

Swampscott High School



200 Essex Street
Swampscott, Massachusetts 01907
TEL (781) 596-8830
FAX (781) 599-2034
<http://highschool.swampscott.k12.ma.us>

Program of Studies 2017-2018

Swampscott High School is a community of learners who work together to succeed in a diverse and evolving global society by promoting academic and personal excellence within an inclusive, safe, and supportive environment.

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ACCREDITATION

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

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

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

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Mr. Robert F. Murphy –Principal
Mr. Frank Kowalski, Jr. - Assistant Principal
Ms. Lytania Mackey Knowles – Assistant Principal

School Committee

Ms. Carin Marshall, Chair
Ms. Amy O'Connor, Vice Chair
Mr. Francis E. Delano, III
Ms. Gargi Cooper
Ms. Suzanne Wright
Ms. Pamela Angelakis - Superintendent of Schools

The Swampscott Public Schools does not discriminate against students, parents, employees or the general public. No person shall be excluded from or discriminated against in admission to the Swampscott Public Schools, or in obtaining the advantages, privileges and courses of study of the Swampscott Public Schools on grounds of race, color, religious creed, national origin, sex, gender identity, sexual orientation, which shall not include persons whose sexual orientation involves minor children as the sex object, age, genetic information, ancestry, children, marital status, veteran status or membership in the armed services, the receiving of public assistance, and handicap. Additionally, the Swampscott Public Schools does not tolerate harassment based upon race, color, religion, national origin, sex, gender identity, or sexual orientation

Minimum Graduation Requirements

Students must enroll in thirty (30) credits each year. A minimum of one hundred twenty (120) credits must be completed to qualify for a Swampscott High School diploma. **These credits must include the following:**

English	4 years and one semester of <i>Writing Across the Curriculum</i> in Grade 9 or 10	22.50 credits
Mathematics	3 years, although state colleges in MA require 4 years of mathematics for admission	15 credits
Social Studies	3 years (including <i>United States History</i>)	15 credits
Science	3 years of lab science: <i>Biology, Chemistry, Physics</i>	15 credits
Foreign Language	A sequence of 2 years of the same foreign language	10 credits
Career/ Technology/ Arts	3 courses (one of which must be <i>Computer Applications</i>)	Variable
Wellness Education	Grades 9 & 10 - <i>Foundations for Fitness I, Foundations for Fitness II Contemporary Adolescent Health I</i> Grades 11 & 12- <i>Active and Cooperative Games (or) Adventure and Lifelong Activities & Contemporary Adolescent Health II</i>	10 credits

At the close of grade 9, students must have earned a minimum of twenty-five (25) credits in order to be considered a tenth grade student. At the close of grade 10, students must have earned a minimum of (fifty-five) 55 credits. At the close of grade 11, students must have earned eighty-five (85) credits in order to be a senior.

1. Credits are earned only when courses are fully completed. ***Partial credit will not be assigned when courses are dropped or when students are removed.***
2. If a student is placed in a full-year course anytime after the first quarter, the credits earned for that course will be determined by the principal.
3. In addition to the above requirements, students must earn qualifying scores on the English, Science, and Mathematics MCAS exams to receive a Swampscott High School diploma.

Course Levels

Advanced Placement

These courses are designed to be taught at the same level as a first semester college course of the same name. They are exceedingly rigorous in both scope and sequence and as such it is suggested that students review their Advanced Placement choices and course load with their School Counselor. AP courses may require students to complete and submit summer work. Students are required to take the Advanced Placement exam in the springtime for the Advanced Placement courses they enroll in. Advanced Placement scores range from a low of one to a high of five; many colleges accept Advanced Placement courses for transfer credit for students who score in the three to five range, but this is at each individual college's discretion. Students are cautioned that requirements vary among colleges, and they must check catalogs for AP program details. Please visit the below website for more information on Advanced Placement college course credit. <https://apstudent.CollegeBoard.org/creditandplacement> **To obtain AP credit, students are required to take the AP Exam at the end of the course.** A fee is charged by College Board® for each test taken, students are responsible for this fee and should plan accordingly.

Honors

This level is the most academically challenging and it moves at a rigorous pace. Students possess a strong interest in learning and they have a high level of intellectual curiosity. Students are independent learners who work well with others. Students are mature, responsible and self-motivated. Students possess superior reading, note taking, writing and research skills. Students do homework promptly and thoroughly and they participate in class discussions on a daily basis. They possess strong higher order thinking skills and are educated decision makers. Students work toward developing into responsible, accountable and respectful individuals.

Advanced College Preparatory

These students are conscientious about their studies and the class moves at moderate pace. Students possess a solid interest in learning and work well independently and in small groups with teacher direction. Students are capable and willing to put time and effort into their work. Students possess excellent reading, note taking, writing and research skills. Students do homework daily and consistently participate in class. Students have the ability to make connections and parallels between historical events in order to help themselves make educated decisions. Students work toward developing into responsible, accountable and respectful individuals.

College Preparatory

These students are college bound, but may need more support and structure in the classroom. Smaller class sizes will increase student-teacher interaction. Students need the practice and the routine of a traditional classroom setting that also provides differentiated instruction. Students possess an interest in learning and they participate in class discussions. Students are able to work independently and in small groups in a structured environment. Students possess good reading, note taking and writing skills. Students are developing critical thinking skills to make educated decisions. Students work toward developing into responsible, accountable and respectful individuals.

Course Selection Process

The course selection process begins in March. Teachers will recommend a course level (Advanced Placement, Honors, Advanced College Preparatory, or College Preparatory) for each student for the next year. If a student or parent/guardian has questions about a teacher's recommendation, he/she should consult with the teacher. The teacher's recommendation will become the student's placement unless the student or parent/guardian initiates the course placement review process, also called the override process. Placement review and level changes must be initiated and completed by the due dates outlined in the spring course selection process paperwork.

Be especially thoughtful in selecting courses during the preliminary course request process. The academic schedule is based on a complex interaction of graduation requirements, qualified instructional staff and student requests. Limits on class size, funding and staffing resources impact our flexibility in conducting educationally sound and efficient scheduling. There should be no schedule change requests made after the course request process is completed. Exceptions to scheduling policy may be requested in writing to the Principal.

Course Selection Timeline

The course selection timeline will be emailed home to students in grades 8-11 in March. We will also post all information related to course selection on the Swampscott High School & Swampscott Middle School websites. This year we are adding a webinar for parents that cannot attend. In addition, we have four dates for parents to come into SHS to learn about Aspen, our online school management system, and to choose electives, or ask questions.

Spring Course Selection Process Meeting

Student course recommendations will be available to view by parents in Aspen in March before our course selection evening. After viewing, students and parents are required to choose electives and alternates, based on the information in this guide, well before the scheduled counselor meetings.

All students in grades 9-11 will meet with their counselor during the school day after the teacher recommendations are posted and after the parent evening, to determine the courses they will take for next school year. This meeting is arranged in advance with teachers. In order to prepare for this meeting, students must have selected their electives online through Aspen. The purpose of the meeting is to review the teacher recommendations, graduation requirements, and discuss any courses students are passionate about taking. We make every effort to get students into the classes they want to take, but graduation requirements must be satisfied.

Students in grade eight do not have a meeting with their counselor. Parents will get a letter mailed home indicating the course levels the grade 8 teachers have recommended for the student. Parents can initiate the override process but they must contact the SMS teacher first and fill out the appropriate form.

Course Placement Review / Override Process

The purpose of the review process is not to limit student or parent choice, but to ensure that such choices are based on the best available information about a student's tenacity and perseverance relative to the curricular challenges they will encounter in the coming year.

If a student believes he/she would like to change course levels, the first step is to discuss his/her concerns with the classroom teacher. Students wishing to override a teacher's recommendation must complete a Placement Review Form during the spring course selection process. Forms must be signed by a parent or guardian and the recommending teacher, accompanied by a statement of why the override is necessary to the future success of the student. The form should be turned in to the main office by the due dates outlined. The principal, in conjunction with the department chair, will approve or deny the override request. Families will be notified of the decision once the process has been completed.

Changing Courses

In general, once the master schedule has been created, course changes are not allowed. Students and parents are expected to consider the course selection process thoughtfully and carefully, and then understand that master schedule development is a complicated process. We understand that there may be situations that require a change. Teacher preference and study hall requests will not be honored. All students must be enrolled in a minimum of 30 credits each school year.

Course changes will be considered under the following conditions:

- Transfers to a higher level of the same subject will be approved with teacher recommendation providing there is space in the class and it fits in the student's schedule with minimal disruption to other classes. The unweighted grade that the student earned in the first class will be carried to the new class and will be averaged into the grade for the course.
- Transfers to a lower level of the same subject will be approved only if the student demonstrates (a) perfect or near perfect attendance for at least a two-week period prior to the request; (b) perfect or near perfect homework and classwork completion for at least a two-week period prior to the request; and (c) at least two visits per week with the teacher after school for extra help. If the teacher certifies that all of the above have occurred, and the student is still struggling in the class, then a move to a lower level would be approved. This change is dependent upon space in the classes and a fit in the student schedule with minimal disruption to other classes. The unweighted grade that the student earned in the first class will be carried to the new class and will be averaged into the grade for the course.

After twenty-one school days, students will no longer be able to transfer from one course to another, students must follow the course withdrawal process.

Course Withdrawals

Under extenuating circumstances, course withdrawals may be approved by the Principal. Students who withdraw from a class after twenty-one school days, will receive either a "WF" (withdraw fail) or "WP" (withdraw pass) on their report card and transcript based on their grade in class at time of withdrawal.

The Grading System

The grading procedures at Swampscott High School represent more than just the amassing of figures. Although students are graded primarily on the basis of achievement, factors such as attitude, class participation, completion of assignments, effort, and a willingness to cooperate and assume leadership responsibilities enter into the determination of a grade.

- Teachers will input numerical grades.
- The report card and transcript will show letter grades.
- Honor roll is based upon the calculation of the student's **Unweighted GPA** at the end of each marking term.

Because evaluation criteria may vary among departments, at the beginning of the course, teachers will present to their students the criteria against which they will be measured.

Grade Equivalents		
A+ = 97-99	A = 93-96	A- = 90-92
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62
F= Below 60		

Report Cards and Progress Reports

Report cards are available four times a year; typically in November, February, April, and after the close of school in June. At the midpoint of each term, progress reports are available for freshmen and any student whose overall grade is a C- or below. No paper progress reports or report cards will be mailed home. All will be available online through Aspen.

Pass/Fail Option

It is recommended that in extraordinary circumstances, and subject to the approval of the Principal, provision be made for an alternate grading system for students with special educational needs: a student shall be given a Pass/Fail grade in a specified course when (a) her/his educational plan calls for it and s/he assents, or (b) the teacher, the School department, and administration agree that one or more of the following conditions constitute a learning situation of extraordinary difficulty for that student to the extent that the actual grade attained is not an accurate reflection of the student's performance: her/his native language is not English, s/he has had an extended absence from school, or s/he has transferred into the school after the beginning of the school year. The P/F grade shall appear on both his report card and his transcript.

A student who receives not more than two P/F course grades in an academic year shall be assigned a rank-in-class based on the courses in which he receives standard grades. If a student receives more than two P/F course grades in an academic year, s/he shall not be assigned a class rank.

Class Ranking

Swampscott High School reports only the weighted grade point averages and rank-in-class for the purpose of college admissions, scholarship competition, and other purposes where this information is of importance to our students. Note: for students not enrolled in any Honors or Advanced Placement courses, their weighted and unweighted GPAs are identical. The weighted ranking system applies an additional ten (10) percent factor to grades received by students in those courses which we designate as Honors (H) or Advanced Placement (AP) courses in our Program of Studies. Career Technology Education, Wellness Education, and Fine Arts Courses are included in the calculation of grade point averages and rank-in-class and are treated the same as college preparatory courses. **Internally, we use the unweighted GPA for the purpose of determining Honor Roll, National Honor Society eligibility and Honor Graduate Status.** Class rank is calculated at the end of each school year, the middle of the junior year, the end of the junior year, and each marking term of the senior year. **Note: Senior class distinctions (e.g. valedictorian) are based upon the weighted class rank at the end of third quarter of the senior year.**

DESTRUCTION OF STUDENT RECORDS

Following your child's graduation from Swampscott High School, the only document(s) that will be kept on file will be the permanent transcript which identifies the courses taken, grades received, date of graduation or withdrawal, and date of birth. Under the laws of the Commonwealth of Massachusetts, temporary records, such as disciplinary reports, must be destroyed within five years after graduation or withdrawal. However, there may be items contained within the folder that may be of value to you in the future. Therefore, once certified for graduation, and in lieu of destruction, the temporary record file will be made available to your son/daughter during graduation practice, or students may pick up the file up to a week after graduation. If you or your son/daughter does not claim the temporary record(s) during this time frame, the file will be destroyed.

<u>SCHOOL COUNSELING</u>	
Phone: (781) 596-8876 FAX: (781) 599-2034	
Mrs. Emily Barnum	Director of School Counseling
Mrs. Rachel Sturma	School Counselor
Mrs. Julie Mazzola	School Counselor
Mrs. Sarah Kelley	Adjustment Counselor
Mrs. Lisa Brown	Administrative Assistant

Swampscott ensures that all students from linguistic, racial, and ethnic minorities; males; females; homeless students; and students with disabilities all receive, in grades 7-12, the same information and academic counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them.

School Counseling Seminars

Grade 9

Programs are geared toward students transitioning from middle school to high school. Each student is assigned a Peer Mentor to help them integrate into the high school community. Other freshmen programs include Step-Up-Day for all incoming ninth graders in the spring of their eighth-grade year, and a Freshmen Orientation. School Counselors will meet with the grade 9 students for Freshmen Seminars. Students are encouraged to set up one-on-one meetings with counselors to set academic and civic goals which can be reviewed and revised each year. Parents/Guardians are encouraged to set up an appointment with their School Counselor at any point. Counselors are generally introduced to the parents of ninth grade students at the opening of school event.

