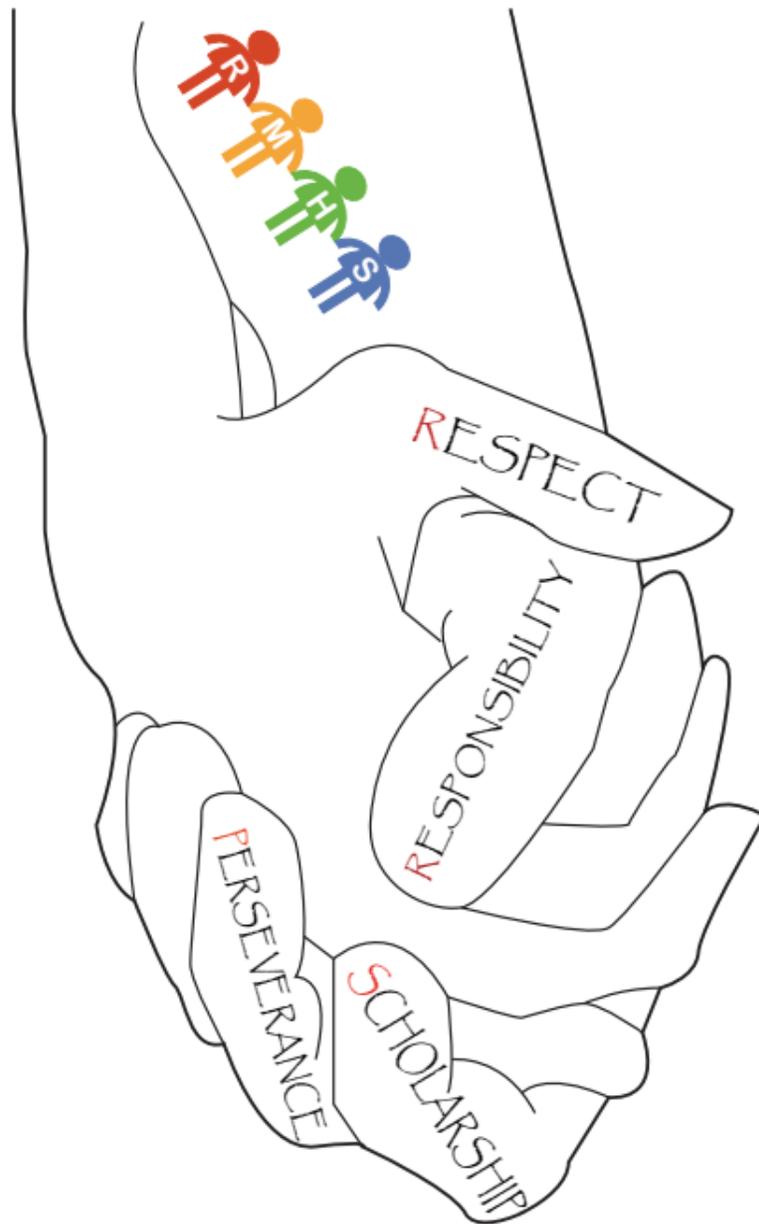


Reading Memorial High School

2019-2020

Program of Studies



READING MEMORIAL HIGH SCHOOL

781-944-8200

ADMINISTRATION

Kathleen Boynton, Principal
Michael McSweeney, Assistant Principal
Jessica Theriault, Assistant Principal
Thomas Zaya, Assistant Principal for Athletics & Student Activities

DEPARTMENT CHAIRS

Joanne Alvarez	Foreign Language
Adam Blaustein	Special Education
James DeBenedictis	Social Studies
Katherine Fiorello	Health & Wellness
Melissa Forbes	Special Education
Kristin Killian	Fine & Performing Arts
Mary Anne Lynn	Science
Allyson Williams	Mathematics & Business
Audra Williams	English

GUIDANCE DEPARTMENT

781-942-9135

Director of Guidance

Lynna Williams

Guidance Counselors

Jo-Ann Gregorowicz
Lauren Gablinske
Jennifer Hagopian
Jennifer Keaney
Steve Kennedy
Sarah Meunier

For alphabetical student assignments for each counselor please refer to the RMHS Guidance webpage at: <http://www.reading.k12.ma.us/memorial/departments/guidance/>

Cover Art by RMHS Student Josh Gray, Class of 2020

TABLE OF CONTENTS

<u>Item</u>	<u>Page</u>
Course Selection	4
Graduation Requirements	4
Promotion Requirements	5
Scheduling Requirements	5
Homework Guidelines	6
Course Change Policy	6
Levels of Instruction	7
Weighted Grade Point Average	9
Grade Weighting Scale	9
English	10
Social Studies	14
Mathematics	20
Science	25
Foreign Language	31
Business & Technology	38
Fine & Performing Arts	42
Health & Wellness Education	51
Special Education	53
Unique Course Offerings & Internships	54

COURSE SELECTION

Students at RMHS are required to schedule 6 classes plus Wellness (Physical Education). Of the 6 classes, at least 4 classes typically should be chosen from the departments of English, Mathematics, Social Studies, Science and Foreign Language to meet graduation requirements.

To successfully choose a program for each succeeding year, students must:

1. Know the requirements for graduation.
2. Have a plan for completing these requirements and earning credit toward graduation.
3. Read course descriptions and note recommended requisite skills.
4. Choose courses that connect to academic or occupational goals and interests.
5. Consult with guidance counselors and subject teachers who know student learning styles.
6. Seek the advice and approval of parents in making course decisions.

As students progress through high school, they become both educated and well-rounded through a variety of learning experiences as they prepare for the future. College admissions officers stress the importance of a student with a balanced program and an interest in co-curricular activities as well as a solid academic record. Employers also prefer an employee with transferable skills and broader interests who can see an integrated whole.

In addition to the required academic courses, elective courses of study in a variety of curricular areas, such as business, performing arts, visual arts, and technology, are offered at RMHS and help students to better understand the greater world around them as they prepare for the challenges of postsecondary study and the 21st century workplace. All RMHS students are encouraged take courses to broaden their experiences and pursue specific interests.

GRADUATION REQUIREMENTS

The curriculum includes a combination of required and elective courses to meet the needs and interests of all students. Instruction is provided at a variety of levels in major academic courses. Placement is based on teacher, counselor, and parent recommendations.

- Students must earn a minimum of 90 credits and pass all required courses to earn a Reading Memorial High School diploma.
- Full year courses offer 4 credits. Semester courses run for a half year, or 2 quarters, and earn 2 credits.
- All students must also pass MCAS tests in English Language Arts, Mathematics, and Science in order to graduate.
- Grade 12 students must carry 23 credits and **EARN A MINIMUM OF 19 CREDITS IN THEIR SENIOR YEAR IN ORDER TO GRADUATE.**

Certain graduation requirements may be waived under extreme circumstances. Both types of exceptions require principal approval.

English	4 years or 8 semesters
Foreign Language	2 years or 4 semesters
Mathematics	3 years or 6 semesters
Science	3 years or 6 semesters
Social Studies	3 years or 6 semesters
Business & Technology	1 year or 2 semesters
Fine Arts	1 year or 2 semesters
Wellness (Physical Education)	4 semesters (1 semester each year)
Intro to Health	1 semester (3 times per cycle) in Grade 9
Health Issues*	1 semester (3 times per cycle) in Grade 11*

PROMOTION REQUIREMENTS

In order for a student to be promoted and be on target for graduation with his/her class, the following credits must be earned.

Grade 9→Grade 10	Earn at least 18 credits. Most students earn 25 credits or more by the end of grade 9.
Grade 10→Grade 11	Earn at least 40 credits. Most students earn 50 credits or more by the end of grade 10.
Grade 11→Grade 12	Earn at least 65 credits. Most students earn 75 credits or more by the end of grade 11.
Grade 12→ Graduation	Earn at least 90 credits to graduate. <u>ALL SENIORS MUST EARN AT LEAST 19 CREDITS DURING 12TH GRADE IN ORDER TO GRADUATE.</u>

SCHEDULING REQUIREMENTS

All students in grades 9 - 11 must be scheduled for a minimum of 24 credits each school year.

HOMEWORK GUIDELINES

Homework is assigned as necessary preparation for class and a complement to daily instruction by providing students the chance to apply the skills and knowledge acquired in the classroom. Both long and short-term assignments are assigned regularly to afford students the opportunity to synthesize significant classroom ideas derived from class discussion, lecture notes, laboratory experiments, group activities, project presentations, and writing assignments. Homework takes a variety of forms; assignments may be, but are not limited to, paper and pencil tasks, reading, writing, online discussions, or project based activities.

Homework assignments may be short term and prescriptive, providing tasks to be completed on a specific timetable, or more open-ended, with a specific deadline but with the expectation that students will budget their time and prioritize their responsibilities, thereby fostering students' ability to succeed independently and on a deadline. The habits of mind of initiative, perseverance, and personal responsibility are critical skills necessary for success both in school and after graduation.

- Students are expected to possess an agenda or assignment book where they record their homework assignments. Typically, the PTO provides agenda books for students at the beginning of the year.
- Students should expect assignments to be completed beyond the classroom regularly and budget time and activities accordingly.
- Students are always encouraged to seek out their teacher's assistance when they have questions or encounter difficulty.

COURSE CHANGE POLICY

Students should choose courses, including alternates, carefully and wisely at course selection time. As some popular elective courses fill quickly, students are asked to designate alternate course options. Alternates will be chosen for those who do not designate alternative options. Please be aware that students will be expected to fulfill the commitments made when the course selection sheet is submitted. No change in courses will be allowed once the school year begins unless there are extenuating circumstances as detailed below. This rule applies to the beginning of second semester as well.

There are three exceptions to this policy. A course change may be made if:

- A recommendation for a level change is made in writing by a teacher, department chair and guidance counselor after the student has attempted to fulfill course demands and has sought help
- A course change is necessary for a grade 12 student to fulfill a graduation requirement
- An error has been made entering a student's course choices

LEVELS OF INSTRUCTION

There are **four levels** of weighting given to classes in the Mathematics, Science and Foreign Language, and there are **three levels** of weighting given to classes in English, and Social Studies. They are as follows:

Mathematics, Science and Foreign Language:

Advanced Placement (AP)	Honors (H)
Strong College Preparatory (SCP)	College Preparatory (CP)

English, and Social Studies:

Advanced Placement (AP)	Honors (H)
Strong College Preparatory (SCP)	

**Certain electives within the Business and Fine Arts Departments can also be taken at weighted levels. Please check refer to the program of studies or check with your student's guidance counselor for specific course information.*

**Within the Science Department, Biology courses are only offered at three levels: Advanced Placement (AP), Honors (H) and Strong College Preparatory (SCP)*

The focus of instruction varies by level. Students should consider carefully the outline of instructional demands as in the following table when making course selections, taking into account the recommendations of previous teachers and guidance counselors who can accurately assess student strengths, needs, and commitment to the demands of study at a particular level of instruction.

ARTICULATION OF INSTRUCTION ACROSS COURSE LEVELS

The following chart is provided as a guideline for course selection and articulates the expectations for successful performance at various levels of instruction at RMHS. It does not reflect the fact that course work becomes more rigorous as students advance through the grade levels. Please know that a student’s current teacher, who can accurately assess student strengths, needs, and commitment to the demands of study at a particular level of instruction, is the most valuable resource for determining the appropriate placement for a student.

	Advanced Placement (AP)	Honors (H)	Strong College Preparatory (SCP)	College Preparatory (CP)
Reading and Communication Skills	Reads college-level materials at independent level. Communicates sophisticated concepts with confidence and clarity.	Reads above-grade-level materials at independent and instructional levels. With support, communicates sophisticated concepts with clarity and confidence.	Reads grade-level materials at the independent level. Reads above-grade level materials at instructional level. Working toward communicating sophisticated concepts with confidence and clarity.	Reads grade-level materials at the independent and instructional levels. Reads above-grade-level materials at instructional level. Working toward communicating sophisticated concepts with confidence and clarity.
Pace of Instruction	Accelerated, college-level pace.	Rigorous pace that assumes mastery of prerequisite content.	Challenging pace, appropriate for college preparation.	Pace appropriate for college preparation.
Independence and Initiative	Requires high level of independence and the initiative to go beyond course requirements.	Requires high level of independence and the initiative to go beyond course requirements.	Student occasionally needs to draw upon teacher support with the goal of increasing his or her level of independence.	Student regularly needs to draw upon teacher support with the goal of increasing his or her level of independence.
Volume of Outside Work	Expect up to 1-2 hours of work per night for each AP course.	Expect up to 1 hour of work per night for each honors course.	Expect up to 30 minutes- 1 hour of work per night for each SCP course.	Expect up to 30 minutes of work per night for each CP course.

WEIGHTED GRADE POINT AVERAGE

The secondary school record reports a Weighted Grade Point Average (GPA) to report academic performance to post-secondary institutions.

