any assistance with this process in regards to information, recommendation letters, and transcripts.

In addition, it is important for families to inquire about scholarships offered by their own employers, fraternal and veteran organizations, and church groups.

*Local Scholarships for Haverhill High School scholars:* In addition to the scholarships on Naviance, numerous local scholarships are also available specifically for Haverhill scholars at the high school. These scholarships are published yearly on our Haverhill High School website with instructions for scholars as to how to pursue each scholarship. Selection for most of these scholarships is based on need and merit, and upon being awarded, will be announced at the various end of the year ceremonies held for the senior class. Please check the website regularly for updates on deadlines and funding.

## **STANDARDIZED TESTING**

The following is a summary of the testing programs made available to the scholars through the School Counseling office. Most of this testing is voluntary; however, scholars who plan to attend college after high school should take full advantage of all the testing opportunities available. These tests are usually a requirement for college admissions, so scholars must do their research to see what is required by each school or organization.

Information about testing will be available on the Haverhill High School School Counseling website and in the Counselor Connection Newsletter; however, it is the responsibility of the scholar to register for these exams, watch their deadlines, and to research which colleges require additional testing (such as the SAT Subject Test). The standardized tests recommended by the school counseling department are:

- **Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test (PSAT/NMSQT)** ~ This 2 hr., 45 minute version of the SAT is valuable for practice. It is highly recommended that scholars take this test in October of their sophomore AND junior year. For juniors, the National Merit examination is utilized by scholarship program sponsors for applicants who may qualify for scholarship consideration in their senior year. A detailed individual report is provided to each participant highlighting their weaknesses and strengths, and also offers them information about how to begin their college admissions journey. This test is offered only once per year. Registration information is available in the school counseling office at the beginning of each school year.
- **(SAT)** ~ The SAT is a globally recognized college admission test that shows colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math — subjects that are taught every day in high school classrooms. Most scholars take the SAT during their junior or senior year of high school, and almost all colleges and universities use the SAT to make admission decisions. Practice tests, tips, as well as registration information, are available at [www.collegeboard.org](http://www.collegeboard.org)
- **SAT Subject Test** ~ Subject Tests are hour-long, content-based tests that allow you to showcase achievement in specific subject areas where you excel. These are the only national admission tests where you choose the tests that best showcase your achievements and interests. SAT Subject Tests allow you to differentiate yourself in the college admission process or send a strong message regarding your readiness to study specific majors or programs in college. There are 20 SAT Subject Tests in five general subject areas: English, history, languages, mathematics and science. Some of the more competitive colleges REQUIRE 2-3 SAT Subject Tests; it is the responsibility of the scholar to see if it is necessary for the colleges they are applying to.
- **ACT** ~ The ACT is also a nationally accepted college entrance exam and is looked at interchangeably with the SAT and SAT Subject Tests. It assesses high school scholars' general education development and

their ability to complete college-level work. The multiple choice test covers four skill areas: English, mathematics, reading, and science. The writing test, which is optional, measures skills in planning and writing a short essay. In order for the ACT to be considered in place of the SAT for college admissions, the scholar **MUST** take the optional writing section. Visit [www.actscholar.org](http://www.actscholar.org) for additional information, practice tests, and registration information.

- **Exams (AP)** ~ AP exams are offered in May to all scholars who have participated in an AP course throughout the school year, either at the high school or on VHS (Virtual High School). Through AP's college-level courses and exams, you can earn college credit and stand out in the admission process. There are currently 23 AP courses offered at Haverhill High School, with the opportunity to take any not offered at Haverhill High School online through Virtual High School. See your counselor for more information.

## **DUAL ENROLLMENT AND COLLEGE CREDIT**

Scholars have the option of taking courses at local colleges while enrolled at Haverhill High School. College courses may be used for Haverhill High School graduation requirements **with prior approval**. Scholars must review dual enrollment courses with their counselor and the Curriculum Supervisor for approval and authorization. Each 3-credit college course is equal to 1 credit at Haverhill High School. College courses are on a self-pay basis; however, opportunities for dual enrollment may be available depending on state funding. Scholars should make arrangements through their counselor if interested in this option.

## **CONFERENCES WITH COLLEGE REPRESENTATIVES**

In the fall and spring of each school year, admissions representatives of schools and colleges visit the high school to meet with seniors and juniors who may be interested in receiving information about that program. It is to the scholar's advantage to attend these meetings, specifically for the schools that are their top choices. When representatives of schools or colleges visit the high school, notification will be made through daily notices and the Naviance program. Scholars may attend the college representative visits by obtaining passes in the school counseling office one day prior to the event. Students should notify their teachers ahead of time, communicate about missed work to attend these visits. Teachers will follow up within our internal system to check to ensure the student attended the visit.

## **NCAA - NATIONAL COLLEGIATE ATHLETIC ASSOCIATION**

Scholar-athletes must register with the NCAA Eligibility Center to be eligible to play NCAA Division I or II sports in college. Athletes playing in Division III do not have to register. Scholars should work closely with their coaches and school counselors to determine if they should complete this process.

### **What is the NCAA Eligibility Center?**

The NCAA Eligibility Center certifies whether prospective college athletes are eligible to play sports at NCAA Division I or II institutions. It does this by reviewing the scholar-athlete's academic record, SAT or ACT scores, and amateur status to ensure conformity with NCAA rules.