Grade 10

Counselors meet with students in small groups to review goals and academic requirements as well as PSAT results. Counselors also introduce college and career exploration using Naviance Family Connection, a web-based program to students and parents. A Sophomore Parent Event is held to discuss the post-secondary planning process, Naviance Family Connection, and career exploration. Students and Parents / Guardians are encouraged to set up an appointment with their School Counselor at any point.

Grade 11

Junior School Counseling Seminars are scheduled in the winter/spring. The counselors will review the post-secondary planning and college application process in a small group setting. Students may use their Naviance account to learn how to research colleges, navigate admissions requirements, request transcripts, etc. Counselors provide information on time lines, student, parent, and School Counselor responsibilities, financial aid resources, and tips on writing a college essay. A Junior Parent Night is held in the winter/spring to review the college application process and Naviance Family

Connection. Individual post-secondary planning meetings can be scheduled by request/appointment to discuss researching colleges, developing an appropriate college list, college essay writing, application timelines, requesting transcripts, communicating with teachers about recommendations, and address any concerns the students have. A Financial Aid Night is typically scheduled in the fall, hosted by a representative from College Funding Services. Counselors will generally meet with juniors again in the spring to review important time lines, what to focus on during the summer, and to answer any student questions and concerns.

Grade 12

In a large group setting, counselors meet with seniors to discuss the college application process and timelines at the beginning of the school year. Students are required to set up a “senior meeting” appointment with their School Counselor. A Senior Parent Event is held in the fall to review the college application process and financial aid resources. A Financial Aid Night is typically scheduled in the fall, hosted by a representative from College Funding Services. Parents may also be invited to a MEFA (Massachusetts Educational Financing Authority) College Financing Seminar.. The FAFSA (Free Application for Federal Student Aid) and the CSS-Profile forms are reviewed and parents are given general instruction on filling out and filing these forms. The School Counseling Department also hosts Admissions Counselors from upwards of sixty colleges and universities for “College Visits” in the School Counseling office beginning in September and through December. Seniors and (very) interested juniors are encouraged to participate.

School Adjustment Counselor

Our School Adjustment Counselor provides a variety of services to students and families. Referrals to see the counselor are made by faculty members, guidance counselors, students and parents. Working within a proactive/intervention model, the adjustment counselor helps to identify those students having academic and/or social and emotional issues that may impact their ability to function within the high school setting and affect their progress. Problems may include: adolescent transition issues, substance use, abuse and addiction, eating problems and disorders, depression, anxiety, other medical psychological and psychiatric problems, divorce, family, loss and grief. Once a problem is assessed in a confidential manner, appropriate recommendations will be made. Services may include: information/education, psycho-education, short-term counseling, specialized group work, family consultation, crisis intervention, and referrals to a range of resources. The school adjustment counselor also supports classroom teachers through observation and consultation. The adjustment counselor is also a member of the Student Support Team, Behavioral Health Team, and Crisis Team.

New Students

Students transferring from other schools and districts are welcome to join the June Step Up Day event at the high school. The first step in the process is contacting our Assistant Principal, Mrs. Knowles, to arrange a parent meeting at 781-596-8830. Prospective parents and students are then welcome to arrange a meeting with a School Counselor to discuss curriculum, sports, and clubs/activities.

- The School Counseling department will coordinate placement tests for math, English, and world language in early spring.

- All registration materials are available online through the School Counseling website and should be completed and returned to the Superintendent’s Office at 207 Forest Ave, Swampscott, MA 01907.

Transcript Requests for Graduates

Former graduates who need a copy of their transcript for any reason- college, employment, military, graduation verification, etc. need to contact the Guidance Office directly at 781-596-8876 or email transcripts@swampscott.k12.ma.us and we will process your request.

Communication

The School Counseling department maintains a [blog](#) geared towards students, parents, and community members. The blog outlines upcoming School Counseling related events, student news, and community resources. A variety of college admissions resources can be found on the School Counseling [website](#) as well. The School Counseling department also communicates with students and parents through email using the Naviance Family Connection, Aspen, and Twitter @SHSGuidanceDpt

Testing

The high school works as a liaison/partner with standardized testing agencies for the benefit of all Swampscott students. Since these tests are managed by outside companies/agencies, we do not have control over where, when, or how the tests are given or the protocols used in their administration. Please note that the below exams are those hosted by SHS. The School Counseling department supervises the administration of the following tests:

- | | |
|------------------------------|--------------------------|
| • PSAT in October | Supervisor – Director |
| • SAT in May | Supervisor – Director |
| • ASVAB | Coordinator – Director |
| • Advanced Placement Testing | Coordinator – Lisa Brown |

ACT is not offered at SHS. However, information regarding the administration of this test is provided during the year from the guidance office.

INDEPENDENT STUDY COURSE OFFERINGS

In order to allow students the opportunity to pursue educational interests that go beyond the high school’s curriculum, we offer the ability for students to create an independent study course that will count for high school credit. Independent Study courses may not replicate any course currently offered by Swampscott High School unless it is impossible for the student to take that course here. The work done in an independent study will be, at a minimum, equal to the workload for a high school course; for example, a semester course should encompass at least 72 hours of work. Most college courses taken as an approved independent study will be considered honors courses.

Department heads and/or administration have final say on the level (i.e. honors, college preparatory) and the number of credits the independent study will be worth. Students may also request to take an independent study on a pass/fail basis. In all cases, these decisions must be made during the approval process and cannot be changed thereafter. Independent study courses may be given a generic title on the student’s transcripts: e.g. Independent study Algebra II.

Independent Study is a privilege. All students who participate in independent study must maintain good grades, regular attendance and appropriate behavior in all their other courses and at

school. Students who do not meet these standards may be asked to withdraw from the Independent Study course.

The following courses are offered outside of the core and elective departments and may require the completion of an independent study form for consideration. In addition, many of these courses require administrative or advisor approval and the completion of additional application materials.



Are you looking for something different? Is there a course that you want to take that is not being offered next year? A Virtual course is taken on-line and you get full SHS credit (including Advanced Placement or Honors). There are many courses available- examples include: Advanced Placement Java, Investing in the Stock Market, and Kindergarten Apprentice Teacher, and so many more! Students do not need to know how to operate a computer to take a VHS course and a home computer is not necessary. Please feel free to visit the VHS website at <http://www.govhs.org> and under the academic section you will find the complete course catalog with titles and course descriptions for all VHS Courses. *Applications and further information are available from your Guidance Counselor or from Ms. Comparato.*

V Virtual High School (VHS), Grades 9-12, Semester, 2.50 credits or Full Year, 5.00 credits

The VHS program is a collaborative of high schools from around the world that offer students courses ranging from advanced academic subjects to technical and specialized courses via the internet. Credit is given for all courses successfully completed. A full catalog of courses can be found on the VHS website at <http://www.govhs.org>. To obtain AP credit, students are required to take the AP Exam at the end of any AP VHS course. Students who do not take the AP Exam will receive honors credit. A fee is charged by CollegeBoard® for each test taken, students are responsible for this fee and should plan accordingly. ***Registration for the program is the first week in April. Students interested in this program should contact Ms. Comparato. Availability is limited to twenty-five slots per semester. There is a separate application that must be filled out.***

DRIVER EDUCATION

931.1 Driver Education Advanced College Preparatory, 1.00 credit

(Classroom and Driving must be completed to earn credit)

This course is available to all students in the high school. Students must be 15 and 9 months in order to enroll. There are at least four classes held each year. Courses run during the school year are held at 7am.

Minimum requirements are:

1. 30 hours of classroom instruction - Students must make up all missed classes!
2. 12 hours on-the-road training
3. 6 hours of observation

A permit test must be passed before a student may participate in road training. There is a \$100 fee for the classroom and \$375 for the on-the-road-training. Parents are also required to attend a 2 hour informational meeting, as mandated by the RMV

029.1 Student Technology Innovation, Integration, and Help Desk I, College Preparatory, Q1-Q4, 1.25 credits per quarter. Open to students in grades 9-12.

Students in this technology course will study how to integrate technology into education, work on developing and offering trainings on software and hardware, and design, update, and manage a district website with resources and online trainings for teachers and students. Students will continue to learn technology and use what they have learned to help solve problems in the school and the town.

Students will also be required to spend at least one course period per week in the senior center or school computer lab to help Swampscott residents learn technology. We are looking for students that have understandings of Microsoft Windows, G Suite, Apple OS, and Chromebooks or the ability to learn these systems, are patient, and are interested in helping others improve their technology skills. To be considered for a spot in this course, students will need to meet with a member of the district technology administration team.

065.1 Senior Project (Pass/Fail), Grade 12, Fourth Quarter, up to 2.50 credits

Selected seniors in good academic standing will have the opportunity to investigate a career, explore an academic interest, and/or participate in a community service project. They will be granted permission and time to leave Swampscott High School to work on this project during 4th quarter. Students will collaborate with professionals in the area in their chosen field. Upon completion of their project, they will be required to write a paper sharing their experience and accomplishment as a result of their work. They will also participate in an exhibition to be held at Swampscott High School at the end of fourth quarter. Participation in this program is by application only and approval is subject to administrative and senior project advisor approval.

087.1 Academic Strategies and Techniques, College Preparatory, Q1-Q4, 1.25 credits

Academic Strategies and Techniques is a 1.25 credit course that can be taken for one or more quarters. Study skills will be introduced, practiced, and reinforced. These skills will enhance reading comprehension, memorization, time management, note taking, test preparation, and confidence. Students will have time built into each class period to apply acquired knowledge to their academic work

Courses for English Language Learners

026.1 English Language and Literacy Skills, College Preparatory, Full Year, 5.00 Credits

This course is designed for Developing, Expanding, and Bridging (WIDA Levels 3, 4, and 5) English Language Learners. A teacher licensed in ESL/ELL plans and delivers lessons based on the *WIDA* and *Massachusetts ELA Frameworks*. Lessons focus on complex language structures, syntax, strategies for decoding unfamiliar vocabulary, and reading and writing skills for academic purposes. Students read and respond to a variety of fiction and non-fiction texts. Students develop vocabulary related to ELA content and paragraph/essay writing skills. Assessments of this course are specifically designed to evaluate progress in acquiring English in reading, writing, speaking and listening.

DUAL ENROLLMENT

Students are able to apply and register for courses at North Shore Community College or Salem State University (or other approved college or university) through the Dual Enrollment program. All Dual Enrollment paperwork must be completed by the student and approved and signed by the student's School Counselor or an Administrator. Completed course grades will be added to the student's SHS transcript once the school counseling office receives an official school transcript from the college or university. Most college courses taken as an approved independent study will be considered honors courses.

From the department of Higher Education: the "**Commonwealth Dual Enrollment Partnership (CDEP)** provides opportunities for Massachusetts high school students to take college-level courses at a discounted price* and earn credit toward high school completion and their future college degrees. CDEP eases the transition from high school to college, allows students to get a head start on their college careers, and provides meaningful and challenging academic experiences to qualified students who otherwise may not have access to an early college experience. The ultimate goal of CDEP is to increase the population of high school graduates who are college ready. Student participation in CDEP is at the discretion of the participating institution of higher education, subject to capacity constraints and state appropriation. * *CDEP funded students take their first course free of charge or for a nominal fee. Subsequent course fees are set by the institution. Please contact your local public campus to determine availability of dual enrollment opportunities and funding.*

SUMMER SCHOOL/CREDIT RECOVERY

Eligibility:

If a student fails a full year, five credit course, the student can take a pre approved remedial course to recover the credits lost. Historically, Beverly High School and Salem High School have offered a number of SHS equivalent courses. Students are now able to register and complete pre-approved courses through Educere, an online provider. Courses for recovery must be pre-approved by department chairs or a School Counselor before a student enrolls. In some cases, an equivalent course is not offered through a local summer program and must be repeated at Swampscott High School. If a student has questions about eligibility, s/he should discuss with the School Counselor. Students/families are responsible for the total cost of the course(s) and all associated materials.

Please note that recovering credits at the college level can be very demanding and rigorous.

World Language Waiver Policy and Form

It is the mission of Swampscott High School to provide all of our students with a comprehensive education with a global focus. Towards that end SHS has a two year foreign language requirement for all students. However, we do recognize this academic requirement may not be appropriate for some of our students.

Swampscott High School – Application for Foreign Language Waiver

Name of Student: _____ Date: _____

Name of Person completing this Application: _____

Relation to Student: ___ Self ___ Parent ___ Teacher

Foreign Language Courses completed:

<u>Course Name</u>	<u>Course Number</u>	<u>Teacher/Outcome</u>

There are several steps to this process:

1. Before completing this application, the student requesting a foreign language waiver should meet with his or her guidance counselor.

Student met with guidance counselor to discuss this decision and the implications of this decision on _____ (date).

Guidance Counselor signature: _____

2. If student still wants to pursue a waiver, student should write up the reasons why he or she is looking for a foreign language waiver, including if he or she has not attempted a foreign language course and the reasoning behind this decision. This must be attached to this form.

3. The application will then be considered by the team, which will consist of the student's guidance counselor, the Head of Foreign Language Department, the school psychologist, the student's liaison (if applicable), and the student's previous foreign language teachers (if applicable). The team will determine whether or not the student is eligible for a waiver and will make a recommendation to the Principal.

It should be noted by both parents and student that the decision to waive the graduation requirements for a foreign language is not taken lightly as it may have implications in post-secondary planning. Many colleges are looking for at least two years of a foreign language in order to consider a student's candidacy.

Parent has read and understands these implications and still wants to apply for the waiver.

Parent signature: _____ Date: _____

Student signature (if over 18): _____ Date: _____

GLOBAL COMPETENCY CERTIFICATE

The SHS Global Competency Certificate (GCC) is designed to develop and encourage students' interest and activism as citizens of a global community and to help students find a passion and a purpose to their education. Students who participate in this program will be recognized for studying history, literature and languages beyond their own, for learning to appreciate and respect other people and cultures, and for participating in service projects connected to other cultures. The certificate will be awarded in addition to the high school diploma and the distinction will be noted at graduation and on their high school transcript. Students should begin to build their portfolios freshman year and can meet with their School counselors for more information.

In order to earn the distinction of the Global Competency Certificate (GCC) at graduation, students must assemble a portfolio in their senior year that demonstrates their achievements as listed below and present their work in an electronic format at a Global Competency Forum which will be held during their senior year. Alternatives to meeting the criteria are possible and will be approved on a case-by-case basis. It is the responsibility of the student to demonstrate that s/he has met the criteria.