GRADE WEIGHTING SCALE

- Only courses taken during the school day at RMHS are included in the calculation of GPA. Credit towards graduation may be awarded for courses taken at other high schools, summer school, night school, colleges, etc., but those courses are NOT included in the calculation of GPA.
- Exceptions may be made for a student who has exhausted a sequential program of courses offered at RMHS.
- GPA is cumulative and uses semester grades for their calculation.
- Courses taken on a Pass/Fail basis will be awarded credits but are not included in the calculation of cumulative Grade Point Average.
- Most elective courses (such as those in business, art, music, and technology) are not leveled. They will therefore be assigned no weight and will not be included in the calculation of the Grade Point Average.
- Courses are weighted according to their level of rigor. For example, an Advanced Placement course carries a higher value than a Strong College Preparatory course. Course levels and corresponding weighting are as follows:

Grade	Advanced Placement	Honors	Strong College Preparatory	College Preparatory
A+	5.3	4.8	4.3	4.0
A	5.0	4.5	4.0	3.7
A-	4.7	4.2	3.7	3.4
B+	4.3	3.8	3.3	3.0
B	4.0	3.5	3.0	2.7
B-	3.7	3.2	2.7	2.4
C+	3.3	2.8	2.3	2.0
C	3.0	2.5	2.0	1.7
C-	2.7	2.2	1.7	1.4
D+	2.3	1.8	1.3	1.0
D	2.0	1.5	1.0	0.7
D-	1.7	1.2	0.7	0.4
F	0	0	0	0

ENGLISH

In the English classrooms of RMHS, students examine the beauty, power, and potential of the English language. The primary means of accomplishing this is through the study of literature, the art of written expression. The best literature--whether prose, poetry, or drama—offers students new insights into the human condition. It leads them to a fuller understanding of themselves and those around them. It emphasizes complexity over simplicity and, as such, encourages students to value depth over superficiality when it comes to analysis and creativity.

Additionally, the English classroom is where students learn to give voice to their ideas and observations. It is here that students are given the opportunity to refine their analytical, expository, and creative expression. In this way, the English Department provides students with tools of scholarship that will aid them beyond the English classroom and beyond high school.

	Advanced Placement AP	Honors H	Strong College Preparatory SCP
9		011 Honors English 9: Perspectives	012 English 9: Perspectives
10		021 Honors English 10: American Literature & Composition	022 English 10: American Literature & Composition
11	030 AP Language & Composition	031 Honors English 11: British Literature & Composition	032 English 11: The Power of Narrative
12	040 AP English Literature & Composition	060 Honors Poetry 062 Honors Diverse Voices 064 Honors Film & Literature 066 Honors Philosophy of Literature 068 Honors Story Writing	061 Poetry 063 Diverse Voices 065 Film & Literature 069 Story Writing

- Students should note the following as they plan their schedule: Students are required to pass 4 years of English. All English courses represent 2 credits per semester.
- **Honors (H)** courses are for highly motivated students with advanced skills and a special interest in English. For a detailed profile of an honors student, see the **Levels of Instruction** section of this course selection guide.
- **Strong College Preparatory (SCP)** courses are for students whose English language skills are average to strong. SCP courses are appropriate for students who plan to attend a four-year college after high school.

011 Honors English 9: Perspectives H Length: Full Year Credits: 4

This course is for the selected student who has demonstrated advanced levels of reading and writing in middle school. Understanding of abstract concepts and the ability to apply inferential thinking to literature are requirements of this class. Through the study of various literary forms, students will consider the complexity of the human condition, as well as the many factors that make one individual's perspective different from another's. An emphasis on persuasive writing will prepare students to articulate their own perspective in a clear and cogent manner. Course readings will include selected short stories, selected poems, *The Allegory of the Den*, *To Kill a Mockingbird*, *Macbeth*, *A Midsummer Night's Dream*, and *A Tale of Two Cities*. To continue the honors sequence of courses, a student must receive a final grade within the B range and the teacher's recommendation.

012 English 9: Perspectives SCP Length: Full Year Credits: 4

This course is divided into two components: literature and composition. Through the study of various literary forms, students will consider the many factors that make one individual's perspective different from another's. Additionally, students will pursue an understanding of inferential thinking and how it is applied to literature. An emphasis on persuasive writing will prepare students to articulate their own perspective in a clear and cogent manner. Course readings will include selected short stories, selected poems, *To Kill a Mockingbird*, *Macbeth*, and *Of Mice and Men*.

021 Honors English 10: American Literature & Composition H Length: Full Year Credits: 4

This is a demanding course designed for the selected student who has accomplished outstanding work in previous English study, and who has interests and possible career plans related to the field of English. The curriculum focuses on a chronological study of American literature, vocabulary development, composition skills, and analytical thinking. To continue the honors sequence of courses, a student should receive a final grade within the B range and the teacher's recommendation.

022 English 10: The Search for Self SCP Length: Full Year Credits: 4

The theme of self-discovery is the foundation of this course. As students read works of literature that explore this enduring theme, they study the ways in which one's search for self is influenced by history, culture, language, and politics. Writing instruction focuses on the essay of literary analysis. *The Adventures of Huckleberry Finn*, *Walden*, *the House on Mango Street*, *the Catcher in the Rye*, and *Night* may be some of the works studied.

030 AP Language & Composition AP Length: Full Year Credits: 4

This introductory college-level course is for students who have performed exceptionally in sophomore Honors English and who are careful, critical readers and writers. Dedication to reading and writing prolifically is a must. The workload is challenging; performance expectations are high. Because of the demanding curriculum, students should bring to the course sufficient command of mechanical conventions and an ability to read and discuss challenging prose. Course materials range from narrative, expository, analytical, personal, to argumentative. Students analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. They are expected to read critically, think analytically, and communicate clearly both in writing and speech. Through close reading and frequent writing, committed students will develop their ability to work with language and text with greater awareness of purpose, strategy, and audience thereby developing a sense of personal style and an ability to analyze and articulate how the resources of language operate in any given text. Research writing is also a course component. Students are expected to commit to a minimum of five hours of coursework per week outside of class. Effective time management is important. *Students taking this course should expect to take the College Board's AP Language & Composition exam in May.*

031 Honors English 11: British Literature & Composition H Length: Full Year Credits: 4

This is a demanding course designed for the selected student who has achieved well in English and demonstrated a high level of interest in the study of literature. The course features a chronological approach to the study of British literature. In addition to a great deal of reading, there is an emphasis on writing skills, thinking ability, and vocabulary development. To continue the honors sequence of courses, a student should receive a final grade within the B range and the teacher's recommendation. Course readings will include *Beowulf*, *The Canterbury Tales*, *Hamlet*, novels of the 19th century, selected poems and nonfiction pieces, and a variety of scholarly essays. To continue the honors sequence of courses, a student must receive a final grade within the B range and the teacher's recommendation.

032 English 11: The Power of Narrative SCP Length: Full Year Credits: 4

This course explores the place of narrative, or story, in the human experience. Throughout history narratives have varied in form and purpose. From epics, to ballads, to novels, to motion pictures, narratives have enriched our lives by educating us, challenging us, and entertaining us. This course includes the study of fiction and nonfiction narratives, as well as ancient and contemporary narratives. In the writing component of the class, students will continue to write essays of literary analysis and also consider a variety of expository forms. Essays of definition, classification, comparison, description, and memoir may be practiced over the course of the year. Works studied include *Beowulf*, *The Things They Carried*, *The Great Gatsby*, and a varied selection of 19th and 20th century short stories, novels, and nonfiction pieces.

040 AP Literature & Composition 12 AP Length: Full Year Credits: 4

This course is for the select student who has demonstrated both superior ability and extraordinary interest in the study of literature. Students who can comprehend sophisticated works of literature independently and write with fluency and command of vocabulary will be candidates for this course. This course is the most intensive study of literature offered by the English department. In addition to prose fiction, poetry, and drama, students will examine works of scholarly analysis representing various schools of critical thought. Course readings, combined with consideration of readings completed in previous English courses, will stimulate vigorous discussion of the literary works that articulate and define the contemporary condition. Frequent analytical writing assignments will be an essential component of the course. Authors studied may include Joyce, Woolf, Nabokov, Shakespeare, Fitzgerald, Eliot, O'Neill, Faulkner, Bellow, Wharton, Frost, Lowell, Bishop, Plath, and Conrad.

060 Poetry Honors Length: Semester Credits: 2

061 Poetry SCP Length: Semester Credits: 2

Focusing closely on the craft of poetry, students will leave this course with an enjoyment and appreciation of this ancient art. In this course, students will study the four temperaments of poetry created by poet Gregory Orr. Additionally, students will explore poets and poems from various poetic movements to include Renaissance, Early American, Romanticism, Naturalism, Realism, Modernism, Post-Modernism, and Contemporary. Through explications and their own creative compositions of poetry, students will identify poetic devices and examine how structure mirrors content. Finally, students will read, identify, analyze, and write poems to include some of the following forms: villanelle, pantoum, sestina, ode, ballad, and open verse.

062 Diverse Voices Honors Length: Semester Credits: 2
063 Diverse Voices SCP Length: Semester Credits: 2

Diverse Voices examines marginal voices in literature "to include but not limited to LGBTQIA, Native, people of color, gender diversity, people with disabilities and ethnic, cultural, and religious minorities" (weneeddiversebooks.org). Students will explore issues of access to power through a variety of works from diverse writers with the goal of understanding how and why these voices deserve to be heard and not pushed to the margins of society. Through the study of various genres, students will consider the personal and political implications of differing perspectives. Diverse Voices also contains some social justice goals due to the nature of course materials, objectives, and the belief that celebrating stories and writers of all backgrounds can lead to a more accepting and inclusive society.

064 Film and Literature Honors Length: Semester Credits: 2
065 Film and Literature SCP Length: Semester Credits: 2

In this course, students will explore the connection between film as a form of entertainment and film as a function of literature. Students will be expected to read and analyze many written compositions, including source novels, stories, and film scripts. Students will also analyze individual films for content, form, style, and purpose. Students will gain an understanding of the affordances of filmmaking as a medium by applying critical thinking skills that they master in reading source material. Film and Literature will serve as a culminating course that requires students to build on their previous understandings of English concepts and apply them in a realistic, new, and engaging way.

066 Philosophy of Literature Honors Length: Semester Credits: 2

This course presents a demanding curriculum which combines philosophy and literature in an attempt to put into perspective the motivations and values that have evolved into the contemporary condition. A focus on different critical lenses allows students to learn different ways to read a text and gain new insight into what it means to be human. Extensive reading and analysis of novels, poetry, essays, and drama are supplemented by vigorous class discussion. Students are expected to read and write regularly in the content and context of the material at hand. Authors studied may include Salinger, Garcia Marquez, Plath, Keats, Fitzgerald, Eliot, Woolf, and Joyce.

068 Story Writing Honors Length: Semester Credits: 2
069 Story Writing SCP Length: Semester Credits: 2

Story writing is a writing-intensive class for students who wish to explore narrative from an author's perspective. Students will write their own scenes and stories. Through the reading of short fiction, memoir, and essays on craft, students will gain a deeper understanding and appreciation for narrative. Fueled by imagination, experience and observation, students will engage in the writing process. Writing prompts will inspire creativity and help students develop ideas. Students will produce drafts, conduct peer workshops, and provide one another with constructive and informed feedback. Students will need to be highly engaged and willing to write and revise. Drafts, revisions and peer workshops will also be a major component of this class. Secondary texts include Ann LaMott's *Bird by Bird* and recent editions of Best American Short Stories.

SOCIAL STUDIES

Humans are social beings; in order to succeed in a global society, we must learn how to get along with other people. If we are going to know how to get along with others, it is vital that we understand them. This is true for our immediate neighbors and for those who inhabit countries on the other side of the globe. The disciplines of Social Studies offer a means of inquiry into the questions of Human Identity: Who are we? How do we govern ourselves? How are we similar to or different from other peoples? How did we come to be the way we are? What rights do we enjoy and what responsibilities must we bear? And, most importantly: How can we make things better in the years ahead? The Social Studies Department offers a variety of courses that address these fascinating questions. Students are required to take History 9, History 10 and History 11 in their first three years at RMHS. We also offer a wide array of challenging and relevant electives that we encourage everyone to take.

	Advanced Placement AP	Honors H	Strong College Preparatory SCP
9 REQUIRED		111 Honors History 9	112 History 9
10 REQUIRED		121 Honors History 10	122 History 10
11 REQUIRED	130 AP US History	131 Honors History 11	132 History 11
11 ELECTIVES		169 Psychology 328 History and Science of Epidemic Disease	157 Law 170 Psychology 329 History and Science of Epidemic Disease 173 Democracy in the Age of Social Media
12 ELECTIVES	130 AP US History 144 AP European History 145 AP Government & Politics	141 Honors World Issues 169 Psychology 328 History and Science of Epidemic Disease	153/154 Field Seminar 157 Law 170 Psychology 171 Facing History and Ourselves (Full Year) 167 World War II: The European Theater 168 World War II: The Pacific Theater 329 History and Science of Epidemic Disease (Full Year) 173 Democracy in the Age of Social Media

Required Courses:

Students MUST PASS all required courses. These courses must be passed in sequence.