### **What are NCAA Divisions I, II, and III?**

The NCAA is the governing body of many intercollegiate sports. Each college regulated by the NCAA has established rules on eligibility, recruiting and financial aid, and falls into one of the three membership divisions (Divisions I, II and III). Divisions are based on college size and the scope of their athletic programs and scholarships.

### **When should scholars register?**

The NCAA recommends that scholar-athletes register at the beginning of their junior year in high school, but many scholars register after their junior year. There is no registration deadline, but scholars must be cleared by the Eligibility Center before they receive athletic scholarships or compete at a Division I or II institution.

### **How do scholars register?**

Scholars must register online at the NCAA Eligibility Center. The link for this site is accessible through the Haverhill High School School Counseling website and on Naviance Family Connection site. Scholars will have to enter personal information, answer questions about their course work and sports participation outside of high school and pay a registration fee.

### **Can scholars have the registration fee waived?**

Scholars who have received a waiver for the SAT or ACT are eligible for a waiver of the registration fee. The scholar's counselor must submit confirmation of the scholar's test fee waiver. Please see your counselor for more information.

## **ATHLETICS INFORMATION**

### [Link to Athletics](#)

Haverhill High School sponsors a broad-based athletics program, offering **35** sports programs and fielding 55 teams. All programs are also governed by rules of the Massachusetts Interscholastic Athletic Association (MIAA) and the Merrimack Valley Conference.

The materials outlined below define some of the policies and procedures for all student-athletes participating in our High School Athletic program. Student-athletes must meet all academic eligibility requirements as well as the rules and regulations set forth in both the MIAA Handbook and Haverhill Parent/Scholar-Athlete Guide.

Haverhill High School sponsors a Unified Basketball team and a Unified Track and Field team. These teams are supported by the MIAA and by the Special Olympics and bring together student-athletes with and without intellectual abilities. These teams will be competing against other schools in the Merrimack Valley Conference.

### **Participation Requirements**

Student-Athletes and parents must submit the following prior to participation:

**Participation Packet** – includes Haverhill High School Permission Form, Medical History and NRH Consent.

**Physical Examination** - Student-athletes must present a valid physical on an annual basis. Physicals are valid for 13 months. Any student-athlete who has an expired or invalid physical will NOT be permitted to participate under any circumstances. Updated physicals should be submitted online or to the athletic department office through the course of the year. Physical examinations must be performed by a duly registered physician, physician's assistant, or nurse practitioner.

## **ACADEMIC REQUIREMENTS FOR ELIGIBILITY IN ATHLETICS**

A student-athlete must secure during the last marking period preceding seasonal tryouts (e.g., second quarter marks and not semester grades determine third quarter eligibility) a passing grade in the equivalent of four major subjects. To be eligible for the fall marking period, student-athletes are required to have earned credits for the previous academic year equivalent to four full year courses. Student-athletes must be enrolled full-time (minimum of four classes) at all time to be eligible to participate. The academic eligibility of all student-athletes shall be considered as official and determined only on the date when the report cards for that marking period have been issued. Incomplete grades will not be counted toward eligibility. The rules below also apply to academic eligibility:

1. A student-athlete who repeats work for which he or she has once received credit cannot count that subject a second time for eligibility.
2. A student-athlete cannot count for eligibility any subject taken during summer vacation unless that subject has previously been pursued and failed.

**\*Please see page 91 for information on: NCAA – NATIONAL COLLEGIATE ATHLETIC ASSOCIATION**

## HAVERHILL HIGH SCHOOL DIRECTORY

[Link to Website](#)

978-374-5700

Position	Name	Extension
Principal	Michael Downs	X1101 or x1154
Associate Principal	Victoria Lu	X1104
Assistant Principal	Nelly Garcia Santana	X1131
Assistant Principal	Sean McLaughlin	X1138
Assistant Principal	Daniel Thornton	X1130
Assistant Principal	Margaret Fitzgerald	X1109
Assistant Principal	Thomas Wright	X1118
Director of Guidance, Counseling & Student Support Services	Jami Dion	x1133
Career Technical Education, Supervisor	Victoria Kelley	X4131
Supervisor of School Counseling	Meg Arivella	x1187
Special Education Supervisor	Dr. Matt Scanlon	X1189
Athletic Director	Thomas O'Brien	X1141
Attendance Supervisor	Lorna Marchant	978-374-5730
Humanities Dept. Head (English, History)	Joyce Kimani	978-374-5700
English Language Education	Meghan Greco, Dean	978-420-1933
Career Technical Education	Victoria Kelley, Supervisor	X4131
Fine Arts	Ellen Mullane, Dean	x4403
Library/Media Services	Henry Toromoreno	x1143
Mathematics	Daniel Tanguay, Dean	978-420-1904 x1139
Physical Education and Wellness	Dawnmarie Paradis, Dean	978-374-5700

STEM Dept. Head (Math, Science, Engineering)	Grace McIntyre, Dean	978-374-5700
World Languages	Zachary Eldridge, Dean	978-374-5700

Haverhill Public Schools does not discriminate on the basis of race, color, religion, national origin, gender, gender identity, sexual orientation, or disability in admission to, employment in, or treatment in its programs and activities