I. Academic Component

Students must complete a sequence of study of a spoken language other than English, and take 10 credits of approved electives from art, music, history, English, science, mathematics, media literacy, career technology and/or wellness. Students also must take a language course for four years. It can be a combination of 2 languages, as long as it four years. A year of language at Swampscott Middle School counts towards this requirement.

II. International Experience/Community Service

Students must complete 40 hours of service, ideally 10 hours per year, with an organization that has a connection to global studies. The service project should expose students to another culture, and, ideally, involve the use of foreign language skills. Travel is not required but is desirable. For students who cannot travel, they may host a foreign exchange student either through the school exchange programs or other approved organization. Students are encouraged to participate in local projects with a global focus, such as Special Olympics, fundraisers for disaster relief such as those run by the Interact Club, Rotary events, environmental projects, food banks, charitable service work through Boy and Girl Scouts, Bikes not Bombs fundraisers and similar activities.

Travel opportunities can include a service component. For example, a Habitat for Humanities project with a local church. If such an opportunity presents itself, and involves more than 40 hours of service, students may apply the travel or local support of that project experience to the international experience/community service component of the GCC.

III. Extra Curricular Component

Students must pursue extra-curricular activities that serve to enhance their international understanding. This can take multiple forms, including, but not limited to, selecting summer reading books from the SHS list that focuses on global issues/topics; participating in clubs that focus on global issues, regularly attending/participating in cultural events (such as dance, cooking, or crafts, or by attending film screenings) that provide insight into other cultures, participating in International Relations or Model United Nations events, or in other events through summer volunteer work,/travel and/or athletics.

For more information, please contact the SHS Global Competency Coordinator, Ms. Susan Haggerty at haggerty@swampscott.k12.ma.us or call 781-596-8830

STEM Certificate Program

The vision of Swampscott Public Schools is to prepare every student in the district to communicate and compete as global thinkers through science, technology, engineering, and mathematics and to acquire essential 21st century knowledge and skills.

The Swampscott High School STEM Certificate Program will provide SHS students with an opportunity to explore career and college avenues in the STEM fields, enhance their 21st century skills and focus on real world challenges. Students who complete this program during their four years at SHS will earn a designation on their transcripts indicating STEM proficiency. **There are no prerequisites to be eligible for the STEM Certificate.**

Requirements to fulfill **beyond** the SHS graduation requirements:

1. Academic

- a. Successful completion of a 4th year of mathematics
- b. Successful completion of a 4th year of science
- c. Successful completion of a minimum of 15 credits of the following electives:
 - i. Tech, Engineering & Design, Robotics I, II , Forensics, Marine Ecology, Independent Research, Anatomy/Physiology, Green Scholars, Green Apprentice
 - ii. Intro to Computer Programming, Web design, Entrepreneurship
 - iii. TV Production I, II, III, Photography, Media Literacy
 - iv. Any Advanced Placement Course, American Studies
 - v. Approved VHS courses or Dual Enrollment via Salem State/NSCC

*** New courses will be added as they become available. ***

2. STEM Enrichment - Out of School

- a. Actively participate for at least 2 full years in a STEM based after school club (Robotics Team, Science Team, Math Team, Cable Club, Interact Club, Physics Club) **OR** approved community program with a STEM focus.

3. STEM Family Night

- a. Minimum of 1 year of having a project/activity table at the event
- b. Minimum of 1 year volunteering at the event

4. Two Independent Research Projects

- a. Conduct **ONE** Independent Research Projects during the four years at SHS to be presented at a school/regional Science Fair or as part of the Green Scholars class.

AND

- b. Conduct an additional Independent Research Project with a STEM focus:
Junior Thesis, Senior Project, Art Portfolio, other

5. Portfolio

- a. Documentation of your STEM based work throughout high school experience. This will include, but is not limited to a reflection essay describing the student's STEM experience at SHS.
- b. Present to the SHS STEM Certificate Committee and community spring of senior year.

For more information, please contact the SHS STEM Coordinator, Mrs. Brandy Wilbur, at wilbur@swampscott.k12.ma.us or call 781-596-8830 Ext. 5403

Student Services and Special Education

075A.1 English 9-10, College Preparatory, Grades 9-10, Full Year, 5.00 credits

A year-long language-based curriculum that follows the Massachusetts Curriculum Framework For English Language Arts And Literacy, Grades Pre-K to 12/ Incorporating the Common Core Standards. While lessons follow the Reading and Writing Standards for Grades 9 and 10, for high school students; this course is designed to meet individualized needs through small group instruction. Classroom lessons are delivered at a more manageable pace and follow a more explicit instructional approach while sequencing essential skills and standards. The class primarily focuses on the following topics: reading comprehension, detailed writing skills, using templates/graphic organizers for brainstorming and/or developing an essay, making inferences, analyzing literature, identifying symbolism, using and understanding figurative language, processing complex language, understanding various literary devices, improving grammar skills, understanding parts of speech, analyzing word origins, following the writing process, developing a thesis statement, writing persuasive essays, writing expository essays, and writing narrative essays. Each student's program is individualized to his/her specific area(s) of need per his/her IEP goals and objectives. Using techniques to support individualized academic goals, the curriculum is presented in a meaningful and challenging way. ***Enrollment is subject to teacher recommendation.***

075B.1 English 11-12, College Preparatory, Grades 11-12, Full Year, 5.00 credits

This English skills course is designed for the junior or senior on an IEP for whom a mainstream English class is not appropriate. This class is taught by a teacher dually certified in secondary English and special education and is designed to support the academically challenged student who requires additional support in the common core skill areas of close reading, writing, language, and speaking and listening. The literature strand focuses on American works of every genre from the Puritans to the present. The writing strand emphasizes the thesis paper that is supported by appropriate evidence from primary and secondary texts. The grammar strand emphasizes the usage skills covered under what is termed "Standard English" and is intended to help students sharpen their skills in mechanics. The vocabulary strand is composed of different units including vocabulary organized around central ideas, vocabulary by Latin pre-fixes and suffixes, as well as vocabulary chosen from reading assignments. ***Enrollment is subject to teacher recommendation.***

084.1 Task Management College Preparatory, Grades 9-12, Full Year, 5.00 credits

Task Management is a 5-credit course based on the resource room model of special education instruction. Each task class is made up of a small group of students on an Individualized Educational Program (IEP) with mild to moderate disabilities and one special education teacher. During class time, students are expected to work toward their IEP goals and are offered assistance with the material from their content area classes. In addition, each student is taught study skills appropriate for each individual's learning style. The goal is to not only increase student learning and achievement, but also for each student to develop a repertoire of study skills and strategies they can use independently in high school and beyond.

Swampscott High School Task Management classes differ between lowerclassmen and upperclassmen. As much as is possible, in task management classes, students are assigned to teachers by grade level in order to address the different needs of each grade level:

Freshmen work on the transition from middle school to the new rigors of high school by becoming more familiar with their own learning styles and learning executive functioning strategies and organizational skills.

Sophomore students learn how to advocate for themselves. Within the task management class, they are given lessons on understanding their disability, dealing with test anxiety, good study habits, usage review, organization, and English and Math MCAS review. Ultimately, as students, they become more accountable for their learning.

Juniors and seniors are encouraged to become more independent by becoming effective self-advocates and applying learned skills and strategies to content area work. Time is also spent on transition planning which includes completing college applications and making plans for post-secondary education.

Co-taught Classes

The co-teaching program at Swampscott High School consists of a group of content -specific and special education teachers who collaborate to teach subject-area classes together within the general education classrooms. Numerous studies have documented the effectiveness of the co-teaching model in increasing overall student achievement. By combining the learning strategies of special education with the rigor of a mainstream classroom, teachers are able to not only accommodate those students on an IEP, but also offer universal design to students who do not receive special education services but benefit from alternative, brain-centered approaches to content and organization within the curriculum. In addition, the presence of two certified and licensed teachers not only improves the practice of each teacher through extensive planning and collaboration, it cuts the student/teacher ratio in half, allowing for more one-on-one attention for all students.

English

Philosophy: The English department curriculum reflects the goals of the high school by leading students to a deeper understanding of themselves and the communities of which they are a part through focused skill development. This curriculum, aligned with the national common core, stresses the importance of four key skill-areas: close reading, writing, language, and speaking and listening. Through reading and discussing appropriate literature and refining their communication skills, students learn to examine their own ideas and to comprehend and value the ideas of others. The objective of the department is to develop the critical thinking, speaking, and writing skills necessary for effective personal and community enrichment as well as to foster a love of reading.

Summer Reading: It is the philosophy of the English department to encourage outside reading and writing during the summer vacation. Therefore, the department publishes an annual summer reading list for all students in all grade levels 9-12 and expects all students to read the assigned literary work in preparation for the first full day of school. The list will be available on the main page of the high school website; the books will be available in the local library and popular bookstores.

English Grade 9

110.1 English I, Honors, Full Year, 5.00 credits

This course is for academically accelerated and independently motivated students who enjoy reading and writing and focuses on the development of skills in close reading, academic writing, language, and speaking and listening. Students should have a strong foundation in the structure of writing an essay. The literature includes longer readings from a variety of genres, including works from the Middle Ages, world mythology, Shakespeare, Homer, and a number of modern authors from several cultures. Students will also begin to evaluate literature using different analytical lenses with a focus on archetype. Extensive outside reading is required. Writing workshops, peer reviews, oral presentations, and

student-led discussions are an integral part of the course. ***Enrollment is subject to a placement process.***

111.1 English I, Advanced College Preparatory, Full Year, 5.00 credits

This course is designed for the student who has a good understanding of basic grammar, is an able reader, and enjoys a challenging academic environment. The writing program focuses on improving structure and style in fully developed paragraphs and essays, and on increasing the ability to participate effectively in peer review in order to become familiar with the writing process. Grammar, usage, spelling, and punctuation are studied and applied to student's writing. Various genres -- short stories, novels, plays, and poems--are read with attention to the critical understanding of the author's purpose and the form of the work itself. While vocabulary study comes mostly from various texts, some units may be pulled from the assigned reading material. Oral communication skills and individual creativity are encouraged through formal projects and special presentations related to class activities. *Enrollment is subject to a placement process.*

115.1 English I: Foundations of Freshman English, College Preparatory, Full Year, 10 credits

This English course is a double block course designed for students who have been identified as skills deficient in two or more skills in the areas of close reading, writing, speaking and listening, and language. This course will emphasize the foundations of English grammar, the mechanics of writing and the close reading and interpretation of short stories, novels, poetry and drama. Vocabulary and spelling will evolve from the readings and from formal study. Concepts will be presented using a variety of learning styles and through interactive activities and lessons within a small group environment. In addition to an assortment of short stories and poetry representing a multi-cultural approach to literature, students will read from a variety of texts. *Class size will be limited and enrollment is subject to a placement process.*

168.1 Writing Across the Curriculum, College Preparatory, 2.50 credits, Grade 9 or 10

This class is an exploration of various forms of expository writing. Students work to improve their skills in the common core area of writing and develop their personal voices through various readings, discussion, and writing assignments. Students are expected to work on writing in class and collaborate on the writing process. Student writing will be extensively discussed, edited, criticized, and praised during teacher conferences, peer review sessions, and large group meetings. Revision of essays will culminate in a personal portfolio reflecting growth in the following areas:

Writing for 4 Major Purposes

1. Writing to Express Yourself and Your Perceptions of the World
2. Writing to Convey Information
3. Writing to Persuade
4. Writing and the Research Process

English Grade 10

120.1 English II, Honors, Full Year, 5.00 credits

This course is designed for accelerated students who have both the necessary skills and desire to undertake an intensive literature program designed to increase the ability to read critically and to think analytically. These students should be able to write well-organized paragraphs and exhibit proficiency in the application of the basic rules of punctuation, spelling, and correct usage. Students will apply sociological, archetypal, psychological, and formal criticisms to literary genres, culminating in a

year-end paper and oral presentation. Composition instruction will stress logic and rhetoric. *Enrollment is subject to teacher recommendation.*

121.1 English II, Advanced College Preparatory, Full Year, 5.00 credits

This is a college preparatory course for academically focused students. To develop skills in the common core skill areas of close reading, writing, speaking and listening, and language students will study literary genres, including poetry, drama, novels, short stories, and films. Students will review rules and conventions of oral and written communication to facilitate clear expression of their ideas. Formal work in vocabulary, usage, and academic writing is also an important component of this course. Other areas of study include independent reading, creative writing, projects, and oral presentations. The overall curriculum is enhanced by the study and analysis of film, music, and art. *Enrollment is subject to teacher recommendation.*

English Grade 11

130.1 Advanced Placement Language and Composition, Full Year, 5.00 credits

Advanced placement in language and composition is designed to be the equivalent of an introductory college course; it is a rigorous and competitive program. The focus of this course is on rhetoric and writing. Students will analyze a number of literary and non-fiction texts for style, purpose, audience, syntax, and structure. Students will hone skills around argumentation and persuasion in their writing and speaking. This course will also develop the skills around synthesizing, paraphrasing, summarizing, quoting, and citing source material. To obtain AP credit, students are required to take the AP Exam at the end of the course. *Enrollment is subject to teacher recommendation.*

131.1 English III, Advanced College Preparatory, Full Year, 5.00 credits

This college preparatory course is intended to challenge the academically strong student who shows particular aptitude in the common core skill areas of close reading, writing, language, and speaking and listening. The literature strand focuses on modern American works of every genre. The writing strand emphasizes the thesis paper and the research paper. Students will write an 8-10 page paper on two works by an American author. The grammar strand emphasizes the usage skills covered under what is termed "Standard English" and is intended to help students sharpen their skills in mechanics. The vocabulary strand is composed primarily of words that authors frequently use and words that are often found in SAT exams. *Enrollment is subject to teacher recommendation.*

136.1 or 136.1 H English III: American Studies, Advanced College Preparatory or Honors, Grade 11, Full Year, 10.00 credits

American Studies is an interdisciplinary course that integrates Social Studies with English to show the relationship between literature and the historical setting from which it emerges. The course traces American history and literature in the 19th and 20th centuries against a social and cultural backdrop that identifies the American heritage. *Students who choose this course must also choose it for their History requirement. Enrollment is subject to teacher recommendation.*

English Grade 12

141.1 English IV, Advanced College Preparatory, Full Year, 5.00 credits

This course in comparative world literature is specifically designed for the students to further develop skills in the common core areas of close reading, writing, language, and speaking and listening. Class discussions and thesis papers based on the reading of modern and classical poetry, short stories, novels, and drama that the instructor believes will be of interest to students will comprise much of the course. The students examine important works from various cultures by comparing them within a thematic framework. While students in this course should have fundamental competency in grammar and

syntax, the instructor will provide substantial practice in proofreading and in recognizing errors in usage and syntax. Every student will be expected to write an 8-10 page comparative analysis on works of world literature. ***Enrollment is subject to teacher recommendation***

150.1 Advanced Placement Literature and Composition, Full Year, 5.00 credits

Advanced Placement English is designed to be the equivalent of an introductory college English course; it is a rigorous and competitive program. Its focus is writing about literature. A variety of literary works is offered so that students may develop a fundamental understanding of the different genres; build the basic, critical tools to make informed, literary judgments; appreciate the diversity of human experience; and acquire a taste which prefers the best of literary works. Students are required to communicate their understanding of selected literature through persuasive compositions, research papers, class discussion, and other oral or dramatic presentations. *Enrollment is subject to teacher recommendation.*

English Electives

159.1 Media Literacy Teaching Assistant, Honors, Grades 10-12, Any Quarter or Semester course (1.25 or 2.5 credits).

Any student who has taken at least one previous Media Literacy course may apply to be a T.A. next year. After you sign up, you will be contacted to discuss which course or courses you would qualify to assist in teaching (usually the highest level Media Literacy course you have taken and any course beneath it) and which one(s) will fit in your schedule. Teaching Assistants will be expected to help facilitate daily class discussions, teach the class for a one-week model student presentation and meet with Mr. Reid and the other T.A.s briefly each day either before or after school to offer feedback that will keep improving the course.