111 Honors History 9

H

Length: Full Year

Credits : 4

This course will integrate the study of world and United States history from 1400 to 1800. Areas of investigation include reasoning, artistic expression, systems of government, literary movements, and other academic disciplines. This is a demanding course designed for the selected students who have achieved well in Social Studies and can work independently. Students should be able to handle abstract concepts and to analyze and synthesize information at a high level. This course places a special focus on literacy skills such as primary and secondary source analysis, analytical writing supported with relevant historical evidence, as well as an introduction to the research process. History 9 will be the first year of a three-year required history program.

112 History 9

SCP

Length: Full Year

Credits: 4

This course will integrate the study of world and United States history from 1400 to 1800. The trends within United States and world history will be examined with particular emphasis on the connections in history. The social, political and economic developments of all major civilizations and regions will be examined. The impact of geography on history will also be a component of the course. This course places a special focus on literacy skills such as primary and secondary source analysis, analytical writing supported with relevant historical evidence, as well as an introduction to the research process. History 9 will be the first year of a three-year required history program.

121 Honors History 10

H

Length: Full Year

Credits: 4

Suggested Prerequisite: Grade 9 teacher recommendation and pass History 9 with at least a B average

This course will be a continuation of History 9. It will integrate the study of world and United States history from 1800 to 1918. The trends within United States and world history will be examined with particular emphasis on the connections in history. The social, political and economic developments of all major civilizations and regions will be examined. The impact of geography on history will also be a component of the course. Sophisticated analysis and interpretation is consistently required of students. There is extensive reading and writing required. This course continues to build upon the literacy skills introduced in History 9 such as primary and secondary source analysis, analytical writing supported with relevant historical evidence, as well as the complete implementation of the research process. This course will be the second year of a three-year required history program.

122 History 10

SCP

Length: Full Year

Credits: 4

Required Prerequisite: Passing grade in History 9

This course will be a continuation of History 9. It will integrate the study of world and United States history from 1800 to 1918. The trends within United States and world history will be examined with particular emphasis on the connections in history. The social, political and economic developments of all major civilizations and regions will be examined. The impact of geography on history will also be a component of the course. This course continues to build upon the literacy skills introduced in History 9 such as primary and secondary source analysis, analytical writing supported with relevant historical evidence, as well as the continued implementation of the research process. This course will be the second year of a three-year required history program.

131 Honors History 11**H****Length: Full Year****Credits: 4**

Suggested Prerequisite: Grade 10 teacher recommendation and passed History 10 with at least a B average

This course will be a continuation of History 9 and 10. It will integrate the study of world and United States history from 1918 to the present. The trends within United States and world history will be examined with particular emphasis on the connections in history. The social, political and economic developments of all major civilizations and regions will be examined. The impact of geography on history will also be a component of the course. Sophisticated analysis and interpretation are consistently required of students. There is extensive reading and writing required. This course continues to refine and improve upon the literacy skills introduced earlier with a strong focus on primary and secondary source analysis, persuasive as well as informative writing supported with the relevant historical evidence, as well as the complete implementation of the research process. This course will be the third year of a three-year required history program.

132 History 11**SCP****Length: Full Year****Credits: 4**

Required Prerequisite: Passing grade in History 10

This course will be a continuation of History 9 and 10. It will integrate the study of world and United States history from 1918 to the present. The trends within United States and world history will be examined with particular emphasis on the connections in history. The social, political and economic developments of all major civilizations and regions will be examined. The impact of geography on history will also be a component of the course. This course continues to refine and improve upon the literacy skills introduced earlier with a strong focus on primary and secondary source analysis, persuasive as well as informative writing supported with the relevant historical evidence, in addition to the complete implementation of the research process. All students enrolled in this course are required to complete a research paper/project. This course will be the third year of a three-year required history program.

Electives:**130 Advanced Placement US History AP****Length: Full Year****Credits 4**

Required Prerequisites for incoming Juniors: B+ or greater in Honors History 10 or A- in SCP History 10, Teacher recommendation, and completion of on-line World History Plato summer course by August 21, 2019.

APUSH is designed to teach students to think critically about the events and issues that have confronted and influenced the United States through a process that integrates the examination of historical knowledge, the development and application of analytical skills, and the assessment of primary and secondary sources. This class is the equivalent of an introductory college survey course in US History, and its content spans "discovery"/contact in 1492 to the present. This course requires a significant amount of college level reading, requires that students write often and insightfully, and requires students to form and express thoughtful opinions and observations with their peers in a seminar setting. All students taking the course will be strongly encouraged to take the AP US History examination in the spring. **Open to juniors and juniors.**

141 Honors World Issues**H****Length: Full Year****Credits: 4**

This course will engage students with an examination of the major topics and themes from the contemporary news of the day. Students will study the major issues facing America and the world today such as (but not limited to) environmental pollution, political division, the election process, constitutional issues, nuclear disarmament, and the unequal distribution of wealth. They will study these problems in relation to the geographic, political, economic, and social realities of today's world. This course will be taught with a seminar discussion approach. Greater responsibility will be placed on students to research and present information to their peers. Students will examine the possible future impact of the problems facing our country and our world and investigate alternative solutions to these problems. **Open to Seniors.**

144 Advanced Placement European History AP Length: Full Year Credits: 4

This course provides students with an opportunity to master an overall knowledge of the basic chronology, major events, and trends in European History from 1450 to the modern era through an examination of the political, social, economic, and intellectual forces in European History. A strong emphasis is placed on both informative and argumentative historical writing and document analysis. The course is designed to prepare students for advanced college courses by making demands upon them equivalent to those made by both semester and full-year college courses. Students are expected to read closely, construct oral and written arguments, and utilize both inductive and deductive reasoning. Students will learn how to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students are strongly encouraged to take the AP European History exam in the spring. **Open to Seniors.**

145 Advanced Placement Government and Politics Length: Full Year Credits: 4

Required Prerequisites: teacher recommendation.

AP Government and Politics is a nonpartisan introduction to the key political concepts and ideas and the institutions of American government. Students will examine the values, policies, roles and interactions that shape decisions made by various leaders and groups in American society, the role of citizens in a participatory democracy, and the constitutional system and political culture of the United States. Through the study of U.S. foundational documents, Supreme Court decisions, and other texts and visuals, students will gain an understanding of the relationships and interactions among political institutions, processes, and behavior. Through practicing the disciplinary approaches of political scientists, we will read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, students will complete a political science research or applied civics project. This course is equivalent to an introductory college-level political science course. All students taking the course will be strongly encouraged to take the AP Government and Politics examination in the spring. **Open to Seniors only for the 2019-2020 school year.**

153 Social Studies Field Seminar (FALL) SCP Length: Semester Credits: 2

154 Social Studies Field Seminar (SPRING) SCP Length: Semester Credits: 2

The field seminar program provides the RMHS student a chance to investigate a future career in elementary education or early childhood care. The interested student must demonstrate a past history of responsible behavior and is interviewed prior to enrollment. Each student will be placed with a teacher in an elementary school or in the pre-school program housed at RMHS. The course is designed so students have a double period available to leave school to work in their placement. In addition to fieldwork, students will do related assignments, readings and research. Certain exceptional students may be eligible for taking a second semester of the Field Seminar. Applicants must have a serious interest in education as a profession. Space in this program will be limited to 25 placements per semester. **Open to Seniors.**

Instructions to Students Enrolling in the Field Seminar Program:

All seniors electing a seminar are advised that they must arrange their own transportation. The work students do in the elementary school seminar must be done in the scheduled double period time slot. Application to be considered for a seminar program must be made in writing at the time course selection forms are completed.

157 Law: Guide to an Individual's Legal Rights SCP Length: Semester Credits: 2

The purpose of this course is to instruct the student in his/her legal rights in the areas of contracts, civil suits, consumerism, criminal cases, and police investigations. The course will also explore our nation's legal system and examine both its strengths and weaknesses. **Open to Juniors and Seniors.**

167 World War II: The European Theater SCP Length: Semester Credits: 2

This course deals with six of the most dramatic and important years in European History: September, 1939 to September, 1945. From the smoldering ashes of WWI, there arose Nazism and Fascism, which cast a dark shadow upon all of Europe. This course will analyze these years of crucial change and great decisions to reveal a human kaleidoscope of leadership, brutality, heroism, cooperation, victory and defeat. This course will attempt to show how the divided world we live in today has emerged from World War II. In addition to a course text, students will be required to read a World War 2 book selected by the instructor for a "book-group" style activity. This course is **NOT** a prerequisite for the World War II: The Pacific Theater course. **Open to Seniors. Fall semester only.**

168 World War II: The Pacific Theater SCP Length: Semester Credits: 2

During World War II, while fighting was taking place on the European continent and North Africa, a whole other war was being fought on the other side of the world. This course is about the lesser known part of World War II – The Pacific Theater. When asked about the Japanese Theater, many students would point out Pearl Harbor, Midway, Iwo Jima and the Atomic Bombs. But the war in the Pacific was much more than this. While battles and strategy will be discussed, much of the course will focus on the human side of war. In addition to a course text, students will be required to read a World War 2 book selected by the instructor for a "book-group" style activity. It is NOT a requirement that you have to take World War II: The European Theater to take this course. **Open to Seniors. Spring semester only.**

169 Psychology H Length: Semester Credits: 2

170 Psychology SCP Length: Semester Credits: 2

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. **Open to Juniors and Seniors.**

171 Facing History and Ourselves SCP Length: Full Year Credits: 4

This course employs a humanities approach to expose students to the dangers of discrimination and indifference while stressing the values of civility, the importance of constitutional democracy and the opportunities for positive change in our world even when confronted by the worst humans can do to each other. While this course focuses on an in-depth look at historic anti-Semitism, the rise of National Socialism in Germany and the Holocaust that followed, it will also shine a light on a variety of other difficult topics such as Race in American History, lynching, the American Eugenics movement and the importance of the rule of law and protecting democratic institutions. The focus on these topics will not be as a series of inevitable outcomes but viewed as a sequence of events resulting from individual and collective choices and decisions made by real people. By studying the Holocaust and other examples of collective violence such as lynching, students should be able to make the essential connection between history and the moral choices they confront in their own lives. **Open to Seniors.**

173 Democracy in the Age of Social Media SCP Length: Semester 2 Credits: 2

We consume more media than at any time in history, but research show that we need help discerning real news from fake news, advertisements from articles, and what is important vs. what is simply trending. Yet an informed citizenry is crucial for a healthy democracy. In this class we will look at media in all forms -- Twitter, FB, and Instagram, as well as traditional TV and print media -- and engage thoughtfully with how information operates both in our lives, in our democracy, and globally. We will learn how to figure out who's telling the truth and who is likely not. We will look thoughtfully at the ways race, class and gender influence point of view and how media intentionally distorts reality. We will learn how to manage our own media to control our digital footprint. This course will help you hone the research skills and habits expected in college and necessary in life and--hopefully--will make you question everything. **Open to Juniors and Seniors.**

328 History and Science of Epidemic Disease: The Black Death to H1N1 Flu H

329 History and Science of Epidemic Disease: The Black Death to H1N1 Flu SCP

Length: Full Year Credits: 4

Required Prerequisites: Passing Grade in Strong College Preparatory or Honors Biology

How has disease influenced human history? How has human history influenced disease? How have people perceived, experienced, and coped with disease? This is a multi-disciplinary elective which will examine the interactions and interrelationships of disease, healers, and patients in an historical context and develop a basic understanding of the biological mechanisms of infectious disease. The course will study the connections between epidemic disease, history, politics, and public health. It will present an overview of medicine and disease from the Middle Ages through modern western civilization. Social, cultural, and biological perspectives of disease will be addressed at the local, national, and international levels. The class will be a project-based learning course with a strong emphasis on research, reading, writing, technology, labs, lectures, and discussions. This course can be taken at an honors or strong college-preparatory level. Honors weighting will be designated for students who successfully complete additional coursework. **Open to Seniors.**

MATHEMATICS

The goal of the RMHS Mathematics Department is to help students of all abilities and learning styles reach their potential in a supportive, academically-focused environment. Therefore, we offer a comprehensive four-year sequence of rigorous courses for all students that are aligned with the Massachusetts Frameworks for Mathematics. This curriculum is designed for both college-bound and career-bound students and builds upon the Eight Standards for Mathematical Practice: Students will (1) make sense of problems and persevere in solving them, (2) reason abstractly and quantitatively, (3) construct viable arguments and critique the reasoning of others, (4) model with mathematics, (5) use appropriate tools strategically, (6) attend to precision, (7) look for and make use of structure, and (8) look for and express regularity in repeated reasoning. A more detailed explanation of these standards can be found at <http://www.corestandards.org/Math/Practice/>. All students, regardless of future educational plans, are required to pass three full years of mathematics, yet we urge all students to elect mathematics courses all four years.

Graphing Calculator Recommendation

The use of technology is an integral part of math instruction at RMHS. Graphing calculators are powerful tools that enable students to visualize, interpret, analyze, and solve problems more easily and with better understanding. These calculators offer a great advantage to those students who are serious about their mathematics education. The RMHS Math Department strongly recommends that every student who elects any level of Algebra I, Algebra II, Algebra III, Pre-Calculus, Statistics, Trigonometry or Calculus should purchase his/her own graphing calculator for use in class, on homework, on exams such as MCAS, SAT I, SAT II, APs, and in future courses. If you have any questions about this recommendation, please see the Math Department Chair or any math teacher.

Course Level Recommendations

In general, students who are in Honors should maintain an average of B or better to continue onto the next sequential Honors course. Students in SCP should maintain an average of C or better to continue onto the next sequential SCP course. All course selections should be discussed with the student's current math teacher and need the teacher's approval.

Math Course Offerings

The mathematics curriculum is presented at four levels: Advanced Placement, Honors, Strong College Prep, and College Prep. Some of the levels provide two or more options for four-year sequences of courses, depending upon the math course a student elects in Grades 8 and 9. **Shown below are the typical, or most often followed, course sequences, but note that students sometimes move from one level to another.**

	Advanced Placement AP	Honors H	Strong College Preparatory SCP	College Preparatory CP	Electives
9		211 Algebra 1 221 Geometry	212 Algebra 1		276 Math Foundations
10		231 Algebra 2 221 Geometry	222 Geometry	223 Geometry	277 MCAS Prep*
11	251 AP Statistics	231 Algebra 2 240 Precalculus 248 Analytic Trigonometry**	232 Algebra 2	233 Algebra 2	
12	251 AP Statistics 241 AP Calculus AB 242 AP Calculus BC	240 Precalculus	239 Algebra 3 & Trigonometry 245 Intro to Calculus 246 Calculus	264 Financial Algebra	

*Meets every other day during first semester.

**Meets every day during second semester and taken concurrently with Algebra 2 to enable participants to accelerate to a calculus course senior year.

211 Honors Algebra I H Length: Full Year Credits: 4

This fast-paced course is a comprehensive study of the foundations of Algebra and functions. This course is aligned with the Massachusetts Frameworks for Mathematics and will cover all Algebra standards (including those marked with a +). Topics will include solving equations, relation/function concepts, linear functions, systems of functions, exponential functions, quadratic functions, radicals, factoring, and graphing techniques will be covered. Problem-solving and analysis using graphing calculators are integral components of this course. Students are urged to purchase their own graphing calculators for use in this and future courses.

212 Algebra I SCP Length: Full Year Credits: 4

This course completes the study of Algebra I that students began in course Grade 8 Math. Topics of study include ratios and proportions, graphs and functions, linear equations and inequalities, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic equations and functions, and radical expressions and equations. Students are urged to purchase their own Graphing Calculator for use in this and future courses.

221 Honors Geometry H Length: Full Year Credits: 4

This course develops an understanding of the laws of logical reasoning through a study of 2- and 3-dimensional objects. Concepts studied include symmetry, congruence, similarity, coordinate geometry, logic, constructions, right triangle trigonometry, Law of Sines & Cosines, transformations, polygons, circles, solids, area, and volume. Algebraic methods of proof are emphasized.

241 AP Calculus AB **AP** **Length: Full Year** **Credits: 4**

This course studies the limits of functions: the definition, computation, and application of derivatives and integrals: the calculus of logarithmic, exponential, and circular functions and other more advanced topics as time allows and covers the AP Calculus AB syllabus for the College Board Advanced Placement examination. Students are encouraged to take the AP exam in May to qualify for credit and/or advanced placement in college. The AP Exam requires use of a Graphing Calculator. Students are urged to purchase their own Graphing Calculators for use in this and future courses.

242 AP Calculus BC **AP** **Length: Full Year** **Credits: 4**

AP Calculus BC is a course in the calculus of functions of a single variable. It includes all topics covered in AP Calculus AB plus these additional topics: Polar and Vector Functions, Computation and Application of First and Second Derivatives, Interpretation and Application of Integrals and Antidifferentiation, and Polynomial Approximation and Series. This course covers the AP Calculus BC syllabus for the College Board Advanced Placement Examination. Students are encouraged to take the AP Exam in May to qualify for credit and/or advanced placement in college. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB. The AP Exam requires the use of a Graphing Calculator. Students are urged to purchase their own Graphing Calculators for use in this and future courses.

245 Introduction to Calculus **SCP** **Length: Full Year** **Credits: 4**

This course includes the study of polynomial, trigonometric, rational, exponential, and logarithmic functions. Topics in trigonometry include the circular functions, trigonometric identities, radian measure, graphs of trigonometric functions, solving equations. Topics of differential calculus include limits, formal definition of a derivative, and rules of differentiation. Problem solving and analysis using graphing calculators are integral components of this course.

246 Calculus **SCP** **Length: Full Year** **Credits: 4**

This is a year-long, non-AP course in Calculus. It is intended for students who have a strong knowledge of college preparatory mathematics through Pre-Calculus. The course covers the definition, computation, and application of derivatives and integrals. Functions studied include polynomial, rational, trigonometric, logarithmic, and exponential. Students are urged to purchase their own Graphing Calculators for use in this and future courses.

248 Analytic Trigonometry **H** **Length: Semester** **Credits: 2**

This course introduces the student to topics in trigonometry including the trigonometry of triangles, trigonometric identities, radian measure, inverse trigonometric functions, solving trigonometric equations, and graphs and transformations of the six trigonometric functions. This course will emphasize the use of trigonometric functions in modeling scientific properties and methods. This course will help prepare students for a full year Calculus course. **Spring semester only.**

251 AP Statistics **AP** **Length: Full Year** **Credits: 4**

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data: Describing patterns and departures from patterns; 2) Sampling and Experimentation: Planning and conducting a study; 3) Anticipating Patterns: Exploring random phenomena using probability and simulation; 4) Statistical Inference: Estimating population parameters and testing hypotheses. Students are encouraged to take the AP Statistics exam in May to qualify for credit and/or advanced placement in college. Students are urged to purchase their own Graphing Calculators for use in this course and on the AP Exam.

264 Financial Algebra**CP****Length: Full Year****Credits: 4**

This is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, and verbal representations.

276 Math Foundations**Length: Full Year****Credits: 2**

This is an elective course open to freshmen to take concurrently with SCP Algebra 1 to provide additional instruction and support in critical foundational concepts. Students will be enrolled in the course based on the recommendation of eighth grade teachers and available student data (e.g., MCAS, previous course grades). This course does not count toward the mathematics graduation requirement. *Class meet three periods in the seven-day cycle.*

277 MCAS Prep**Length: Semester****Credits: 1**

This is an elective course, open to sophomores, to help students prepare for the Grade 10 Mathematics MCAS. Any student who has scored Warning or Needs Improvement on the 7th Grade MCAS and Level 1 or Level 2 on the 8th Grade PARCC assessment is strongly encouraged to select this course in addition to their regular math course (for example, 223 CP Geometry). Course structure will allow students to receive more individualized instruction focused on each student's areas of need. The course curriculum will consist of topics, concepts and strategies that are necessary for student success on the MCAS. This course does not count toward the mathematics graduation requirement. **Fall semester only.** *Class meet three periods in the seven-day cycle.*

SCIENCE

Science courses at RMHS enable students to develop essential 21st Century Skills. Students are exposed to the process of scientific inquiry enabling them to think critically, to problem solve, to apply mathematical skills and to effectively interpret scientific information.

Students are required to take three years of science to fulfill the RMHS graduation requirement. Most students enroll in four years of science and some double enroll in their junior/senior years. Teacher recommendations and mathematical skills can be used as an excellent predictor of student success in the various science courses. **Students must pass all required courses.**

Every science course, regardless of its description, includes laboratory activities that are appropriate for and fundamental to the subject at hand. It is highly recommended that each student enroll in a Biology, Chemistry and Physics course during his/her four years at RMHS.

	Advanced Placement AP	Honors H	Strong College Preparatory SCP	College Preparatory CP
9		321 Biology 381 Intro to Engineering Design	322 Biology 382 Intro to Engineering Design	
10		331 Chemistry 381 Intro to Engineering Design 384 Principles of Engineering	332 Chemistry 382 Intro to Engineering Design 384 Principles of Engineering	333 Chemistry 335 Introduction to Physics
11	320 AP Biology 330 AP Chemistry 350 AP Physics 1 369 AP Environmental Science	341 Physics 368 Environmental Science 381 Intro to Engineering Design 384 Principles of Engineering	342 Physics 344 Anatomy and Physiology 370 Environmental Issues- Energy and Resources (semester) 372 Environmental Issues- Ecology (semester) 382 Intro to Engineering Design 385 Principles of Engineering	333 Chemistry 343 Conceptual Physics
12	320 AP Biology 330 AP Chemistry 350 AP Physics 1 339 AP Physics C 369 AP Environmental Science	341 Physics 368 Environmental Science 328 History and Science of Epidemic Disease 381 Intro to Engineering Design 384 Principles of Engineering	342 Physics 344 Anatomy and Physiology 329 History and Science of Epidemic Disease 370 Environmental Issues- Energy and Resources 372 Environmental Issues- Ecology 382 Intro to Engineering Design 385 Principles of Engineering	343 Conceptual Physics

320 Advanced Placement Biology

AP

Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Students enrolling in AP Biology will have successfully completed one year of HS biology with an A- or better in 322 (SCP) Biology or a B or better in 321(H) Honors Biology. Students should also have completed one year of HS chemistry with an A- or better in 332 (SCP) Chemistry or a B or better in 331 (H) Honors Chemistry and teacher recommendation.

As stated by the College Board, Advanced Placement Biology is designed to be the equivalent of a two-semester college introductory biology course. This rigorous course “aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology.” It differs from high school biology courses in range, depth, pace and types of labs covered. In consultation with the teacher, each student will take either the AP Biology Exam or the class AP Biology final exam. **Open to Juniors and Seniors.** *Class meet nine periods in the seven-day cycle.*

321 Honors Biology H Length: Full Year Credits: 4

Suggested Prerequisite Skills: This is an honors class suggested for 9th grade students who in middle school had a B+ or better in Science and middle school teacher approval.

Honors Biology is a rigorous, fast paced science course for highly motivated students who have demonstrated an ability to work independently and in small, cooperative groups and who have a strong interest in and aptitude for the sciences. The course structure and content is similar to that of SCP Biology but explores concepts in greater depth and requires more abstract thinking. Honors Biology is intended to meet future educational needs of students pursuing advanced studies in the sciences.

322 Biology SCP Length: Full Year Credits: 4

Biology is a comprehensive life science course. The curriculum is aligned with the Massachusetts Curriculum Frameworks for High School Biology and addresses concepts from the four core areas of biology: biological structures and processes from the molecular to organismal level, heredity, ecology and evolution. Engagement in laboratory activities, online investigations and projects reinforce core concepts and present opportunities for students to further develop scientific skills and practices.

344 Anatomy and Physiology SCP Length: Full Year Credits: 4

Suggested Prerequisite Skills: B- or better in 322 Biology (SCP) or successfully passed 321 Honors

This is a rigorous second year biology course designed to provide a comprehensive background for those students interested in the human body or contemplating majoring in biology or careers in medicine, nursing, physical therapy, or sports medicine. This course strives to develop in students a basic understanding of relationships between structure and function, diseases and homeostatic mechanisms of the human body. The course involves class discussions, group work, projects, lab activities and case studies. **Open to Juniors and Seniors.**

330 Advanced Placement Chemistry AP Length: Full Year Credits: 4

Suggested Prerequisite Skills: Students enrolling in Advanced Placement Chemistry will have successfully completed one year of high school chemistry with A- in 332 (SCP) Chemistry with teacher approval or a B in 331 (H) Honors Chemistry and teacher recommendation.

As stated by the College Board, Advanced Placement Chemistry is designed to be the equivalent of a two-semester college level general chemistry course. Advanced Placement Chemistry “stresses mastering the conceptual and quantitative aspects of chemistry, by enhancing students' qualitative understanding and visualization of the particulate nature of matter through the development of students' inquiry, analytical, and reasoning skills.” In consultation with the teacher, each student will take either the Advanced Placement Chemistry Exam or the class Advanced Placement Chemistry final exam. **Open to Juniors and Seniors.** *Class meet nine periods in the seven-day cycle.*

350 Advanced Placement Physics 1 **AP** **Length: Full Year** **Credits: 4**
341 Honors Physics **H** **Length: Full Year** **Credits: 4**

Suggested Prerequisite Skills for AP Physics 1: B or better in 342 SCP Physics or A- or better in 321 Honors Chemistry and teacher recommendation; Suggested Prerequisite Skills for Honors Physics: B or better in 321 Honors Chemistry, and teacher recommendation.