Prerequisite – A grade of 90 or higher in a previous Media Literacy course and Mr. Reid’s permission (sign up now and obtain permission later).

161.1 Media Literacy I: An Introduction to Film and Media Literacy, College Preparatory, Grades 9-12, Quarter 1, 2, 3 or 4 1.25 credits

This ten-week course encourages students to think about how they use media and how media affect their ideas and values. Students will watch, discuss, and write about thoughtful, entertaining films such as *Good Will Hunting* and *42*. The focus will be on helping students improve their critical thinking, their communication skills and their enjoyment of the media. In the last weeks of the course, students will present their favorite modern films or TV shows for class discussion. **No Prerequisite.**

162.1 Media Literacy II: The History of American Films, Advanced College Preparatory, Grades 9-12, Semester 1 or 2, 2.50 credits

Students will watch, discuss and write about films from every decade between the 1930s and the present, learning more about media and themselves in the process. There will be a strong emphasis on critical thinking, communication skills, and the importance of examining and your own perspective as well as the perspectives of the other students in the class. We will study classic films like *Casablanca*, *Psycho*, *The Graduate*, *Say Anything*, *Annie Hall* and *Pleasantville*, as well as modern films selected by students. **No Prerequisite.**

163.1 Media Literacy III: Student Presentations and Foreign Films, Honors, Grades 11-12, Offered each quarter, 1.25 credits.

This will be similar to Media Literacy II, but with more foreign films and student presentations in which students show and lead discussions of their own favorite modern films, TV shows, Internet sites and/or music. The focus will be on exploring with open minds all the different perspectives around the world and even within the class. Films might include *A Woman is a Woman*, *Monty Python’s Life of Brian*, *Persepolis*, *3 Idiots*, *Where to Invade Next* and at least three films or other works of media chosen by

students for their presentations. There will be a strong emphasis on writing, speaking, listening, and thinking critically. This course counts towards the Global Certificate.

164.1 Media Literacy IV: Seminar on Films, TV and the Internet, Honors, Grades 11-12, Offered each quarter, 1.25 credits.

This honors course will be similar to Media Literacy I, II and III, but students will be challenged to discuss their reactions in even greater depth to even more challenging media. We will focus on the effect of films, TV and social media on students' ideas about politics, religion, education, psychology, philosophy, love and life in general. Activities will include writing, speaking and listening, with a strong emphasis on critical thinking, communication skills and student presentations. Media will include films such as *The Cabinet of Dr. Caligari*, *City Lights*, *A Face in the Crowd*, *Dr. Strangelove*, *Celine and Julie Go Boating*, *God Bless America*, and *Stories We Tell*, comedians like George Carlin, Sarah Silverman and Louis C.K., and TV shows, advertisements and internet sites that take positions on controversial issues like climate change, racism, sexism, homophobia and the existence of God. *No Prerequisite, although students are encouraged to take at least one earlier Media Literacy course first if possible.*

Please note: Media Literacy electives are taught in the TV studio classroom, but, unlike TV production courses, which primarily involve project-based hands-on learning, Media Literacy courses focus on critical thinking, writing, and speaking and listening. This allows these courses to provide credit within both the English and the Arts departments.

166.1 Speech and Debate, Advanced College Preparatory, Grades 11-12, Full Year, 5.00 credits

Debate is divided up into two components with one component being studied each semester. Term I activities will focus on the theory of oral communication, and the primary tenets of good, effective public speaking. Term II activities will focus on debate theory, effective research, and debate strategies.

167.1 Creative Writing, College Preparatory, Grades 11-12, Semester or Full Year, 2.5 or 5.00 credits

All students will be given the opportunity through a variety of types of writing to develop their voice by exploring various genres of writing including short stories, memoir, poetry, fiction and nonfiction. Skills in proofreading, peer editing, and revising are stressed.~ Critical thinking skills will be enhanced through patterns of language usage and reading. Primary focus will be on developing each student's creative voice. This course is interdisciplinary in nature, as students will be asked to tap into themes and topics represented in disciplines other than English, particularly in the area of non-fiction.

169.1 Journalism, College Preparatory, Grades 10-12, Full Year, 5.00 credits

This course will provide the student with a comprehensive introduction to the genre of journalism and mass media. News and the dissemination of information through the mass media are ubiquitous in today's society. A background in journalism will provide the student with a valuable means of communication and analysis. Such diverse topics as ethics, technique, production, mechanics, genre, bias, economics, and audience will be explored in this class.

176.1 Contemplative Comparative World Literature, College Preparatory, Grades 11-12, Full Year, 5.0 credits

Through the lens of classic and contemporary contemplative writers, explore the connection between contemplative practice and that of literature. In this class we will read Rumi, Buddha, Kabat-Zinn, Thoreau, Emerson, various religious texts, contemporary neuroscience...making connections to Shakespeare (biblical and contemplative connections), Saramago, Zusak, Shelley...

HISTORY & SOCIAL STUDIES

The History and Social Studies program at Swampscott High School seeks to encourage informed democratic citizenship through the study of World and American History and the social sciences. We want students to:

- Appreciate the historical and cultural influences that shape their individual identities, our national identity, and the cultures and countries that share our planet.
- Understand and reason about successes, failures, triumphs and tragedies in human history, particularly as they are reflected in the ideas and actions of the people we study.
- Prepare for adult lives of informed and active citizenship and civic engagement.
- Learn to assess and interpret evidence, to understand change over time, to think logically and express themselves clearly.

Students are required to take a two-year World History sequence in grades nine and ten, and a year of American History in grade eleven. Seniors may choose from a variety of offerings in history or the social sciences. Because students' goals and abilities differ widely, it is the belief of the social studies department that students are to be placed in classes that meet their individual needs. This method of structuring classes provides students with the optimum instruction necessary to accomplish their goals. Therefore the department has three levels coded as Honors/Advanced Placement, Advanced College Preparatory, and College Preparatory. Curriculum level placement in History and Social Science courses is made by teacher recommendation according to our Departmental guidelines. Freshmen enrollment in the different levels is according to the grade 8 teacher recommendation. A placement review process is in place for students and parents who desire a level other than that which the student was recommended for. All students enrolled in Advanced Placement courses in the History & Social Studies Department at SHS are required to take the Advanced Placement Exam in their respective subject areas in the spring. Students who may have financial difficulties in meeting this requirement may seek assistance through the Department Chair.

World History Grade 9

210.1 World History, Honors, Full Year, 5.00 credits

World History Honors is a review of world geography and religions, and a survey of the history of the world from 500B.C. to 1500A.D. This course examines the development of key social, political, economic and religious institutions by focusing on the themes of Empire Building, Emergence of the Individual, Global Exploration, and nation states. Within these themes connections are made between past and present cultures and events. Students taking World History at the honors level should be able to work independently and grasp complicated terms and concepts easily at a brisk pace. Honors students should complete writing and research assignments comfortably without significant additional guidance and support. Finally, the honors curriculum places particular emphasis on historical inquiry and extensive analysis of various primary source documents.

211.1 World History, Advanced College Preparatory, Full Year, 5.00 credits

World History is a review of world geography and religions, and a survey of the history of the world from 500B.C. to 1500A.D. This course examines the development of key social, political, economic and religious institutions by focusing on the themes of Empire Building, Emergence of the Individual, Global Exploration, and nation states. Within these themes connections are made between past and present cultures and events. Students taking World History at the Advanced College Preparatory level should be able to work independently while grasping historical terms and concepts. Advanced College

Preparatory students should complete writing and research assignments with limited additional guidance and support. Finally, the Advanced College Preparatory curriculum requires students to engage in historical inquiry through analysis of various primary source documents.

212.1 World History, College Preparatory, Full Year, 5.00 credits

World History is a review of world geography and religions, and a survey of the history of the world from 500B.C. to 1500A.D. This course examines the development of key social, political, economic and religious institutions by focusing on the themes of Empire Building, Emergence of the Individual, Global Exploration, and nation states. Within these themes connections are made between past and present cultures and events. Students taking World History at the College Prep II level will be provided guided instruction and support in order to help them grasp historical terms and concepts at a moderate pace. Similarly College Preparatory students will complete writing and research assignments in manageable phases with support from the instructor.

Modern World History Grade 10

220.1 Modern World History, Honors, Full Year, 5.00 credits

221.1 Modern World History, Advanced College Preparatory, Full Year, 5.00 credits

222.1 Modern World History, College Preparatory, Full Year, 5.00 credits

These courses examine world history from 1500 to the present. Students will examine such trends as social, political and economic revolution, the development of democracy, the growth of nationalism, imperialism, the search for stability and peace in the western and non-western world and the role of the individual in society. This course will also investigate the connections between the past present by examining the causes and results of historical events. There is an expectation that the student will be able to work both independently and within a group setting in these courses. *Enrollment in the different levels is subject to teacher recommendation.*

U.S. History Grade 11

230.1 Advanced Placement U.S. History, Grade 11, Full Year, 5.00 credits

This is a full year, intensive, rigorous college level course in American History, designed to prepare talented students in American History to take the Advanced Placement test offered in May of each year. The course is designed so that upon completion, the student should be able to demonstrate a solid background in the chronology of American History; to be able to draw upon a reservoir of factual knowledge in order to analyze information intelligently; to be able to use and interpret primary sources; and finally, to be able to express themselves with clarity and precision. The curriculum is guided by the College Board® standards for advanced placement

231.1 U.S. History, Advanced College Preparatory, Grade 11, Full Year, 5.00 credits

232.1 U.S. History, College Preparatory, Grade 11, Full Year, 5.00 credits

This is a survey course that examines the events, people and ideas in the evolution of our nation with emphasis on the political, social, economic and intellectual development of our republic from the Constitutional Period to the present. The course includes the evaluation of literature, primary and secondary sources in the context of American history. There is a focus on writing, presentation and research skills. There is an expectation that the student will be able to work both independently and within a group setting in this course. All students in 11th grade U.S. History at all curriculum levels will be required to complete a major thesis paper. This course meets the Massachusetts state requirement that all students take and pass a U.S. History course. *Enrollment in the different levels is subject to teacher recommendation.*

235.1 /236.1 American Studies Advanced College Prep & Honors, Grade 11, Full Year, 10.00 credits

American Studies is an interdisciplinary course that integrates Social Studies with English to show the relationship between literature and the historical setting from which it emerges. The course traces American history and literature in the 19th and 20th centuries against a social and cultural backdrop that identifies the American heritage. *Students who choose this course must also choose it for their English requirement.*

History & Social Science Electives

241.1 International Relations Advanced College Preparatory, Grade 12, Semester, 2.50 credits

This course provides an introduction to international relations. A survey of the geopolitical world of power politics takes place with an emphasis on conflict resolution. In addition, examination is given to the problems of international life with which one must contend and to how power is controlled. The questions of diplomacy, colonialism, propaganda, regionalism and collective security are also analyzed in reference to the United States and its relation to the world. Students will be asked to put themselves in the position of past leaders in order to attempt to resolve world issues/crisis/conflicts.

260.1 Advanced Placement Psychology, Grade 12, Full Year, 5.00 credits

This is a full year, intensive college level course in Psychology designed to prepare highly motivated students in Psychology to take the Advanced Placement test in May. Upon completion of the course the student should be able to demonstrate a solid background in the systematic and scientific study of the behavior and mental processes of human beings. Specific areas of study include: consciousness and dreaming, biological bases of behavior, personality theory, mental illness, treatment, learning cognition and social psychology. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course.

270A.1 Advanced Placement Micro Economics, Grade 12, Semester, 2.50 Credits

This is an intense college level course in Economics designed to prepare students to take the Advanced Placement test in May. The course covers Macro and Microeconomics in alternating semesters. In the Micro portion of the course, students will explore key principals of the economy such as supply/demand model, marginal decision making, consumer behavior, business and market structure and labor and income distribution. Students will learn through experimentation, model making, and problem solving. Application concepts of real events in the business world are stressed. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course.

270B.1 Advanced Placement Macro Economics, Grade 12, Semester, 2.50 Credits

This is an intense college level course in Economics designed to prepare students to take the Advanced Placement test in May. The course covers Macro and Microeconomics in alternating semesters. In the Macro portion of the course students will explore key principals of the economy such as supply/demand model, unemployment, inflation, monetary system, fiscal and monetary policy and trade balances. Students will be expected to connect classroom concepts to the current economic conditions. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course.