This algebra-based physics course is recommended for highly motivated students, with an aptitude for the sciences and developed math skills. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits with an overall emphasis on real-life problem solving. Advanced Placement and Honors weighting will be assigned based on the completion of varied forms of assessments. AP Physics 1 students will keep a laboratory notebook detailing each experiment that they design and implement and will be expected to delve more deeply into problem-solving. Students who have taken SCP Physics may take AP Physics 1 as a second-year physics option. Students who have already taken Honors Physics may not take AP Physics 1 as a second-year physics option. **Open to Juniors and Seniors.** *Honors class meet six periods in the seven-day cycle; the AP class meet nine periods in the seven-day cycle.*

342 Physics **SCP** **Length: Full Year** **Credits: 4**

SCP Physics offers strong college preparatory students a comprehensive exploration of core physics concepts. This course is recommended for students with an interest in the physical sciences, developed math skills and/or who may be interested in pursuing further studies in science and engineering. Topics studied include motion, forces, gravitation, waves, optics, electricity and magnetism. An emphasis is placed on improving problem solving techniques and developing math skills. **Open to juniors and seniors.**

343 Conceptual Physics **CP** **Length: Full Year** **Credits: 4**

Conceptual Physics offers a conceptual approach to the study of physics and is recommended to college preparatory students who do not intend to pursue further study in science or engineering. Topics studied include motion, forces, gravitation, waves, optics, electricity and magnetism. An emphasis is placed on conceptual understanding, without a high level of mathematical skills being required. **Open to Juniors and Seniors.**

335 Introduction to Physics **CP** **Length: Full Year** **Credits: 4**

Introduction to Physics is a laboratory science course open to college preparatory sophomores. It is designed to provide students with fundamental knowledge and skills in physics. Scientific principles and methodologies will be practiced through student involvement in laboratory investigations, inquiry and computer-based activities designed to enhance reasoning skills. Introduction to Physics will focus on such traditional topics such as Energy, Matter, and Motion with an emphasis on recognition and modeling patterns in nature. This course provides a solid foundation for college preparatory students to enroll in chemistry or physics classes during their junior/senior years. **Open to Sophomores.**

369 Advanced Placement Environmental Science **AP** **Length: Full Year** **Credits: 4**
368 Honors Environmental Science **H** **Length: Full Year** **Credits: 4**

Suggested Prerequisite Skills: Students enrolling in Advanced Placement or Honors Environmental Science will have an A- or better in 322 (SCP) Biology or a B or better in 321 (H) Biology. Students must also have an A- or better in 332 (SCP) Chemistry or a B or better in 331 (H) Chemistry and teacher recommendation.

As stated by the College Board, this course provides the equivalent of a one semester, introductory college course in environmental science. It provides students with the scientific principles, concepts and methodologies necessary to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the risks while examining alternative solutions to resolve or prevent such problems. This is an interdisciplinary course that emphasizes the study of environmental issues from a scientific, sociological and political perspective, thus unifying a wide

range of topics from different areas of study. Advanced Placement and Honors weighting will be assigned based on the completion of varied forms of assessments, as students enrolled in this course are grouped heterogeneously, with Honors and AP students enrolled in the same section. **Open to Juniors and Seniors.** *Class meet nine periods in the seven-day cycle.*

370 Environmental Issues-Energy and Resources SCP Length: Semester Credits: 2

Environmental Issues uses an interdisciplinary approach to explore real-world issues in environmental science at local, state, national and global levels. Students will use experiments, projects, case studies, and current literature to study the ecological, societal and economic impacts related to current environmental issues and develop the knowledge and skills needed to be informed citizens. Environmental challenges and opportunities needed to create a more sustainable society will be investigated.

Environmental Issues-Energy and Resources will focus on such topics as Carbon Footprint, Renewable and Nonrenewable resources, Weather Events, Water resources and Global Climate Change. **Open to Juniors and Seniors.**

372 Environmental Issues-Ecology SCP Length: Semester Credits: 2

Environmental Issues uses an interdisciplinary approach to explore real-world issues in environmental science at local, state, national and global levels. Students will use experiments, projects, case studies, and current literature to study the ecological, societal and economic impacts related to current environmental issues and develop the knowledge and skills needed to be informed citizens. Environmental challenges and opportunities needed to create a more sustainable society will be investigated.

Environmental Issues-Ecology will focus on such topics as Biodiversity, Ecosystems, Rare and Invasive Species, Human Population Growth, Food Production and Conservation. **Open to Juniors and Seniors.**

328 History and Science of Epidemic Disease: The Black Death to Ebola H

329 History and Science of Epidemic Disease: The Black Death to Ebola SCP

Length: Full Year Credits: 4

Suggested Prerequisite Skills: Open seniors who have successfully completed Strong College Preparatory (SCP) or Honors (H) Biology with a C+ or better.

How has disease influenced human history? How has human history influenced disease? How have people perceived, experienced and coped with disease? This is a multidisciplinary elective which will examine the interactions and interrelationships of disease, healers and patients in an historical context and develop a basic understanding of the biological mechanisms of infectious disease. The course will study the connections between epidemic disease, history, politics and public health. It will present an overview of medicine and disease from the Middle Ages through modern western civilization. Social, cultural and biological perspectives of disease will be addressed at the local, national and international levels. The class will be a project-based learning course with a strong emphasis on research, reading, writing, technology, labs, lectures and discussions. This course can be taken at the honors or strong college-preparatory levels. Honors weighting will be designated to students who successfully complete additional coursework. Students enrolled in this course are grouped heterogeneously, with Honors and SCP students enrolled in the same section. **Open to Seniors.**

381 Introduction to Engineering Design (IED) H Length: Full Year Credits: 4

382 Introduction to Engineering Design (IED) SCP Length: Full Year Credits: 4

Introduction to Engineering Design (IED) is a foundational course in the Pathways to Engineering Program. The course explores the visual side of engineering design through the design process and its application. Students use hands on projects to learn how to use 3D modeling software, reverse engineer a product, and develop original designs. Students will document their work in an engineering notebook and use 3D printing and other construction methods to help bring their designs to life. This course can be taken at

honors or strong college-preparatory level. Honors weighting will be designated to students who successfully complete additional coursework. Students enrolled in this course are grouped heterogeneously, with Honors and SCP students enrolled in the same section.

384 Principles of Engineering (POE)	H	Length: Full Year	Credits: 4
385 Principles of Engineering (POE)	SCP	Length: Full Year	Credits: 4

Suggested Prerequisite Skills: Students enrolling in Principles of Engineering will have successfully completed one year of high school geometry with an A- or better in (SCP) Strong College Preparatory or (H) Honors Geometry and should be concurrently enrolled in Algebra II. OR Students enrolling in POE will have earned a B or better in SCP or Honors Algebra II.

Principles of Engineering (POE) is a survey course that exposes students to major concepts they will encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. This course can be taken at an honors or strong college-preparatory level. Honors weighting will be designated to students who successfully complete additional coursework. Students enrolled in this course are grouped heterogeneously, with Honors and SCP students enrolled in the same section. **Open to Sophomores, Juniors and Seniors.**

FOREIGN LANGUAGE

Learning a foreign language can be an exciting and rewarding experience for all students. Research indicates that English vocabulary, reading skills, oral and written communication skills, and self-image are significantly enhanced by the study of a foreign language. In addition, the understanding of other cultures and languages may lead to greater understanding among nations and eventually to world peace. For these reasons the RMHS Foreign Language Department is proud to offer courses in French, Spanish and Latin which are open to all students. The aims of these courses are:

1. To master the skills of effective communication (listening, speaking, reading and writing).
2. To develop an appreciation for other cultures.

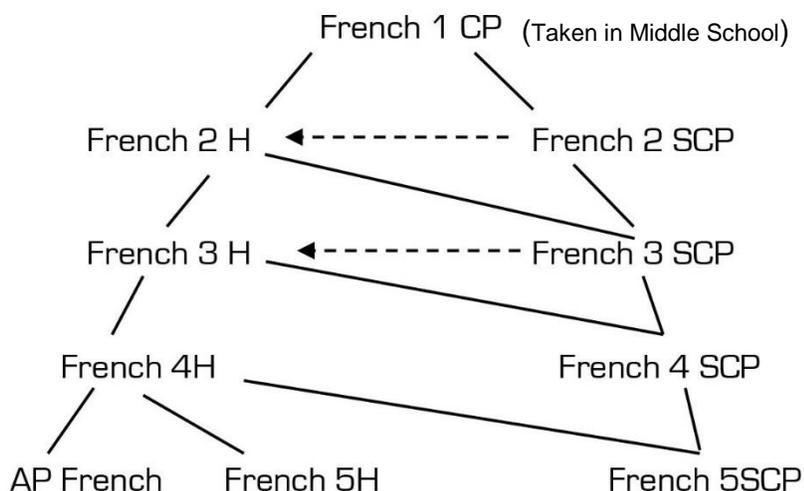
The modern language courses (French and Spanish) are conducted primarily in the target language and use a four-skill approach. That is, students learn to listen, speak, read, and write in the foreign language. The use of films, recordings and the personal experiences of the teachers afford students realistic contact with the language and culture.

The offerings in Latin comprise four years of progressive study in the language and culture of the Romans. The basic aim of the four courses is the development of skills in reading and understanding Latin. The course sequence includes the study of the mythological, historical and literary development of the Roman Empire and the influence of Latin language and thought on English.

Although a minimum of two years of a single foreign language is required for admission to the Massachusetts State Colleges, it should be understood that this is a minimum requirement. Most colleges give preference to students with extensive secondary school foreign language preparation. In addition, some knowledge of a foreign language is often helpful in work and career situations whether or not a student is college-bound. For these reasons, the Foreign Language Department offers a four-or five-year course sequence and recommends that students continue their study for as long as possible.

	Advanced Placement AP	Honors H	Strong College Preparatory SCP	College Preparatory CP
9		438 French 2 462 Spanish 2	411 Latin 1 441 French 2 451 Spanish 2	409 Latin Studies 1 450 Spanish 1
10		442 French 3 453 Spanish 3	412 Latin 2 443 French 3 452 Spanish 2 454 Spanish 3	410 Latin Studies 2
11		416/417 Honors Advanced Latin 444 H French 4 455 H Spanish 4	445 French 4 457 Spanish 4	
12	447 AP French Language and Culture 459 AP Spanish Language and Culture	416/417 Honors Advanced Latin 448 H French 5 456 H Spanish 5	446 French 5 458 Spanish 5	

French Course Sequence



441 French 2

SCP

Length: Full Year

Credits: 4

Suggested Prerequisite Skills for HS students: Teacher recommendation and a C- average in French 1
 A continuing course for students who have experienced difficulty with the vocabulary and structures presented in French 1. More complex vocabulary and grammatical structures are introduced after reviewing basics from French 1. Students continue to work on listening, speaking, reading, and writing skills. Listening comprehension is developed through the use of recordings and video presentations.

438 French 2

H

Length: Full Year

Credits: 4

Suggested Prerequisite Skills for HS students: Teacher recommendation and a B average in French 1 or 2 SCP
Suggested Prerequisite Skills for middle school students: Teacher recommendation, placement writing sample, and a solid B average

A continuing course for students who have successfully mastered the vocabulary and structures presented in French 1. More complex vocabulary and grammatical structures are introduced. Students continue to work on listening, speaking, reading, and writing skills. Supplementary readings, recordings, cultural activities, oral interviews, and film presentations reinforce active participation in the target language.

442 Honors French 3

H

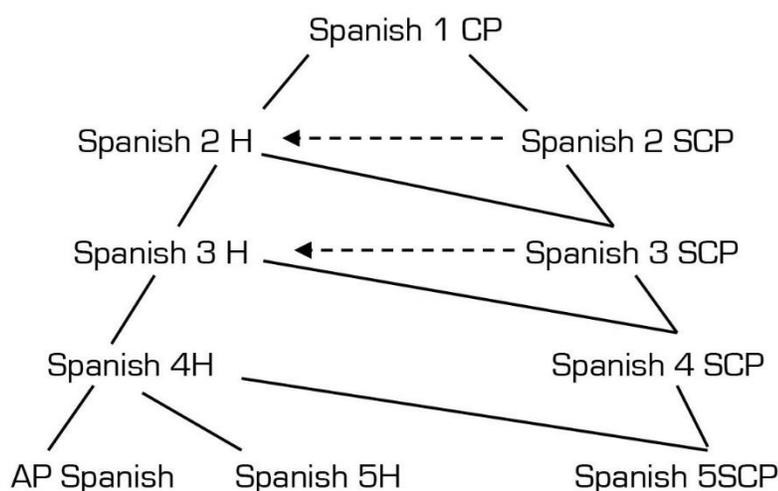
Length: Full Year

Credits: 4

Suggested Prerequisite Skills: Teacher recommendation and a B average in French 2 Honors

This is an intermediate French course designed to refine students' reading, writing, listening and speaking skills. Instruction will be primarily in French. Increased accuracy in listening comprehension and in speaking ability will be stressed. A general review of grammatical constructions is provided along with the study of more advanced forms of expression. Readings and other supplementary materials are varied and chosen for cultural value as well as language content. During the second semester, students will read and analyze Antoine de St. Exupéry's "Le Petit Prince" in its entirety. A project will be assigned upon completion of the book. Increasing emphasis is placed upon effective communication through writing. This course differs from French 3 SCP (443) in greater pace, depth of content, and expectations for oral and written comprehension and expression in French.

Spanish Course Sequence



450 Spanish 1

CP

Length: Full Year

Credits: 4

Spanish 1: Fundamentals of Spanish is an introductory course in Spanish language and culture for students who experienced difficulty in grades 7 and 8, students who are repeating Spanish 1 or those who have had no previous experience in the language. Its purpose is to present the basic structures and vocabulary of the language with particular emphasis on speaking and listening comprehension to prepare students to continue in Spanish 2 SCP.

451 Spanish 2

H

Length: Full Year

Credits: 4

Suggested Prerequisite Skills for HS students: Teacher recommendation and an A average in Spanish 1
Suggested Prerequisite Skills for middle school students: Teacher recommendation, placement writing sample, and a solid B average.

This is a continuation of Spanish 1 for students who have successfully mastered the vocabulary and structures presented in Spanish 1 at the high school or two years of middle school Spanish. Additional language structures are introduced, and students are expected to increase their listening and speaking abilities. Supplementary readings are included for language development and cultural discussions. This course differs from Spanish 2 SCP because it covers more material at a greater pace, and for the most part is taught in the target language.

451 Spanish 2

SCP

Length: Full Year

Credits: 4

Suggested Prerequisite Skills for high school students: Teacher recommendation and a C- average in Spanish 1
Suggested Prerequisite Skills for middle school students: Teacher recommendation, placement writing sample, and a C+ average

Students who have received a passing grade below a "C" should follow the curriculum through 3SCP. Spanish 2 and 3 SCP courses focus on developing communication skills and cultural awareness while reducing the number of grammatical structures presented. Vocabulary acquisition, listening comprehension, reading skills, and oral proficiency are stressed.

457 Spanish 4**SCP****Length: Full Year****Credits: 4****458 Spanish 5****SCP****Length: Full Year****Credits: 4**

Suggested Prerequisite Skills: Teacher recommendation and a C+ average in Spanish 3 SCP/Honors or Spanish 4SCP/Honors

Spanish 4 and 5 is a combined class of juniors and seniors and is taught in a 2-year sequence. A different course of study is taught in alternating years (The "A" year curriculum, then "B" curriculum the following year) so that students may take 4 years of Spanish without repeating material. The "A" year curriculum (offered in 2019-2020) will include study of an authentic Spanish television series and a review of grammatical structures. The "B" curriculum (offered in 2020-2021) will include a study of films in various Hispanic cultural and historical contexts, new vocabulary through thematic units, and a review of grammatical structures. A **heavy emphasis** will be placed on **oral participation** and communication in the target language. Students will improve their reading comprehension and enhance their speaking and writing proficiency through a variety of classroom activities such as tertulias (full-class discussions conducted entirely in Spanish), oral presentations, videos and essays. This course is meant for students who have successfully completed Spanish 3 or 4 and wish to continue language study, but not in the honors program.

459 AP Spanish Language and Culture**AP****Length: Full Year****Credits: 4**

Suggested Prerequisite Skills: Minimum grade of B+ upon completion of Honors Spanish 4, departmental recommendation, and an evaluation process which will include an oral proficiency interview

AP Spanish 5, taught completely in Spanish, is the equivalent of a freshman college level course. It is designed to develop students' reading, writing, speaking, and listening skills and to prepare them for the Spanish Language AP exam given by the College Board in May. Students performing well on this exam may receive college standing and/or credits. Readings include selected short works by Spanish and Latin American authors as well as articles of current cultural interest from newspapers and periodicals. Mastery of grammar, syntax, and idiomatic expression at more sophisticated levels of speaking and writing will be emphasized.

BUSINESS AND TECHNOLOGY

The courses offered in the business and technology department are designed to provide all students the 21st century skills necessary for college and for career. In every course there is an emphasis on problem solving, collaboration and research skills.

Our Business courses are accessible to all students and can provide a substantial foundation for those students interested in pursuing a college degree in the related subjects. This year we have expanded our Computer Science offerings to allow all students an opportunity to pursue their interests in this growing field.

Students are required to take and pass at least 2 semesters (or 4 credits) in Business & Technology, the equivalent of a full year of study. All courses shown below can be taken to fulfill the Business & Technology graduation requirement.

Full Year Courses	
Open to Sophomores and Juniors	551 Retail Banking – Elective (the Full Year option)
Open to Sophomores, Juniors and Seniors	513 Accounting I – SCP 580 Computer Science A – AP
Open to Juniors and Seniors	514 Accounting I – Honors
Semester Elective Courses	
Open to All Students	521 Intro to Business 535 Financial Literacy
Open to Sophomores, Juniors and Seniors	524 Introduction to Marketing 552 Retail Banking (Grade 12 Semester 1 only) 545 Intro to Economics 555 Entrepreneurship
Open to Seniors	599 Work Study – Elective

513 Financial Accounting SCP Length: Full Year Credits: 4

A core course for students interested in the field of accounting or business administration, students will learn basic accounting principles and engage in the accounting process by planning, recording, analyzing, reporting, and interpreting financial information for both a service and merchandising business. Students will also investigate the field of accounting including how it is impacted by industry standards. Students will have exposure to business ethics, business structures, cultural diversity, technology, and real-world accounting situations. Students will complete various assignments and reinforcement projects both manually and using automated accounting software. Guest speakers will provide insight into career opportunities in the field of accounting. **Open to sophomores, juniors and seniors.**

514 Honors Financial Accounting **H** **Length: Full Year** **Credits: 4**

Required Prerequisite: Requires department approval

An essential core course for Business Administration majors, this course is designed to introduce Financial Accounting to college-bound students who have Business Administration or Accounting as a career goal. The course covers financial accounting principles and practices with a strong emphasis on learning and applying industry standards. Students will learn and apply the full accounting cycle for both a service and merchandising business by completing challenging accounting assignments, projects, and simulations. Business ethics, business structures, global perspectives, technology, cultural diversity, and real-world accounting case studies will also be explored. Excel and automated accounting software will be used throughout the course. Guest speakers will provide insight into career opportunities in the field of accounting. **Open to Sophomores, Juniors and Seniors.**

521 Introduction to Business **Length: Semester** **Credits: 2**

This semester course examines the principles of accounting, finance, marketing, management, and economics. Current events in the business world will be studied through projects, documentaries, lectures, discussions, guest speakers, and classroom debates. Students will have the opportunity to build communication, collaboration and problem-solving skills.

524 Introduction to Marketing **Length: Semester** **Credits: 2**

In this semester course students will be introduced to marketing concepts and strategies, conduct market research, participate in real world projects and discuss legal and ethical issues. Case studies and current events will be examined using sports, entertainment, social media, and internet marketing. Understanding marketing principles is fundamental to further study in a variety of disciplines including accounting, entrepreneurship, finance, and management. **Open to Sophomores, Juniors and Seniors.**

535 Financial Literacy **Length: Semester** **Credits: 2**

This is primarily a project-based course exploring topics in financial literacy which will help students build their knowledge in making informed and wise consumer decisions. Topics include career planning, budgeting, renting an apartment, buying a car, banking, investments, credit, and protecting your finances from fraud and scams.

545 Intro to Economics **Length: Semester** **Credits: 2**

This semester course examines the basic and advanced principles of microeconomics and macroeconomics. Basic economic concepts, key economic models, the nature of supply and demand, fiscal policy, and monetary policy will be major components of this course. Current events, economic challenges, and the performance of the United States economy will be analyzed through projects, documentaries, and classroom debates. This course will also examine the strong and relevant connections between economics, political science, history, and business. **Open to Sophomores, Juniors and Seniors.**

551 Retail Banking I and II **Length: Full Year** **Credits: 4**

552 Retail Banking I **Length: Semester** **Credits: 2**

Students are trained as tellers at Reading Cooperative Bank's full service educational branch at RMHS. The course is designed for students interested in developing a working/hands on knowledge of retail banking, financial literacy, and the banking system in the United States. Over the course, student will gain practical experience interacting with the public by processing various bank transactions with emphasis on responsibility, confidentiality, security, accountability, and accuracy while developing business, team building, and problem-solving skills. **Open to Sophomores, Juniors, and Seniors during the Fall semester. Open to Sophomores and Juniors during the Spring semester.**

555 Entrepreneurship**Length: Semester****Credits: 2**

An essential core course for Business Administration majors, this course is designed to introduce Financial Accounting to college-bound students who have Business Administration or Accounting as a career goal. The course covers financial accounting principles and practices with a strong emphasis on learning and applying industry standards. Students will learn and apply the full accounting cycle for both a service and merchandising business by completing challenging accounting assignments, projects, and simulations. Business ethics, business structures, global perspectives, technology, cultural diversity, and real-world accounting case studies will also be explored. Excel and automated accounting software will be used throughout the course. Guest speakers will provide insight into career opportunities in the field of accounting. **Open to Sophomores, Juniors, and Seniors.**

580 AP Computer Science A -Java**AP****Length: Full Year****Credits: 4**

Suggested Prerequisite Skills: B+ in SCP Algebra II with teacher approval or a B in H Algebra II

This course is designed to prepare students for the AP Computer Science A – Java exam. It emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. Students who have completed 581 may take this course for full credit. **Open to Sophomores, Juniors and Seniors.**

598 Work Study**Length: Semester****Credits: 2****599 Work Study****Length: Full Year****Credits: 4**

The Career/Community Service Internship is a volunteer or paid work experience program giving students a chance to gain real-world experience in a career or community service area of interest, apply what they have learned in the classroom, assume adult responsibilities, and develop outstanding work habits at volunteer or paid internship sites located in the community. Prospective participants must have the permission of a parent/guardian, an approved internship that is continuous throughout the entire semester, volunteer or work a minimum of 10 hours per week, a good school record, and a good attitude toward the demands of site supervisors. **Open to Seniors.**

FINE AND PERFORMING ARTS

Fine and Performing Arts courses are concerned with forms of expression and communication which use the language of image, sound, movement and gesture. Visual art, design, music and theatre allow students to extend their own creative potential, become more attentive to the work of other artists, and learn to think critically about artistic expression of the past and the present.

As our National Core Arts Standards state: the arts have always served as the distinctive vehicle for discovering who we are. The arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist’s sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play. The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them—not just those identified as “talented”—with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our nation.

Education in the arts gives students a basic understanding of the demands of specific disciplines and prepares them to enrich their lives through the arts. The College Board also recommends that arts courses be included as preparation for college.

VISUAL ARTS

	Introductory	Intermediate	Advanced
9	831 Foundations of Art	848 Drawing and Illustration	
10	831 Foundations of Art 837 Sculpture	825 Graphic Design 843 Digital Photography 848 Drawing and Illustration 851 Figure and Portrait Studio 853 Painting	
11	833 Exploring Visual Art 837 Sculpture	825 Graphic Design 843 Digital Photography 848 Drawing and Illustration 851 Figure and Portrait Studio 853 Painting	845 AP Studio Art (2-D Photography) 854/855 Studio Art/Pre-AP
12	833 Exploring Visual Art 837 Sculpture	825 Graphic Design 843 Digital Photography 848 Drawing and Illustration 851 Figure and Portrait Studio 853 Painting	845 AP Studio Art (2-D Photography) 854/855 Studio Art/Pre-AP 856 AP Studio Art (3-D & Drawing)

Introductory Courses:

831 Foundations of Art

Length: Semester

Credits: 2

This beginning art course is designed to introduce students to a variety of media and techniques. Emphasis is on drawing from observation and developing visual literacy. Students will learn the basic principles of art including in-depth study of color, value, texture, line, shape, and form. Students will look at and discuss the works of important historical and contemporary artists to inform art projects. ***Open to freshmen and sophomores.***

833 Exploring Visual Art

Length: Semester

Credits: 2

This art course is meant to introduce students to a variety of media and techniques. Emphasis is on drawing from observation and developing visual literacy. Students will learn the basic principles of art including in-depth study of color, value, texture, line, shape, and form. Students will look at and discuss the works of important historical and contemporary artists to inform art projects. **This course is an introductory course open to Juniors and Seniors who have not taken an art course since middle school.**

837 Sculpture

Length: Semester

Credits: 2

This is a great course for students who love to make objects. Materials used include: paper, clay, wood, wire, and mixed media. Methods include: hand-building with clay, use of the scroll saw to create a modular sculpture as well as the fabrication of a wire armature to create a three-dimensional hybrid! With each project introduced, you will learn about historical and contemporary artists using the same sculptural methods and materials explored in class. **Open to Sophomores, Juniors, and Seniors.**

Intermediate Courses:

These courses are open to sophomores, juniors, and seniors who have taken either Foundations of Art or Exploring Visual Art.