272.1 Race, Ethnicity, and Membership in the World Today, Advanced College Preparatory Grades 11-12 Semester, 2.50 credits

Using the lens of United States and Modern World history, this course will examine ideas of race and the notion of difference: What are the factors that shape identity? How has difference resulted in discrimination? These concepts and questions will be considered by examining what happens in a society when people are identified and assigned a social value based on these ‘differences.’ This course will closely examine the histories, experiences, and perspectives of some of the minority and immigrant groups in the United States from the 17th century through the present day through activities, readings, film, and discussion.

273.1 The Turbulent 60’s CP1, Grades 10-12, Semester, 2.50 credits

This class will focus on the issues of the 1960’s, beyond what they would have studied in US History. The main focus will be the political movements and reactions to those movements. A large focus will be on the student riots/protests; this will give the students something to relate to and making the material more meaningful. The students will take away from this a class a better understanding of the 1960’s and understand that it was more than just the Vietnam War.

274.1 Psychology, Advanced College Preparatory, Grade 12, Semester, 2.50 credits

This course is designed as a survey of the science of Psychology - the study of human behavior. Students will examine the foundations and applications of psychology. The first part of the course includes the study of the brain and behavior, dreams, personality theory, mental illness and its treatment. The second part of the course includes the study of death and dying, learning, memory, adolescence, family and marriage and group behavior.

290.1 Advanced Placement European History, Grades 10 & 12, full year, 5 credits

Advanced Placement European History emphasizes historically significant events in Europe from 1450 to the present. To allow for a multifaceted understanding of these events, students will explore the past from intellectual, cultural, political, diplomatic, social and economic viewpoints. The course will stress; the analysis and interpretation of primary sources, the analysis and assessment of historiography, and the development of cogent analytical and interpretive writing. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course.

812.1 Advanced Placement Art History, Grade 10-12, Full Year, 5.00 credits

Advanced Placement Art History This course is designed for students interested in learning to understand, evaluate, and appreciate art and its history in a non-studio setting. A broad range of artistic styles, medias, and ideas from the past and present are used to examine the relationship and meaningful contribution of art to society. Students will view significant artworks from around the world through readings, research, slides, videos, and museum visit, while also participating in class discussions, visual presentations, research, and problem solving. Writing skills will be important in the description, analysis, and comparison of these works. In this course, students learn to look at works of art with intelligence and sensitivity, examining the major forms of artistic expression of the past and of distant cultures as well as those of our own time and environment in preparation for the advanced placement test. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course.

Mathematics

The Swampscott High School Mathematics program has a long tradition of excellence. All of the courses are newly revised and based upon the National Council of Teachers of Mathematics (NCTM) Standards as well as the Massachusetts Curriculum Framework for Mathematics. These standards provide all students with challenging coursework that is commensurate with their abilities in mathematics. All courses seek to develop the eight Standards of Mathematical Practice outlined by the Massachusetts Curriculum Framework for Mathematics. Students will develop levels of expertise in the following standards: Make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning. The Mathematics Department is proud of the achievements of our students as they represent Swampscott High School in competition with other schools.

Calculator Policy

Scientific and graphing calculators are essential tools in all mathematics classes. The Mathematics Department has been trained in the use of the Texas Instruments graphing calculators. Calculators and programs stored on the calculator may be used on homework assignments, quizzes and tests with permission of the teacher. Students in Advanced Placement, Honors and College Prep classes will be required to become proficient in the use of a graphing calculator, preferably a TI84 model. **It is strongly recommended that each student purchase one.** Students in all other math classes should have at least a scientific calculator such as the TI-30.

The following table depicts the sequence of courses available to students as they move through the math curriculum at Swampscott High School.

Level	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Honors	Algebra 1 in Grade 8	Geometry	Algebra 2	Pre-Calculus	Calculus (AP/Honors) and/or AP Statistics
Advanced College Prep <i>Option 1</i>	Pre-Algebra	Algebra 1	Geometry	Algebra 2	Pre-Calculus
Advanced College Prep <i>Option 2</i>	Pre-Algebra	Algebra 1	Geometry & Algebra 2 (double up)	Pre-Calculus	Intro to Calculus
College Prep <i>Option 1</i>	Pre-Algebra	Foundations of Algebra	Geometry	Integrated Algebra & Geometry	Algebra 2
College Prep <i>Option 2</i>	Pre-Algebra	Algebra 1 or Foundations of Algebra	Geometry	Algebra 2	Algebra 3

Note: Movement between levels is possible depending on the student's performance in the previous math class.

Mathematics Courses

311.1 Algebra I, Advanced College Preparatory, Grade 9, Full Year, 5.00 credits

This is a college preparatory Algebra I course that assumes each student has successfully studied pre-Algebra and basic Algebra. Students will study linear (including absolute value) and quadratic equations, inequalities and factoring. Other topics covered include graphs of linear, exponential and quadratic functions, transformations, variations, and equations in one and two variables. Students will also interpret categorical and quantitative data. Students are given daily assignments and should expect to spend at least 30 minutes per night completing them. *Enrollment is subject to a placement process. Prerequisite: B or higher in Pre-Algebra.*

311A.1 Algebra I, Accelerated College Preparatory, Grade 9, Full Year, 5.00 credits

This is an accelerated college preparatory Algebra I course that assumes the student has successfully studied Algebra in eighth grade. Major focus will be on linear, quadratic, and exponential expressions, equations and functions as well as absolute value, step-functions and functions that are piecewise-defined. Students expand their knowledge of exponents to include rational exponents. Other topics will include systems of equations/inequalities in two variables, factoring, operations on radicals, sequences, and transformations. Students will also interpret categorical and quantitative data. Students are given daily assignments and should expect to spend at least 30 minutes per night completing them. *Enrollment is subject to a placement process. Prerequisite: Algebra I in 8th grade and teacher recommendation.*

312.1 Algebra I, College Preparatory, Grade 9, Full Year, 5.00 credits

This is a college preparatory Algebra I course that assumes each student has successfully studied pre-Algebra. Students will review operations on signed numbers and operations on fractions. Students will also study linear (including absolute value) and quadratic equations and inequalities. Other topics covered include exponents; factoring; problem solving; graphs of linear, exponential and quadratic functions; transformations; variations; and equations in one and two variables. Students will also interpret categorical and quantitative data. Students are given daily assignments and should expect to spend at least 30 minutes per night completing them. ***Enrollment is subject to a placement process.***

313.1 Foundations of Algebra I, College Preparatory, Grade 9, Full Year, 5.00 credits

This course provides an in-depth review of pre-Algebra skills and techniques as well as topics in the use of variables in equations and inequalities and in the solving of real-world problems. Key areas of focus include algebraic manipulations to simplify expressions and solve equations and inequalities. Connections between numerical, graphical, and algebraic representation are made, making use of graphing technologies. The course will also cover the study of exponents; factoring; ratios and proportions; linear equations, inequalities and functions including absolute values; quadratic functions and equations; and descriptive statistics. This course will emphasize the fundamentals of Algebra and reinforce skills that are essential for math at the high school level. Students are given daily assignments and should expect to spend at least 30 minutes per night completing them. *Enrollment is subject to a placement process. Class size is limited to 15.*

320.1 Geometry Honors, Grade 9, Full Year, 5.00 credits

This accelerated college prep course will focus primarily on the foundations and applications of Euclidean Geometry. The course will incorporate geometric manipulatives, software, projects, and challenging proofs. Topics will include congruence through the study of transformations, similarity, right triangles, and trigonometry. Students will study circles, including power and angle theorems, equations and properties. Students will use geometry to model and solve problems including volumes and areas, as well as visualize the relationship between two-dimensional and three-dimensional objects. Students will extend their work with probability to include compound events, and conditional

probabilities. Students are given daily assignments and should expect to spend as much as 45 minutes per night completing them. *Enrollment is subject to a placement process. Prerequisite: A B or above in 8th grade Algebra I and teacher recommendation.*

321.1 Geometry, Advanced College Preparatory Grades 10, Full Year, 5.00 credits

In this college preparatory course, there will be a focus on deductive and inductive reasoning (including formal methods of proof). The course will explore the topics of angles; parallel and perpendicular lines and planes; congruence and similarity of polygons; coordinate geometry; right triangles and trigonometry; and circles. Additional topics include area of plane figures; volume and area of solids; and geometric transformations and symmetries. Students will also extend their work with probability to include compound events and conditional probabilities. Students are given daily assignments and should expect to spend at least 30 minutes per night completing them. *Enrollment is subject to teacher recommendation. Prerequisite: Algebra I.*

322.1 Geometry, College Preparatory, Grade 10, Full Year, 5.00 credits

In this college preparatory course, the following topics will be presented: inductive and deductive reasoning, parallel and perpendicular lines and planes, congruence, similarity, area and volume, coordinate geometry, circles, angles, arcs, solving right triangles using Pythagorean and special right triangles and trigonometry. Students will prove basic geometric theorems. Students will also extend their work with probability to include compound events, and conditional probabilities. Students are given daily assignments and should expect to spend at least 30 minutes per night completing them. *Enrollment is subject to teacher recommendation. Prerequisite: Algebra I.*

322B.1 Geometry, College Preparatory, Grade 10, Full Year, 5.00 credits

In this college preparatory course, the following topics will be presented: inductive and deductive reasoning, parallel and perpendicular lines and planes, congruence, similarity, area and volume, coordinate geometry, circles, angles, arcs, solving right triangles using Pythagorean and special right triangles and trigonometry. Students will also extend their work with probability to include compound events, and conditional probabilities. There will be a focus on using algebra to solve geometry-related problems. Students are given daily assignments and should expect to spend at least 30 minutes per night completing them. *Enrollment is subject to teacher recommendation. Prerequisite: Algebra I.*

325.1 Integrated Algebra and Geometry, College Preparatory, Grade 11, Full Year, 5.00 credits

This course is a requirement for all juniors who are on an EPP (Educational Proficiency Plan). The course will cover topics that prepare students for an end of course proficiency exam. Students will need to pass the proficiency exam as a graduation requirement. The exam will address the geometry and algebra content in the Massachusetts Frameworks. Topics addressed will include algebraic operations, solutions of equations and inequalities, coordinate geometry, series and sequences, factoring, simplifying mathematical expressions, manipulating square roots and exponents, linear, quadratic and exponential functions, as well as practical problems. Students will also review topics from Geometry including solving right triangles, angle relationships in polygons and circle theorems. Students will also review descriptive statistics, probability of compound events and conditional probability. Students are given daily assignments and should expect to spend at least 30 minutes per night completing them. *Enrollment is limited to students on an EPP.*

330.1 Algebra II, Honors, Grades 10 and 11, Full Year, 5.00 credits

The course reviews the following material from Algebra I: sets, signed numbers, linear and quadratic equations and their graphs, inequalities and their graphs, factoring, fractions, problem solving,

functions and variations, and solving systems of equations. This course also covers irrational and complex numbers; radical, rational, exponential, logarithmic, and circular functions and equations; equations in three variables; trigonometry of the right triangle and inverse trigonometric functions. Students are given daily assignments and should expect to spend as much as 45 minutes per night completing them. *Enrollment is subject to teacher recommendation. Prerequisite: Algebra I.*

330A.1 Algebra II, Honors Accelerated, Grades 10 and 11, Full Year, 5.00 credits

This is an accelerated program of college preparatory mathematics. Students will focus on four critical areas: relate arithmetic of rational expressions to arithmetic of rational numbers; expand understanding of functions and graphing to include polynomial and trigonometric functions; synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; relate data display and summary statistics to probability and explore a variety of data collection methods. The course reviews the following material from Algebra I: linear, quadratic and simple exponential equations and their graphs, inequalities and their graphs, factoring, functions and variations, and systems of equations. This course also covers irrational and complex numbers, radical, rational, exponential, logarithmic, and circular functions, equations in three variables, trigonometry of the right triangle and inverse trigonometric functions. Students are given daily assignments and should expect to spend as much as 45 minutes per night completing them. *Enrollment is subject to teacher recommendation only. Prerequisite: Algebra I.*

331.1 Algebra II, Advanced College Preparatory, Grades 10 and 11, Full Year, 5.00 credits

This is a college preparatory course which includes a review of the study of sets; signed numbers; factoring; linear and quadratic equations and inequalities and their graphical representations; functions and variations. Additional topics covered will include the study of irrational and complex numbers; rational and radical functions and equations; exponential, logarithmic, and circular functions and equations; systems of equations; trigonometry of the right triangle; trigonometric identities. Students will also relate data display and summary statistics to probability and explore a variety of data collection methods. Students are given daily assignments and should expect to spend at least 30 minutes per night completing them. *Enrollment is subject to teacher recommendation. Prerequisite: Algebra I.*

332.1 Algebra II, College Preparatory, Grades 11 and 12, Full Year, 5.00 credits

This college preparatory course reviews major topics mentioned from Algebra I: solving linear and quadratic equations; factoring; graphs of linear, quadratic and exponential functions; and transformations, while adding greater depth to the topics. This course also covers irrational and complex numbers, polynomial, rational, exponential and logarithmic functions and equations, and trigonometry of the right triangle. Students are given daily assignments and should expect to spend at least 30 minutes per night completing them. *Enrollment is subject to teacher recommendation. Prerequisite: Algebra I.*

335.1 SAT Prep, College Preparatory, Grades 11 Semester (Spring) 2.50 credits

The course will focus on topics assessed in the SAT I mathematics examination. Included in this course are the topics of logical reasoning, elementary set theory, sequences and series, linear equations and inequalities, quadratic functions, geometry and measurement, data interpretation, and elementary probability. Students are given daily assignments and should expect to spend at least 30 minutes per night completing them. *The course is recommended for students who have taken or are currently enrolled in Algebra II.*