825 Graphic Design

Length: Semester

Credits: 2

This course serves as a one semester introduction to the area of graphic design. Through hands-on experience, students will learn the basic skills used in the preparation and production of simplified printed items. Students will concentrate on professional communication projects ranging from concept development through print. The class is aimed at developing and strengthening the skills that lead to conceptual design solutions. The focus will be on the thought process behind good design and on problem solving in a "real world" context with emphasis on solutions that are appropriate to the client and audience. *Adobe Illustrator* and *Adobe Photoshop* are used as primary tools in completing a variety of design challenges.

843 Digital Photography

Length: Semester

Credits: 2

This course will serve as a one-semester introduction to the world of digital photography. It is designed to develop skills in pixel-based photographic design and printing. We will use *Adobe Photoshop* as the primary image-editing tool. This course will take students from the basic principles of digital photography and introduce them to new ideas and photographic information. Students will not only fine-tune their photography skills, they will explore the study of personal expression and development of creative style. Whether interested in a fine art, graphic design, or web design/development, students taking this course will gain a mastery of digital photography and thus creative control of the medium.

848 Drawing and Illustration**Length: Semester****Credits: 2**

This hands-on course offers a great introduction to work being done today in the field of illustration. We will explore illustration as narrative art or storytelling; illustration in graphic novels; and artist books including tunnel and star books. We will also look at the work of contemporary illustrators to inspire and inform projects. Illustration techniques introduced will include drawing using pencil, pen and ink, as well as watercolor and mixed media techniques. **Spring semester only.**

851 Figure and Portrait Studio**Length: Semester****Credits: 2**

This course is designed to improve the student's ability to draw the human figure. Through the observation and study of models, skeletons, and photographs students will begin to develop their skills and understand the rules of human proportion. With increased technical skills, students will apply their knowledge towards more expressive and realistic portraits and figure drawings. Assignments will be done in a variety of media including pencil, charcoal, ink washes, and pastel. **Fall semester only.**

853 Painting**Length: Semester****Credits: 2**

Students will learn various techniques in painting from observation using watercolor and acrylic paint. Students will also study alternative processes of painting including mixed media and altered books. Through painting, students will explore various subjects and learn about painting styles throughout history.

Advanced Courses:**845 AP Studio Art (2-D Photography)****Length: Full Year****Credits: 4**

Suggested Prerequisite Skills: Foundations of Art/Exploring Art, Graphic Design, Digital Photography, and Advanced Departmental Permission.

This is a demanding full-year course for experienced, highly motivated, and dedicated photography students looking to develop a 2-D photographic portfolio and earn college credit. Students in this class will submit an Advanced Placement 2-D Design Portfolio consisting of 24 quality photographic works. The AP exam consists of twelve photographs that explore the various elements and principles of design for the Breadth section of the portfolio and twelve thematically unified photographs that interpret the elements of design from a personal perspective for the Concentration section of the portfolio. Students will work at a college level, and are expected to work in class and at home to complete the required pieces for the portfolio. Students are not required to have their own digital SLR for this class. If cameras are to be purchased, please consult with the teacher beforehand. **Open to Juniors and Seniors.**

Due to the limited number of spaces, Art Faculty permission is required.

854 Studio Art/Pre-AP**Length: Full Year****Credits: 4****855 Studio Art/Pre-AP****Length: Semester****Credits: 2**

Suggested prerequisite Skills: two high school level art classes including Foundations of Art/Exploring Art and one intermediate Fine Arts course, such as: Figure Studio, Painting, Illustration, or Sculpture.

This course is for highly motivated students who are seriously interested in the study of art and are considering taking the AP Studio course in Drawing or 3-D Design the following year. The curriculum is designed to begin portfolio development and to strengthen skills in the following areas: drawing from observation and imagination, use of a variety of media including pencil, charcoal, pastel, watercolor, acrylic, mixed media, collage, and 3-Dimensional media. **Open to Juniors and Seniors. Rising seniors will have summer assignments which will aid in portfolios. Due to the limited number of spaces, Art Faculty permission is required.**

856 AP Studio Art (3-D & Drawing)**Length: Full Year Credits: 4**

Suggested prerequisites: three high school level art classes including: Foundations of Art/Exploring Art and two intermediate Fine Arts Courses such as: Figure Studio, Painting, Illustration, or Sculpture. Students interested in taking AP Studio Art: 3-D and Drawing are highly encouraged to take Studio Art/Pre-AP for at least one semester during their junior year.

The AP program in Studio Art is for highly motivated students who are seriously interested in the study of art and involves significant commitment. It is highly recommended that AP Studio Art students have taken as many art courses at the high school level as possible. Students will need to work outside the classroom as well as in class. The AP Studio Art curriculum is available on line at www.apcentral.collegeboard.com and will be strictly adhered to. The teacher will assist students in photographing work for portfolios to apply to colleges and to submit to the College Board for potential AP credit. *Students who take AP Studio Art are required to complete 4 art projects during the summer prior to enrollment.* The list of summer projects to complete can be picked up from Mrs. Gilbert. Enrolled students must complete these assignments within 5 days of the start of the course and will be part of the first quarter grade. **Open to Seniors. Enrollment in this course is based on portfolio review by the RMHS Art Department Faculty.**

THEATRE ARTS

	Introductory	Advanced
Open to Freshman	819 Acting I 823 Musical Theatre	
Open to Sophomores, Juniors and Seniors	817 Technical Theatre 819 Acting I 823 Musical Theatre	822 Acting II

817 Technical Theatre

Length: Semester Credits: 2

Theatre has a language all its own, as does any specialized field. Students taking this course will be introduced to key ideas and theatre vocabulary found in the traditional ways of producing theatrical shows and films. In this course, students will learn how to design sets and costumes while also learning techniques that bring design to the stage; including scenic painting, special FX and make-up, and a scale model based on a theatre production. **Students interested in taking technical theatre should have a basic knowledge of stagecraft and design.**

819 Acting I

Length: Semester Credits: 2

In this course students will be introduced to basic performance techniques. Improvisation, pantomime, public speaking, acting, theatre terminology, theatrical convention, blocking, and character interpretation are all topics that will be explored by students. The word drama comes from an ancient Greek word meaning "to do" or "to act." Students selecting this course should be prepared - *to do*. Acting, speaking, creating, moving - *doing* is what drama and theatre are all about. **All students will perform in an evening showcase at the end of the semester. This date will be given to you on the first day of class.**

822 Acting II

Length: Semester Credits: 2

Prerequisite: Acting I

This course is for students who have already taken Acting I and have earned a B+ or better. Students will perform monologues, scenes and plays representing important periods throughout theatre history. Directing and play writing will also be explored as students prepare theatrical pieces for performance. **All students will perform in an evening showcase at the end of the semester. This date will be given to you on the first day of class. This course is offered only in the Spring semester.**

823 Musical Theatre

Length: Semester Credits: 2

This course will explore the many types of musical theatre and its history from its roots in vaudeville, musical revues, and musical comedies of the 1920's and 1930's, to the emergence of the modern musical. All aspects of musical theatre will be explored giving a broad overview of the history, styles, works and artists of the genre with particular emphasis on the Broadway musical. Students will be introduced to shows and songs from each period and will develop a deeper understanding and appreciation for musical theatre as an art form. *Oklahoma*, *Sweeney Todd*, and *Billy Elliot* are just a few of the Broadway musicals we will be watching and analyzing. **Fall semester only.**

MUSIC

Music courses at Reading Memorial High School are divided into two areas—Academic Music Courses and Music Performance Courses.

All academic music courses require regular homework assignments, both written and oral. Tests, term projects, class participation and regular class attendance are also required. Students should approach academic music classes as they would any other academic course realizing there are certain inherent differences related to the arts.

Performance courses constitute an essential aspect of the music program. Students are expected to attend all classes, dress rehearsals and scheduled performances. Periodic auditioning is required for seating in instrumental groups and for solo work in vocal ensembles. Students are encouraged to study privately in order to develop a high degree of proficiency.

	Academic Music	Music Performance
Open to All Students	875 Basic Guitar 876 Basic Guitar II 878 Introduction to Piano (Piano I) 880 Piano II 881 Music History of Rock & Roll 887 Introduction to Digital Media	869 Mixed Choir 872 Jazz Ensemble 884 Symphonic Band
		Co-Curricular Music Performance Options (not for Credit): RMHS Singers Marching Band Fermata Nowhere Stage Band The Crescendudes Color Guard
Open to Sophomores, Juniors and Seniors	877 Music Theory	

Academic Music Courses

The following courses deal with many facets of the music world. In order to meet the many interests and needs of the student body, a diverse course offering is available including independent projects in specialty areas.

875 Basic Guitar

Length: Semester Credits: 2

Prerequisite: All students must provide their own acoustic or folk guitar.

If you want to make music and don't want to sing or play a band instrument, this is the course for you. You will learn how to play guitar. This course is for students who have no guitar experience and will explore the use of technology for guitar and the basics of musicianship. The class will be instructed on reading music and chords (major, minor, sevenths, and sixth), strumming with pick, finger picking, etc. Due to the nature of this offering, class size must be limited and only acoustic guitars will be used.

876 Guitar II**Length: Semester Credits: 2***Prerequisite: Must have completed Basic Guitar 875.*

This course will continue the study of guitar basics with an emphasis on individual note notation, barre chords, power chords, and ensemble playing. **Spring semester only.**

877 Music Theory**Length: Semester Credits: 2**

This course begins by reviewing the principles of music notation and continues with a study of melodic writing, analysis of basic harmony, and transposition; instrument ranges and vocal ranges are included. Ear training will be studied, enabling the student to hear aspects of music theory. Students will learn the basics of electronic composition and arranging styles using a composition and arranging program. **Open to Sophomores, Juniors, and Seniors. Fall semester only.**

878 Introduction to Piano (Piano I)**Length: Semester Credits: 2***This course is designed for students with little or no experience.*

Students will learn to play piano in a group setting and each student will have access to his/her own keyboard. This class is for the *beginner* piano student. Upon completion of this course, students will have a strong grasp of functional skills and keyboard technique; and will have acquired a basic knowledge of music theory which will enhance their level of understanding of music. Taking this class will be particularly helpful to vocalists and instrumentalists.

880 Piano II**Length: Semester Credits: 2***Prerequisite: Introduction to Piano 878 or approval from teacher.*

This course is for students who have already taken Introduction to Piano and have earned a B+ or better; or for students who have studied outside of school and are playing at an intermediate level. Students will continue their piano studies, progressing to a more advanced level of playing. **Spring semester only.**

881 Music History of Rock & Roll**Length: Semester Credits: 2**

Take this trip through history (from the early 1900's to present day) using Rock & Roll as your tour guide. You will experience the early years of Rock & Roll, discovering its origin and how it has evolved over time. Students will listen to (and dissect) Rock & Roll music from each era, finding out why this music means so much to the youth of each generation.

887 Introduction to Digital Media**Length: Semester Credits: 2**

This course is designed for the student who is new to music technology and has an interest in composing and creating music. The focus of this course is on MIDI basics hands-on exploration, skill development of electronic instruments, notation and sequencing, and using various types of music software.

Performance Music Courses**869 Mixed Choir****Length: Full Year Credits: 4***Prerequisite: rental (or purchase) of formal concert attire. Financial help is available if needed.*

This full-year course is open to all students, and is an ensemble of mixed voices (Soprano, Alto, Tenor, and Bass). Mixed Choir performs a wide variety of musical styles from Classical to Broadway. Emphasis will be placed on musical elements such as music theory, music history, and sight-singing. Knowledge of good vocal production and music reading skills is beneficial, but not necessary. Mixed Choir performs at various events throughout the school year, including the Winter Songfest, Spring Into Song, and Baccalaureate. All students who enjoy singing are invited to join. **Note: You must have approval from the choral director to take this course for only one semester or every other day.**

872 Jazz Ensemble**Length: Full Year****Credits: 4**

All students wishing to be in Jazz Ensemble will audition in May for the following school year. Jazz Ensemble will perform at concerts, assemblies, competitions, festivals, trips when applicable, civic functions, and other activities where suitable. Students will also be expected to use technology to improve basic musicianship skills and improvisational skills. In addition to class time students will also rehearse on Wednesday evenings from 6:00-8:30 pm and Saturday mornings from 8:30 am – 1:00 pm [post-Marching Band season], and during February vacation [Tuesday, Wednesday, and Saturday]. Students will be charged a user fee due to the co-curricular portion of this class. **Note: You must have approval from the band director to take this course every other day.**

884 Symphonic Band**Length: Full Year****Credits: 2**

Symphonic Band is open to students of all grades and meets every other day. This group is a performance ensemble consisting of woodwinds, brass and percussion instrumentalists who have reached the intermediate level in technique and musicianship. Students develop knowledge and skills in ensemble balance, tone production, sight reading, musical terms and historical information as they pertain to the music that is prepared and performed in a caring, supportive atmosphere. This group meets during the school day and is an opportunity to participate in an instrumental ensemble with fewer performing obligations. In addition to regular rehearsals, students will also rehearse one evening a month – schedule to be announced in September.