340.1 Pre-Calculus with Trigonometry, Honors, Grades 11 and 12, Full Year, 5.00 credits

This course offers a modern, unified treatment of algebra, trigonometry, and analytic geometry, together with an introduction to calculus. Course will include a review of linear, quadratic, exponential, logarithmic and rational equations, functions and their graphical representation. It will also cover circular and inverse circular functions; trigonometric identities, equations and applications; elementary operations on vectors; complex numbers including polar and rectangular coordinates; conics; systems of equations and matrix theory. Time allowing mathematical induction; series and sequences will also be covered. Students are given daily assignments and should expect to spend at most 60 minutes per night completing them. A graphing calculator is required. *Enrollment is subject to teacher recommendation. Prerequisite: Algebra II Honors.*

341.1 Pre-Calculus with Trigonometry, Advanced College Preparatory, 11 and 12, Full Year, 5.00 credits

This course will prepare students for a college calculus course. The aim is to educate the student in the nature of mathematics as a logical system. There will be a review of linear, quadratic, rational, radical, exponential and logarithmic equations, functions and graphs. Other topics will include trigonometric functions and their inverses, trigonometric equations and identities; elementary operations on vectors; conics; and sequences and series. Students are given daily assignments and should expect to spend as much as 45 minutes per night completing them. A graphing calculator is required. *Enrollment is subject to teacher recommendation. Prerequisite: A C or higher in Algebra II Advanced College Preparatory.*

342.1 Algebra III, College Preparatory, Grade 12, Full Year, 5.00 credits

This course prepares students for many topics that they will encounter in a college math course. Topics covered will include a study of linear, quadratic, exponential, radical, logarithmic, and rational functions, equations and inequalities. Students will be exposed to sequences and series; statistics and probability; data analysis; and trigonometry. It is expected that students will spend approximately 30 minutes on homework each night. *Enrollment is subject to teacher recommendation. Prerequisite: Algebra II.*

349.1 Teacher's Assistant (Mathematics)/Academic Leadership Program, Grade 11 and 12, Quarter, 1.25 Credits, Pass/Fail Only

Under close supervision and guidance of the mentor teacher, leadership students provide additional support for students who struggle in math classes. Leadership students will experience first hand the teaching and learning process from an educator's perspective; they come to understand and value what it takes to make mathematics accessible to all students; they make connections with younger students and foster academic achievement as well as develop meaningful relationships. Responsibilities will include and not be limited to the following: note taking; helping students during group work/classwork; preparing study and review guides (2 column notes, graphic organizers, etc...); and writing a reflection paper on their experience in the classroom. *Enrollment is subject to Department Head and placement teacher recommendation. Prerequisite: Algebra II.*

350.1 Calculus, Honors, Grade 12, Full Year, 5.00 credits

This course will focus on the central concepts of calculus. It will emphasize problem solving and present students with realistic applications as well as open-ended problems. Concepts will be presented graphically, numerically, algebraically, and verbally. Topics include limits and continuity, differentiation and integration of functions including polynomial, radical, exponential, logarithmic, rational and transcendental functions. Students will apply calculus approaches to solve real world problems such as calculating areas, volumes, work, related rates, optimization and rates of change. Students are given daily assignments and should expect to spend as much as 45 minutes per night completing them. A graphing calculator is required. Students may elect to take the Advanced Placement

Calculus AB exam in May. The curriculum is guided by the CollegeBoard® National Curriculum. *Enrollment is subject to teacher recommendation. Prerequisite: PreCalculus Honors.*

350A.1 Advanced Placement Calculus AB, Grade 12, Full Year, 5.00 credits

Advanced Placement Calculus presents students with work comparable to full-year courses in colleges and universities. This course is primarily concerned with developing a student's understanding of concepts and providing experience with its methods and applications. Through the use of unifying themes of derivatives, integrals, limits, approximations, and applications and modeling, the course shows a cohesive nature. Students electing Advanced Placement Calculus should spend approximately one hour each night on homework. This course is designed to prepare students to take the Advanced Placement Calculus AB exam in May. Students who score a 4 or above on the exam may opt out of a first semester of college calculus. A graphing calculator is required. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course.

351.1 Introduction to Calculus, Advanced College Preparatory, Grade 12, Full Year, 5 credits

This is a rigorous college-preparatory course that offers an overview of several topics essential to calculus. The course introduces the student to differential and integral calculus. These topics include analytic geometry, an in-depth reexamination and application of several functions, limits, derivatives and their applications including optimization and related rates. Students will also study the Fundamental Theorem of Calculus, integrals and their applications including volumes of solids of revolution. Successful completion of this course will provide a strong base for seniors who wish to take calculus in college, or need to fulfill that requirement in college. Students are given daily assignments and should expect to spend as much as 45 minutes per night completing them. A graphing calculator is required. *Enrollment is subject to teacher recommendation. Prerequisite: PreCalculus.*

360.1 Advanced Placement Statistics, Grade 12, Full Year, 5.00 credits

This course presents students with work comparable to full year descriptive and inferential statistics courses in colleges and universities. Topics will range from frequency distributions, box plots and histograms, to computations such as the mean, variance, standard deviation, and z-scores. Various avenues in probability will be explored, such as the Fundamental Counting Principle, conditional probability, combinations, and permutations. Several distributions will be studied: normal, binomial, chi-squared, and t-distributions as well as hypothesis testing. The Central Limit Theorem will be analyzed and applied to diverse problem situations. This course is designed to prepare students to take the Advanced Placement Statistics exam in May. Students are given daily assignments and should expect to spend as much as 45 minutes per night completing them. A graphing calculator is required. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course.

World Language Department

The World Language curriculum reflects Swampscott High School's philosophy of providing students with the skills to function successfully in today's global society and workplace. Our courses focus on language acquisition, developing students' reading, writing, speaking and listening comprehension skills. In addition to learning how to understand and convey their ideas in a language other than English, students also develop a greater understanding of their own culture and learn to respect and appreciate other cultures. This enables them to relate to people worldwide. Students begin to realize that there is more than one way of expressing an idea or of dealing with the complexities of life, and that other modes of thought can be as valid as their own. It is in this process of comparison that students become independent thinkers and start to make considered judgments about the worth of their own values and ideals.

Massachusetts State Colleges and Universities require a minimum sequence of two years of a language. Students must complete the second year of a language at Swampscott High School in order to meet the graduation requirement. Students are encouraged to continue beyond the second year, as most competitive colleges and universities look for at least three years of a language.

All World Language Courses can be counted towards a Global Competency Certificate.

ENROLLMENT RECOMMENDATIONS:

Students who successfully complete French/Spanish I in Grade 8 should continue with Spanish II or French II at the high school.

To ensure success in the second through fifth year of study, students should demonstrate a solid understanding of core concepts by attaining a C- average.

Spanish

401.1 Spanish Language and Cultures I, College Prep, Grades 9-11, Full Year, 5.00 credits

This course focuses on the most important elements of Spanish grammar and syntax, with special attention also given to the development of listening and speaking skills. The following material will be completed in this course: vocabulary, agreement of subject and verb; gender and number of nouns; agreement of nouns and adjectives; the present tense (including irregular and stem changing verbs). This course will introduce students to the cultures, customs and traditions of the Spanish speaking world. This class is for students new to the language. *Teacher recommendation required for enrollment in this course.*

402.1 Spanish Language and Cultures II, College Prep, Grades 9-12, Full Year, 5.00 credits

This course will thoroughly review the grammar and syntax completed in Spanish Language and Cultures I College Preparatory. In addition, the following material will be completed: vocabulary, demonstrative adjectives and pronouns, object pronouns, reflexive verb conjugations; present progressive and preterit tenses. Students will further examine the cultures, customs and traditions of the Spanish speaking world. This course is recommended for students who have been previously exposed to the language and who are completing their foreign language requirement. Upon successful completion of this course, students may advance their study of Spanish, beginning with Spanish II Advanced College Prep. *Teacher recommendation required for enrollment in this course.*

411.1 Spanish I, Advanced College Prep, Grades 9-12, Full Year, 5.00 credits

The curriculum of this course is designed for students who intend to pursue four years of language study. In addition to introducing the first-year student to the four language skills of listening, speaking,

reading and writing, it will also provide some concept of the culture, customs and traditions of the Spanish-speaking world. For the final examination, students are expected to have mastered the following material: the basic rules of pronunciation, spelling and punctuation; common idiomatic phrases with such verbs as hacer, tener, and tomar; the differences between ser and estar; the use of the definite and indefinite article; the present and preterit tenses; stem changing verbs; reflexive verbs; verbs like gustar and other irregular verbs; gender and number of nouns; agreement of adjectives and nouns; object pronouns; and a basic understanding of spoken and written Spanish.

412.1 Spanish II, Advanced College Prep, Grades 9-12, Full Year, 5.00 credits

This course continues to develop the skills of the second year student in the areas of listening, speaking, reading and writing in Spanish. After a thorough review of first-year grammar, students will read paragraphs in Spanish highlighting the cultures and customs of the Spanish-speaking world. They will use their Spanish in listening and speaking on a daily basis. For the final examination, students are expected to have mastered the following material: the preterit, imperfect, future, present and past perfect, present and past progressive and conditional tenses; some uses of the present subjunctive, and forms of the imperative. *Prerequisite: Successful completion of Spanish Language and Cultures II College Prep or Spanish I Advanced College Prep required for enrollment.*

412H.1 Spanish II, Honors, Grades 9-12, Full Year, 5.00 credits

This course continues to develop the skills of the second-year student in the areas of listening comprehension, speaking, reading and writing Spanish. The text contains numerous passages in Spanish emphasizing the culture and customs of the Spanish speaking world, while offering a rapid review of first-year grammar. For the final examination, students are expected to have mastered the following material: the preterit, imperfect, future, future perfect, conditional, and conditional perfect tenses, the forms of the imperative and some uses of the present subjunctive. *Prerequisite: A- or higher in Spanish I Advanced College Prep and teacher recommendation.*

413.1 Spanish III, Advanced College Prep, Grades 10-12, Full Year, 5.00 credits

This course places strong emphasis on the four aspects of a language: listening, speaking, reading, and writing. Students will also learn about the cultures, customs, geography, and traditions of the Spanish-speaking world. Spanish III also has the following goals: 1) a full and thorough review of Spanish grammar covered in the first two years of Spanish focusing on the present tense and the past; 2) the introduction of more complex tenses such as the future, conditional, the perfects, and the subjunctive. *Prerequisite: Successful completion of Spanish II Advanced College Prep.*

413H.1 Spanish III, Honors, Grades 10-12, Full Year, 5.00 credits

Spanish III has the following goals: 1) a full and thorough review of the grammar and syntax covered in the first two years of Spanish; 2) the introduction of more sophisticated grammatical structures, including the subjunctive; and 3) an introduction to Spanish literature through selected readings. Teachers will supplement the text with grammatical and literary selections. *Enrollment is subject to placement process.*

414.1 Spanish IV, Advanced College Prep, Grades 11-12, Full Year, 5.00 credits

In this course, there is a thorough review of previously introduced grammar concepts as well as an introduction to increasingly complicated grammar concepts including multiple subjunctive verb tenses, additional perfect tenses and relative pronouns. Students are given various writing assignments with the aim of perfecting their written expression. Students are expected to speak predominantly in Spanish in this class. To develop a deeper understanding of the Hispanic world, students will read supplementary texts dealing with Spanish civilization, art and literature. *Prerequisite: Successful completion of Spanish III Advanced College Prep.*

414H.1 Spanish IV, Honors, Grades 11-12, Full Year, 5.00 credits

Spanish IV Honors is a year-long Pre-Advanced Placement course. Through intensive study and review, students will enrich their knowledge of Spanish vocabulary and continue to develop their grammar skills. Increasingly complex grammar concepts, including verb tenses, pronouns, and idiomatic expressions will be introduced and practiced, with an emphasis on pronunciation, oral comprehension, and use in real-life contexts. In tandem, with the grammar and vocabulary study, this course will serve as an introduction to the historical and cultural perspective of the Spanish speaking world through the study of films and related literary works. Students will be required to read *literary texts*, *write short essays*, and *participate in discussions in Spanish*. Enrollment is subject to placement process.

415.1 Spanish V, Advanced College Prep, Grade 12, Full Year, 5.00 credits

Full Year, 5.00 credits this course is designed to further develop listening and reading comprehension as well as conversational and written skills of advanced students. Included in the course is a comprehensive review of Spanish grammar. *Prerequisite: Successful completion of Spanish IV Advanced College Prep.*

415H.1 Advanced Placement Spanish V, Grade 12, Full Year, 5.00 credits

AP Spanish Language and Culture provides opportunities for students to demonstrate their proficiency in the modes of communication from the Intermediate to the Pre-Advanced range as defined in the learning objectives in the Curriculum Framework. The three modes of communication (Interpretive, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP® Spanish Language and Culture course. The Advanced Placement Spanish Language and Culture course is conducted exclusively in Spanish. Central to the course is the overarching principle as stated in the Curriculum Framework: When communicating, students in the Advanced Placement Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make comparisons between the native language and the target language and between cultures (comparisons), and use the target language in real life settings (communities). The course is divided into 6 thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topics completely in Spanish is a requirement for this course. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the Advanced Placement Spanish Language and Culture course; however, review of the mechanics is done within the contextual framework of each unit as needed. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course.

French

421.1 French I, Advanced College Prep, Grades 9-12, Full Year, 5.00 credits

The first year French student will be introduced to the four language skills of understanding, speaking, reading and writing. Through a series of cultural readings, students will gain some understanding of the daily life, customs and traditions of the people of France and Francophone countries and regions around the world. Upon successful completion of the course, students will have developed proficiency in the use of the present, imperative and perfect tenses of regular verbs and selected irregular verbs. In addition, the use and formation of articles, adjectives, adverbs, and pronouns in their various forms will be examined.

422.1 French II, Advanced College Prep, Grades 9-12, Full Year, 5.00 credits

The second year course continues to introduce the French language within a format that enables the student to use it with some insight into its cultural meaning and significance. Students learn the remaining tenses of the indicative mood, the formation and usage of the present subjunctive, the passive voice and special uses of certain verbs and tenses. Five more types of pronouns are examined and a more in-depth study of adjectives and adverbs is pursued. A number of cultural readings offer diverse perspectives on French life as a whole from regional variations of France to other French-speaking countries in an attempt to acquaint the student with what is customary in French life and also what makes its culture outstanding. ***Prerequisite: Successful completion of French I Advanced College Prep.***

422H.1 French II, Honors, Grades 9-12, Full Year, 5.00 credits

At an advanced pace, this course continues to develop the skills of the second year student in the areas of understanding, speaking, reading and writing the target language. Vocabulary is reviewed and expanded. Students are expected to master the perfect, future and imperfect tenses of new regular and irregular verbs, and to read and comprehend short passages from French stories, poems, and cultural material. ***Prerequisite: A- or higher in French I Advanced College Prep and teacher recommendation.***

423.1 French III, Advanced College Prep, Grades 10-12, Full Year, 5.00 credits

In this course students will expand on the basic concepts introduced in French I and 2. In French III, students aim for mastery of previously introduced material and focus on developing their fluency and complexity. Intensive work is undertaken in the areas of reading, writing, listening and speaking. Students will be exposed to increasingly complex grammar including most simple and compound tenses of common regular and irregular verbs. The subjunctive mood is introduced. Vocabulary includes a focus on school, leisure activities, work and careers, fiction and non-fiction stories, relationships and the natural world. Students are expected to read and comprehend short passages from French stories, poems and cultural material, and to make a sincere effort to speak French in class at all times. ***Prerequisite: Successful completion of French II Advanced College Prep.***

423H.1 French III, Honors, Grades 10-12, Full Year, 5.00 credits

Students in French III Honors complete more demanding assessments than their counterparts in French III Advanced College Prep. Additionally, they are given more complex homework assignments and are held to higher standards of fluency and self-expression in the target language. Students are expected to express themselves primarily in French at all times. In a combined class format, they are also expected to assist their Advanced College Prep classmates with difficult and complex material.

Enrollment is subject to placement process.

424.1 French IV ACP, Grades 11-12, Full Year, 5.00 credits

French IV ACP is a year-long advanced level course designed to prepare students for a fifth year of French studies. Through intensive study and review, students will enrich their knowledge of French vocabulary and continue to develop their grammar skills. Increasingly complex grammar concepts, including verb tenses, pronouns, interrogatives, negation, and idiomatic expressions will be introduced and practiced, with an emphasis on pronunciation, oral comprehension, and use in real-life contexts. Grammar will be reviewed at a slower pace than at the honors level in order to ensure comprehension and mastery. In tandem, with the grammar and vocabulary study, this course will serve as an introduction to the historical and cultural perspective of the Francophone world through the study of French films and related literary works. Students will be required to read literary texts, write short essays, and participate in discussions in French. The historical, political and artistic background of the middle Ages through the 18th century will be examined as the context for the literary works studied.

French conversation and speaking skills will be emphasized throughout, though some class discussions of particularly difficult topics may be held in English. In preparation for AP French, students will be increasingly exposed to authentic audio, visual and text documents in French with a focus on international current events from a European perspective. *Enrollment is subject to placement process.*

424H.1 French IV, Honors, Grades 11-12, Full Year, 5.00 credits

French IV Honors is a year-long Pre-Advanced Placement course. Through intensive study and review, students will enrich their knowledge of French vocabulary and continue to develop their grammar skills. Increasingly complex grammar concepts, including verb tenses, pronouns, interrogatives, negation, and idiomatic expressions will be introduced and practiced, with an emphasis on pronunciation, oral comprehension, and use in real-life contexts. In tandem, with the grammar and vocabulary study, this course will serve as an introduction to the historical and cultural perspective of the Francophone world through the study of French films and related literary works. Students will be required to read literary texts, write short essays, and participate in discussions in French. The historical, political and artistic background of the middle Ages through the 18th century will be examined as the context for the literary works studied. Conversation and speaking skills will be emphasized throughout. In preparation for Advanced Placement French, students will be increasingly exposed to authentic audio, visual and text documents in French with a focus on international current events from a European perspective. *Enrollment is subject to placement process.*

425.1 French V, Advanced College Prep, Grade 12, Full Year, 5.00 credits

Students wishing to complete a fifth year of French study without taking the French AP exam may enroll in French 425.1 as a French V student. These students will follow the same curriculum as Advanced Placement French and be subject to the same performance expectations (see below), but will not receive the AP designation on their transcript. *Enrollment is subject to placement process. Teacher recommendation required.*

425H.1 Advanced Placement French: Advanced Seminar in French and Francophone Literature and Culture, Grade 12, Full Year, 5.00 credits

This year-long course provides intensive preparation for the Advanced Placement French Literature and Culture Advanced Placement examination. The course is designed to be equivalent to a college-level French language, literature and culture course. It will be conducted entirely in French, and students will have ample opportunities to develop their reading, writing, speaking and listening skills. The three modes of communication (interpretive, interpersonal and presentational) will be addressed and practiced through a wide variety of in-class and out-of-class activities. Each of the six Advanced Placement course themes will be explored in depth through the use of literary texts, films, authentic media such as newspapers, magazines and television clips, and numerous online resources. Advanced-level French grammar and vocabulary will be reviewed, practiced and reinforced throughout. Assessment will take numerous forms, including essays, research projects, oral presentations and regular grammar checks, all of which will be graded according to AP guidelines. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course.

Chinese

454.1 Mandarin Chinese IV, Advanced College Prep, Grades 11-12, Full Year, 5.00 credits

The course is designed for students who want to advance their listening, speaking, reading and writing skills in Mandarin Chinese or for students who are interested in Chinese culture, history and geography.

Students will enrich their knowledge of Mandarin vocabulary and continue to develop their understanding of increasingly complex grammar concepts. Students will study cultural themes about China with readings, photos, movies and songs.. Students who are interested in this course need teacher recommendation. **Prerequisite: Successful completion of Mandarin Chinese III Advanced College Prep.**

SCIENCE DEPARTMENT

The Swampscott Science Department focuses its efforts on providing an inquiry based science curriculum to insure student success. Swampscott High School has a three-year laboratory science requirement for graduation and a variety of other courses to meet the individual interests of students. The graduation requirement is one course from each area: Biology (500.1 or 501.1), Chemistry (510.1, 511.1, 512.1, or 513.1), Physics (520.1, 521.1, 522.1, 554.1, 558.1) and a passing grade on a science MCAS exam. Students are required to pass a Massachusetts Comprehensive Assessment System exam in science. Students at Swampscott High School take the Biology MCAS test at the end of the 9th grade.

Biology

All Students must complete one year of biology (500.1 or 501.1) to fulfill the science graduation requirement. All 9th grade students are enrolled in biology and take the Biology MCAS in June.

500.1 Pre-Advanced Placement Biology, Honors, Grade 9, Full Year, 5.00 credits

Pre-AP Biology is an in-depth and rigorous approach to introductory biology. It is a course designed for students who are self-motivated, self-directed, enjoy independent work, creative thinkers and demonstrate advanced problem solving techniques. Topics to be covered include the scientific method, molecular and cellular biology, introductory biochemistry, evolution, population and human genetics, continuity and diversity of life, taxonomy, ecological interactions and human anatomy. The laboratory emphasizes practical applications of these topics. Outside reading and independent work are required of all students in this course. *Note: this course is a prerequisite for Advanced Placement Biology.*

Prerequisites: Concurrent recommendation and enrollment in Geometry H, A or higher in 8th grade science **and** teacher recommendation.

501.1 Biology, Advanced College Preparatory, Grade 9, Full Year, 5.00 credits

An emphasis on scientific process and higher order thinking skills serves to identify the course. Unifying themes in biology: genetics, cell structure and function, evolution and ecology are the focus of the course. This thematic approach allows students to relate scientific concepts to their everyday experiences. Laboratory work will emphasize applications consistent with topics covered in class.

Prerequisites: Successful completion of 8th grade science.

Chemistry

Students must complete one year of chemistry based science (510.1, 511.1, 512.1, or 513.1), to fulfill the science graduation requirements. Students are placed in chemistry levels based on their math course, grade in biology, and teacher recommendation.

510.1 Pre-Advanced Placement Chemistry, Honors, Grade 10, Full Year, 5.00 credits

This is a mathematics intensive, problem-solving, inquiry approach to introductory chemistry; emphasizing the development of both a quantitative and conceptual understanding of scientific principles. It is intended for the honors student with above average analytical aptitude who may intend

to pursue a career in science, engineering or math. The topics include: gas laws, atomic and molecular structure, chemical bonding, reactions, equilibrium, acid and bases and electrochemistry. Extensive use of the laboratory enables students to carry out experiments that correlate to topics discussed in class. Microscale experiments provide low-exposure to hazardous materials while retaining the essential ingredients of chemistry. A working knowledge of Algebra I and of calculators is assumed. Students electing Pre-AP Chemistry will develop good time management skills and work regularly in study groups. Students will keep a laboratory journal. A TI 84/85 Graphing Calculator is required for this course. *Note: this course is a prerequisite for Advanced Placement Biology and Advanced Placement Chemistry.* **Prerequisites:** Concurrent recommendation and enrollment in Algebra II Honors, completion of Pre-Advanced Placement Biology with a B or higher/ Biology ACP an A or higher **and** teacher recommendation.

511.1 Chemistry, Advanced College Preparatory, Grade 10, Full Year, 5.00 credits

Chemistry ACP is designed with a problem-solving approach to introductory chemistry emphasizing the development of both a quantitative and conceptual understanding of scientific principles. It is intended for students with above average interest in science or engineering. The course begins with a review of essential principles of physical science including dimensions and dimensional analysis, unit proportions, graphical analysis and other relevant mathematics. The laboratory enables students to perform experiments that support topics discussed in class. Microscale experiments provide low-exposure to hazardous materials while retaining the essential excitement of chemistry. A working knowledge of Algebra I is assumed, students should be very comfortable rearranging algebraic equations and solving for different variables. **Prerequisites:** Recommendation and concurrent enrollment in Geometry ACP, B or higher in Biology **and** teacher recommendation.

512.1 Chemistry, College Preparatory, Grade 10 Full Year, 5.00 credits

This course is a hands-on, project and inquiry based class. Students will be exposed to concepts including atomic structure, periodic table, nomenclature, reactions, bonding, and physical states of matter, solutions, acids/bases, and chemistry of cooking. Students will complete 1-2 projects per quarter. **Prerequisites:** Successful completion of Biology, recommendation and concurrent enrollment in Geometry CP **and** teacher recommendation.

513.1 Applied Environmental Science, College Preparatory, Grade 10 Full Year, 5.00 credits

This environmental science course fulfills the chemistry graduation requirement. Environmental Science will introduce students to the major ecological concepts and environmental issues that affect the world in which they live. Students will explore a variety of topics including cycling of nutrients, matter and energy, ecosystems, and environmental issues such as climate change, air and water pollution. Students electing should expect to complete quarterly projects and laboratory investigations. Students may explore the use of video to complete projects and demonstrate an understanding of course materials. The course is organized into units: introduction to ecology, the earth, interactions, biomes, population, energy, resources and human impact. Laboratory experiments are designed to supplement and enrich the topics discussed. A field study of an ecological system or environmental issue may be included in the course. **Prerequisites:** Successful completion of Biology, recommendation and concurrent enrollment in Geometry CP **and** teacher recommendation.

Physics

Students will need to complete one of the following to fulfill the physics graduation requirement: Advanced Placement Physics Year 1 (558.1), Honors Physics (520.1), Physics Advanced College Prep

(521.1), or Physics College Prep (522.1). Credit will be awarded for only one of the afore listed courses. Recommendation is based on mathematics placement as well as chemistry performance.

558.1 Advanced Placement Physics Year 1, Grades 11, Year, 5.00 credits

This course is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking reasoning skills. This course also includes a hands-on laboratory component comparable to introductory college-level physics laboratories, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will complete a lab notebook of laboratory work. Students should be prepared to complete extensive reading and problem sets outside of class. Summer and vacation assignments will be required. This course fulfills the physics graduation requirement. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course.

Prerequisite: Recommendation and concurrent enrollment in Precalculus, B or higher in Pre-Advanced Placement Chemistry, strong graphing calculator skills **and** teacher recommendation. This course fulfills a STEM Certificate requirement.

520.1 Physics, Honors, Grade 11, Year, 5.00 credits

This course introduces the fundamental concepts and mathematical constructs necessary for understanding the nature of the universe and the laws that govern it. Topics include vectors, straight line and circular motion, force, work, energy, momentum, simple harmonic motion and rotational motion. Additional topics may include simple harmonic motion, Hooke's Law, electromagnetic oscillations and alternating currents.

Electricity and Magnetism begins with an introduction to static electricity, the electric field, Gauss' law and the electric potential. Direct current electric circuits and devices lead the student naturally to electromagnetism and induction. Laboratory work and teacher demonstrations will be used to help the student develop an understanding. A graphing calculator is a necessity in this course.

Prerequisites: A grade of B⁻ or higher in Pre-AP Chemistry H or a grade of A⁻ or higher in Chemistry ACP, a grade of a B or higher in H Geometry, enrollment in Pre-Calculus and teacher recommendation. Students may receive credit for either this course or 558.1 AP Physics Year 1.

521.1 Physics, Advanced College Preparatory , Grade 11, Full Year, 5.00 credits

This course is a conceptual, inquiry-based and lab-oriented course. Physics is developed as a human endeavor and presented in its historical context. This course stresses the understanding the laws of nature in a non-mathematical way. Once conceptual understanding is achieved, a quantitative problem-solving approach is more attainable. The labs are highly integrated with content and quality lab journal entries are emphasized. This course is suitable for students with a beginning interest in science, engineering, mathematics, or the liberal arts. Topics include: Motion, Newton's Laws, Momentum, Energy, Gravity, Electricity, Magnetism, Waves, Sound, Light, and Electrostatics. Additional topics may include simple harmonic motion and Hooke's law. **Prerequisites:** B or higher in Chemistry ACP, recommendation and concurrent enrollment in Algebra II, successful use of a graphing calculator **and** teacher recommendation.

522.1 Physics, College Preparatory , Grade 11, Full Year, 5.00 credits

Concepts are introduced through readings and lecture, they are reinforced through laboratory investigations and build projects. Students will use algebra and graphing calculators to perform complex problem solving. This course is designed to introduce students to the concepts of linear motion, forces, simple machines, work & power, electricity, circuits, magnetism, simple harmonic

motion, waves, sound, light, and heat. **Prerequisites:** Successful completion of biology and chemistry or applied environmental science, concurrent enrollment in Algebra II CP **and** teacher recommendation.