Co-Curricular Music Performance Options**RMHS Singers****Length: Semester or Full Year****Credits: NONE**

This full-year offering is open to all students and is an ensemble of mixed voices (Soprano, Alto, Tenor, and Bass). RMHS Singers performs a wide variety of musical styles from Classical to Broadway. RMHS Singers meets every Monday evening from 6:00-7:30 pm. This is the perfect singing opportunity for students who are not able to fit Mixed Choir into their school day or would like to perform in more than one vocal ensemble. RMHS Singers performs at various events throughout the school year including the Winter Songfest, Spring Into Song, and Graduation. All students who enjoy singing are invited to enroll. Note: it's not a problem if you can only join for one semester – just make sure you communicate that the director. **Sign-ups are in June for the following school year or at the beginning of each semester.**

Fermata Nowhere**Length: Full Year****Credits: NONE**

Prerequisite: Audition required. Enrollment in either Mixed Choir or RMHS Singers is required.

This is a select choir for women that requires singers to have prior musical experience. Selection is based on your ability to sight read, sing musically, and contribute vocally (both as a soloist and in an ensemble). It is designed to meet the needs of students interested in a more intense study of vocal performance. Music performed will be a variety of pop, Broadway show tunes, and a cappella. Fundamental choreography may be incorporated. Fermata Nowhere rehearses from 2:30-4:30 pm on Friday afternoons. **Auditions to replace outgoing members are held in June.**

The Crescendudes**Length: Full Year****Credits: NONE**

Prerequisite: Audition required. Enrollment in either Mixed Choir or RMHS Singers is required.

This is a select choir for men that requires singers with prior musical experience. Selection is based on your ability to sight read, sing musically, and contribute vocally (both as a soloist and in an ensemble). It is designed to meet the needs of students interested in a more intense study of vocal performance. Music performed will be a variety of pop, Broadway show tunes, and a cappella. Fundamental choreography may be incorporated. The Crescendudes rehearse from 2:30-4:30 pm on Friday afternoons. **Auditions to replace outgoing members are held in June.**

Marching Band**Length: Fall Season****Credits: NONE**

Membership is open to all students who show an interest in performing with the Marching Band. Emphasis will be placed on ensemble playing and the perfection of a coordinated group. All members are expected to participate in all functions at which the Marching Band performs unless excused by the instructor. Practices are held on Monday and Wednesday evenings (6:00-8:30 p.m.) and Saturdays (9:00-4:00 p.m.). Note: Marching Band members are required to participate in Band Camp (traditionally held two weeks before the start of school). Students will be charged a user fee for the fall season.

Stage Band**Length: Full Year****Credits: NONE**

All students wishing to be in Stage Band will audition in May for the following school year. Students will rehearse on Tuesday evenings from 6:00-8:30 pm beginning in October. The Stage Band will perform at concerts, assemblies, competitions, and festival trips where suitable. Students will be charged a user fee for the year.

Color Guard**Length: Fall Season****Credits: NONE**

Open to all RMHS students. Color Guard performs with the Marching Band in the fall season [see Marching Band description for more details]. Students will be charged a user fee for the fall season.

Winter Guard**Length: Winter Season****Credits: NONE**

Open to all RMHS students. Winter Guard performs separately during the winter season and practices on Monday and Wednesday evenings (6:00-9:00 p.m.) and Saturdays (9:00-4:00 p.m.). Students will be charged a user fee for the winter season.

RCTV at RMHS

	Introductory	Advanced
Open to All Students	730 TV Production 731 Film Production 732 Broadcasting	

730 TV Production

Length: Semester

Credits: 2

This course is an introduction to the basic principles of Television Production. The class includes operation of video cameras, shot composition, lighting, staging and non-linear digital editing. **Students taking this class will also be expected to complete a Crew Call*.**

731 Film Production

Length: Semester

Credits: 2

This course is an introduction to the fundamentals of film production. Students will learn hands-on film creation skills including pre-production, aesthetics, sound, visual effects and technical production. **Students taking this class will also be expected to complete a Crew Call*.**

732 Broadcasting

Length: Semester

Credits: 2

In this course, students will learn the basics of TV Broadcasting, including on-camera and behind-the-scenes technical proficiency and journalistic skills. Students will work on a weekly broadcast such as "Inside RMHS" (news magazine show) to produce content and segments on an ongoing basis.

Students taking this class will also be expected to complete a Crew Call*.

**CREW CALL description: you will be filming something outside of school, such as a sports game, school event, or RCTV event to practice filming a live event that will later be used as programming at RCTV.*

Co-Curricular Options

RCTV Studios Internship

This internship will offer students hands-on instruction in all aspects of Television or Film Production as well as business management skills such as scheduling, accounting and office procedures. Students will have access to top-of-the-line production equipment and RCTV's knowledgeable staff. The internship will take place at RCTV Studios, 557 Main Street, Reading.

Rocket Independent Video (RIV) Club

This club meets every Thursday immediately after school in the TV/Film Production room (located in the library). It is designed to inspire the television and filmmakers of tomorrow. Experienced staff will guide students as they work on video projects using state-of-the-art equipment.

WELLNESS EDUCATION

The Reading Memorial High School physical education curriculum aligns with both the National Association for Sport and Physical Education standards and the Massachusetts Comprehensive Health Curriculum Frameworks. Students are required to successfully complete one physical education course every year as a requirement for graduation. Each course is designed to challenge students mentally, physically, and socially. Students will develop positive relationships, communicate honestly and respectfully, work cooperatively, value and express themselves creatively, and challenge themselves to reach high expectations and goals while acting with respect, integrity, and compassion. Each course provides students with an opportunity to grow individually in a physically challenging environment. Students will learn and be able to develop the knowledge and skills needed to be physically active and fit for a lifetime.

	Wellness Education	Health
9	917 Freshman/Sophomore Wellness	915 Intro to Health
10	917 Freshman/Sophomore Wellness	
11	931 Junior/Senior Wellness	930 Health Issues
12	931 Junior/Senior Wellness	

917 Freshman/Sophomore Wellness

Length: Semester Credits: 1 per year

This course is designed to introduce students to the benefits, methods and safety precautions relative to musculoskeletal growth and development. Very basic anatomy and physiology of muscles and their response to training will be covered. Students will learn to assess, achieve, and maintain an appropriate level of muscular fitness. Using properly applied progressive resistance training; students will learn the correct form and technique when training with selected machines and free weights. Through this course, students will be able to further assess and develop their personal health related fitness plan from their middle school experience. The Adventure Programming unit of instruction, encourages students to work together in a cooperative manner to accomplish a common goal. It is designed to increase self-confidence, develop communication skills, enhance mutual support for each other, gain better appreciation of individual differences, gain trust in oneself and others, and foster better cooperation in a group. Traditional physical education experiences, emerging student choice for wellness activities, and CPR certification will also be provided for students during this course. **Fall semester only.** *Class meet three days in the seven-day cycle.*

931 Junior/Senior Wellness

Length: Semester Credits: 1 per year

This program is based upon the concept that prior wellness education experiences will allow students to make effective decisions regarding which activities they choose to engage in given specific options. Activities will include: invasion games (ultimate frisbee, team handball), target games (golf, archery and bocce), net and racquet games (badminton, pickle ball, volleyball) rock climbing and advanced adventure activities, aerobic/fitness activities (dance-dance revolution, cardio machines, yoga, Pilates, kick boxing), fencing, strength training in the RMHS Fitness Center, and more. **Spring semester only.** *Class meet three days in the seven-day cycle.*

HEALTH EDUCATION

The Reading Memorial High School health education curriculum aligns with both the National Health Education Standards and the Massachusetts Comprehensive Health Curriculum Frameworks. Two courses are required for graduation. The Decisions course is designed for freshmen year students and Health Issues is designed for students in their junior year. Through the successful completion of these required health education courses, students will be able to demonstrate real world applications of the knowledge and skills needed to lead healthy, resilient lifestyles. Students will also learn how to make informed decisions regarding the health and well-being of themselves and others. One elective course is currently offered. Child Development is a junior/senior year elective. Within each course students will be expected to cultivate positive relationships, communicate honestly and respectfully, work cooperatively, value and express creatively, and challenge themselves to reach high expectations and goals.

915 Intro to Health

Length: Semester

Credits: 1

This course, required of all freshman students, is a continuation of the skills-based health model that was initiated in elementary and middle schools. This research-based curriculum is nationally renowned and has proven in studies to have effectively reduced student at risk behaviors related to the use of alcohol, tobacco and other drugs. In addition, strategies are employed that will assist decision making with regard to human sexuality, and relationships with family and friends. The Intro to Health program will also help students to plan positive behaviors as they relate to the physical and intellectual aspects of wellness. **Fall semester only.** *Classes meet three days in the seven-day cycle.*

930-Health Issues

Length: Semester

Credits: 1

This course is required for all students during their junior year and builds upon earlier health education programs at a time when new issues facing high school students and young adults require thoughtful decision making. Health Issues provides relevant age-appropriate information with emphasis on discussion and skills-based learning. Topics include but are not limited to: substance use and abuse, personal safety and relationships, stress reduction and human sexuality. This course will readily assist our students now and in the future. **Spring semester only.** *Classes meet three days in the seven-day cycle.*

155 Child Development and Early Childhood Education **Length: Full Year** **Credits: 4**

This elective course is designed to introduce students to the development of children between the ages of birth and age seven. Students will study child developmental theory, gaining an understanding of the emotional, social, physical and cognitive changes that take place during a child's early years. They will be introduced to theme development, behavior management, lesson plan development and observation/assessment skills. **Open to Juniors and Seniors.**

SPECIAL EDUCATION

The RMHS Special Education Department believes that all students can learn; our goal is to meet the educational needs of students with disabilities. While recognizing and understanding the unique learning style of each student, the RMHS educational community promotes student independence and self-advocacy and strives for the educational success of every student. The learning process is supported by the implementation of the educational goals, objectives and strategies outlined in the students' IEP, which will enable the students to realize and access their potential.

The Special Education Department at RMHS supports students in the least restrictive educational environment and works cooperatively with students and their families. It is important that ongoing communication is established which supports students' and their parents so that all members of the TEAM work as partners in supporting students' educational process.

The RMHS Special Education Department works closely with both middle schools to plan for the transitional needs of the incoming ninth graders. It is our mission to provide a continuum of support, which enables students to learn more effectively, to understand their learning style and to become successful and competent adults.

The Special Education staff work cooperatively with regular education teachers to individualize and supplement the curriculum to meet the needs of students. In general, classroom materials are used to develop skills in reading comprehension, written expression, mathematics and study skills such as note-taking, outlining, research, and test preparation. Additionally, supported classes are available which allows special and regular education staff to share instructional techniques and strategies and to coordinate services for individual students.

Team meetings are held with parents, students, and staff to review assessment information and academic progress in the current program placement. As part of this process, the team will discuss and decide upon the most appropriate support for the student based upon his/her individual needs with a goal of assisting the student in making effective progress. Individualized Educational Programs (IEP'S) specify programming that supports the student in the least restrictive environment.

At RMHS, a wide range of services may be available to students. Involvement with any Special Education service must be determined by the TEAM and be included in the IEP.

UNIQUE COURSE OFFERINGS & INTERNSHIPS

Independent Study

Length: Full Year or Semester Credits: 2 per semester

The option of independent study is designed for seniors who wish to do advanced work in any subject area. The option allows students to pursue material in greater depth than is usually covered in existing class options. Independent study work is pursued above and beyond regular class requirements and involves significant independent research, data gathering and analysis, or work on an advanced project. In order for a student to properly contract for independent study:

- The student will discuss with his/her teacher what special project(s) or independent study s/he desires to undertake.
- Upon receiving tentative verbal approval from his/her teacher, the student will write a proposal or contract spelling out in detail what it is s/he proposes to study and how, including a timetable for checking progress with the teacher.
- The student's proposal or contract will be reviewed by the teacher, Department Chair, and Principal.
- If the proposal is approved by the teacher, Department Chair, and Principal, the student begins to carry out the provisions of the contract.
- Upon successful completion of the proposal or contract, the student will receive an appropriate grade and credits.

The Senior Intern Program is an opportunity for students to maximize an authentic learning experience. Students will have the opportunity during the fourth quarter to interact with a workplace, invent a project of the design, or explore a topic of interest. Ultimately, the student will prepare a presentation defining the experience. Prior to the start of your internship, the student will submit a proposal that will establish guidelines, expectations and deadlines for the project.

In order for the proposal to be accepted, the student must be a student in good standing for graduation having no grades lower than a C- during the senior year. Students may not have violated the discipline policy or attendance policy, as outlined in the student handbook, during their senior year. Students enrolled in AP courses, must remain in the course until the completion of the AP exam. Students may participate in the Internship program on an abbreviated basis until the completion of the exams