Science Electives

Students are reminded that they must complete the core science program (biology, chemistry and physics) to meet graduation requirements. **Electives are scheduled subject to student enrollment.**

505.1 Green Scholars, Honors, 11 or 12, Full Year, 5.00 credits

This is a yearlong honors-level service learning course that focuses on environmental sustainability. The Green Scholars course is based on the experiential education model, cultivates empowered, informed and progressive student leaders who—in collaboration with community partners—will be equipped to face 21st-century environmental challenges. Individual Scholars choose a community service based project that is exciting to them and that fits an environmental need, and then they work with a Community Partner to solve the issue. Sustainability will be the root of the class while guiding students through a project management process that includes defining the project goals and objectives, identifying tasks and how goals will be achieved, quantifying the resources needed, writing grants for necessary funds, and determining budgets and timelines for completion. **Prerequisites:** B or higher in current core science course, demonstration of ability to complete individual projects, science teacher recommendation **and** another core subject teacher recommendation, and recommendation of Department Chair or STEM Coordinator . This course fulfills a STEM Certificate requirement.

506.1 Green Apprentice, Advanced College Preparatory, Grades 10, 11, or 12, Semester, 2.50 credits

This is a semester long ACP level course where Green Apprentices will learn about sustainability and assist the school in becoming sustainable with their major “green” initiatives such as sustainable agriculture (gardening/hydroponics), composting and recycling. Students are provided with the freedom and responsibility to chose a project to focus on and achieve at high levels. Apprentices are given a high level of responsibility and require self-discipline; successful students collaborate with a team on common goals, display maturity, and have an interest in environmental sustainability and stewardship. **Prerequisites:** B or higher in current core science course, demonstration of ability to work independently, science teacher recommendation and another core subject teacher recommendation, **and** recommendation of Department Chair or STEM Coordinator. This course fulfills a STEM Certificate requirement

507.1 Ecology, Advanced College Preparatory, 11 or 12 grade, Semester 1, 2.50 credits

Students will acquire an ecological literacy about how the natural world works, and develop an understanding of how scientific methods are used to construct ecological knowledge. This course will survey marine and terrestrial ecosystems Students will develop an understanding of the Earth's ecosystems and how they are impacted by human activity. Students will explore issues such as but not restricted to climate change, deforestation, overfishing, and habitat disruption. Students will develop an understanding of conservation and stewardship. Students should expect to complete projects and presentations throughout the semester. **Prerequisites:** A minimum grade of a B in biology, passing science MCAS test, minimum grade of a B in chemistry, the completion or concurrent enrollment in physics, recommendation of current science teacher. This course fulfills a STEM Certificate requirement.

508.1 Renewable Energy, Advanced College Preparatory, 11 or 12 grade, Semester 2, 2.50 credits

This course will investigate renewable energy and its future. Topics that will be explored included energy science, fossil fuels, climate change, home energy use, building energy efficiently, solar energy and wind energy. Students will a variety assessments that include laboratory investigations, presentations, videos and informational pamphlets. **Prerequisites:** A minimum grade of a B in biology, passing science MCAS test, minimum grade of a B in chemistry, and the completion or concurrent enrollment in physics. This course fulfills a STEM Certificate requirement.

541.1 Anatomy and Physiology, Advanced College Preparatory, Grades 11 or 12, Semester, 2.50 credits

This course is designed to study the structure and function of the human body systems through the use of **required mammalian dissection**. All students are encouraged to consider their ability to complete the required dissection before electing to enroll in this course. Comprehensive investigations of systems will be the basis for this course. It is recommended for students who are interested in studying life sciences in college or are considering a career as a doctor, nurse, pharmacist, physical therapist, or other health related professions. The ideal student has an allied health science career as a goal. Extensive readings and outside work is required for this course. **Prerequisites:** A minimum grade of a B in biology, passing science MCAS test, minimum grade of a B in chemistry, and the completion or concurrent enrollment in physics. (Passing Science MCAS score, biology, chemistry and physics). This course fulfills a STEM Certificate requirement.

542.1 Bioethics, Advanced College Preparatory, Grade 12, Semester, 2.50 credits

The purpose of this course is to introduce students to bioethics as an interdisciplinary subject through critical thinking, writing, and discussing contemporary issues. Bioethical thinking is neither biology nor ethics but, rather, a melding of both of them. By the end of this course students should be able to: identify bio-ethical issues in medicine, healthcare and life sciences; approach bioethical problems, break them into smaller, component parts (analysis), and discuss those analyses through oral and written communication. Topics covered in this class may include; prenatal screening, cloning, stem cell research, assisted reproductive technologies, allocation of scarce medical resources, euthanasia, doctor/patient relationships, human and animal experimentation, sex selection, the right to die, organ donation, pain management and medication, genetically modified organisms, vaccinations, antibiotics, and medications, ethical use of medicine in sports, plastic surgery, study aides and cognitive enhancers, risk, placebo effects, and end of life care. Students will research topics, discuss findings, debate the sides of the issue as well as write and present position papers. **Prerequisites:** completion of all science requirements (Passing Science MCAS score, biology, chemistry and physics). This course fulfills a STEM Certificate requirement.

544.1 Forensics, Advanced College Preparatory, Grade 12, Semester, 2.50 credits

This course is designed to introduce the basic application of science to the law. Scientists are often involved in the search for and examination of physical traces which can be used to establish or exclude a suspect's association with a crime. Topics such as criminal investigations, fingerprinting, and DNA analysis will be covered. Inquiry-based and hands-on activities support data collection while reinforcing analytical skills and logical thinking. **Prerequisites:** completion of all science requirements (Passing Science MCAS score, biology, chemistry and physics). This course fulfills a STEM Certificate requirement.

551.1 Advanced Placement, Biology, Grades 11 or 12, Full Year, 5.00 credits

This is a rigorous second year biology course that will prepare students to take the Advanced Placement Biology Examination. The goal of the course is to help students develop a conceptual framework for

modern biology and to help students gain an appreciation of science as a process. This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. Only students interested in a demanding, rigorous course who have an interest in the life sciences should enroll. Students will be expected to complete formal laboratory reports. Summer and vacation reading assignment are required. Extensive reading outside of class is expected of all students. Additional class meetings are necessary and will be scheduled at the beginning of the year. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course. **Prerequisites:** B+ or higher in both Pre-Advanced Placement Biology and Pre-Advanced Placement Chemistry **and** teacher recommendation. This course fulfills a STEM Certificate requirement.

552.1 AP Chemistry, Advanced Placement, Grades 11 or 12, Full Year, 5.00 credits

This course is a college level introductory course in chemistry presented from a problem-solving perspective. Only students interested in a demanding rigorous course that have an interest in science, engineering or mathematics should enroll. Topics include: advanced treatments of atomic and molecular structures, chemical bonding, acid-based theory, thermodynamics, equilibrium, kinetics and electrochemistry. The laboratory includes traditional qualitative analysis of unknowns as well as other advanced topics. Basic knowledge of the graphing calculator is assumed. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course. **Prerequisites:** B+ or higher in Pre-Advanced Placement Chemistry, concurrent enrollment in Precalculus **and** teacher recommendation. This course fulfills a STEM Certificate requirement.

553.1 AP Environmental Science, Advanced Placement, Grades 11 or 12, Full Year, 5.00 credits

The goal of the Advanced Placement Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze natural and man-made environmental problems; to evaluate the relative risks associated with these problems; and to examine alternate solutions for solving and/or preventing them. Advanced Placement Environmental Science (APES) is designed to be the equivalent of a one semester introductory environmental science college course. This course connects concepts and principles from Earth Science, Biology, Chemistry, Physics, Mathematics, and Social Studies. Students electing this course must complete a summer assignment that is due the first day of class. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course. **Prerequisites:** B+ or higher in Pre-Advanced Placement Biology and Pre-Advanced Placement Chemistry **and** teacher recommendation. This course fulfills a STEM Certificate requirement.

559.1 AP Physics Year 2, Advanced Placement, Grade 12, Year, 5.00 credits

Advanced Placement Physics Year 2 is the second course in the sequence. This is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course also includes a hands-on laboratory component comparable to introductory college-level physics laboratories, with a minimum of 12 student-conducted laboratory investigations representing a variety of topics covered in the course. Students will complete a lab notebook of laboratory work. Students should be prepared to complete extensive reading and problem sets outside of class. Summer and vacation assignments will be required. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of

the course. **Prerequisites:** B or higher in Advanced Placement Physics Year 1, B or higher in Pre-Calculus, strong graphing calculator skills, **and** teacher recommendation. This course fulfills a STEM Certificate requirement

512TA.1 Teacher's Assistant (Chemistry)/Academic Leadership Program, Advanced College Preparatory, Grade 11 or 12, Quarter, 1.25 Credit, Pass/Fail Only

Under close supervision and guidance of the mentor teacher, leadership students provide additional support for students who struggle in chemistry classes. Leadership students will experience first hand the teaching and learning process from an educator's perspective; they come to understand and value what it takes to make chemistry accessible to all students; they make connections with younger students and foster academic achievement as well as develop meaningful relationships. Responsibilities will include and not be limited to the following: note taking; helping students during group work/class work; assisting students during laboratory experiments, preparing study and review guides (2 column notes, graphic organizers, etc.); writing a reflection paper on their experience in the classroom. Enrollment is subject to Department Head and placement teacher recommendation. **Prerequisite:** Advanced Placement Chemistry.

Engineering Technology

The engineering technology program has at its heart a strong focus on collaborative problem solving: students working together to engineer solutions to identified problems. This 21st Century skill and the others associated with it are the most important abilities any student can bring to the college campus or technical workforce. Although closely tied to science, math and other disciplines; engineering technology seeks different ends; it strives to design and manufacture useful devices or materials, defined as technologies, whose purpose is to increase our efficacy in the world and/or our enjoyment of it. The purpose of engineering technology education is to enable students to experience investigations involving the application of acquired skills, habits, and subject matter knowledge, for informed participation in the intellectual and civic life of American society, and for further education in these areas, if they seek it.

531.1 Technology Engineering and Design, Advanced College Preparatory, Grade 9 or 10, Full Year, 5.00 credits

Designed as a hands-on, project and inquiry-based class, students of all math levels will be exposed to concepts in physics such as force and motion, sound, energy and electricity. Students will learn and adhere to all safety techniques and materials. Students will be required to comply with a safety dress code which prohibits flip flops and sandals. Long hair and dangling clothing must be secured and safety glasses are worn at all times work is being performed in the lab. **Prerequisites:** For incoming 9th students: B+ or higher in 8th grade science and teacher recommendation. For incoming 10th graders: Completion of Algebra I ACP with B- or higher and Biology with a B- or higher and teacher recommendation. This course fulfills a STEM Certificate requirement.

561.1 Robotics I, Advanced College Preparatory, Grades 10, 11, 12, Full Year, 5.00 Credits

This course will focus on the introduction, use of the online Intelitek Robotics Engineering Curriculum and the design, construction, and programming of Vex Robots. Students will build a simple robot capable of performing autonomous tasks and Wi-Fi joystick operation during the 1st quarter. In the 2nd quarter students will build machines that illustrate physics concepts including acceleration, momentum, center of gravity, torque/rpm, gears and levers. Students will understand how to construct and use basic machine control systems. The second half of the year will focus on the design, construction, and programming of more sophisticated robots capable of complex navigation, use of integrated sensors and manipulation of objects. Students will be required to comply with a safety dress

code which prohibits flip flops and sandals. Long hair and dangling clothing must be secured and safety glasses are worn at all times work is being performed in the lab. **Prerequisites:** Completion of Geometry or Algebra I with a grade of C or higher, completion of current science course with a C (Biology Advanced College Preparatory/ Chemistry Advanced College Preparatory/ Physics Advanced College Preparatory) , a passing science MCAS exam **and** teacher recommendation. This course fulfills a STEM Certificate requirement.

571.1 Robotics II, Advanced College Preparatory, Grades 10, 11, or 12, Full Year, 5.00 Credits

Students who have successfully completed Robotics 1 will continue to build increasingly complex and sophisticated machines that will implement student-written programs that allow PID (proportional integral derivative) positional control. Students will integrate and program a complex array of environmental sensors using C programming techniques. In the last half of the year, a complex robot arm will be designed and integrated to the robot and programmed to perform complex autonomous and Wi-Fi tasks. Students will also learn to design and build mechanical systems including chain-driven lift systems, worm, bevel and helical gear trains, rack and pinion systems, differentials, and transmissions. Students will learn and adhere to all safety techniques and materials. Students will be required to comply with a safety dress code. This course is a continuation of the skills learned in Robotics I, mastery of skills is required for continuation. **Prerequisites:** Teacher recommendation **and** B or higher in Robotics I. This course fulfills a STEM Certificate requirement.

562.1 Introduction to Computer Science, Advanced College Preparatory, Grades 10, 11, or 12, Full Year, 5.00 Credits

This course provides students the opportunity to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms, and the impact that these have on science, business, and society. Introduction to Computer Science will teach students to use SNAP as well as various programming languages such as pencil code and Java. Computational tools and techniques including abstraction, modeling, and simulation to collaborate in solving problems that connect computation to their lives will also be included. This introductory course encourages any student with an interest in computer science and programming languages to enroll. **Prerequisites:** Successful completion of current science course with a B or higher , successful completion of current math course with a B or higher **and** teacher recommendation. This course fulfills a STEM Certificate requirement.

CAREER TECHNOLOGY

These courses provide college and professional workforce bound students with the 21st century skills and knowledge they are expected to know as an informed and capable member of today's society.

610.1 Computer Applications, Advanced College Prep, Grades 9-12, Semester, 2.50 credits *Graduation Requirement

Students master keyboarding skills and improve their speed and accuracy while learning computer applications in Microsoft Word, Excel, and PowerPoint. This is a graduation requirement and freshmen are encouraged to take this course as soon as possible so that they can use their skills throughout high school. Curriculum is guided by the Massachusetts State Frameworks for Science, Engineering, and Technology.

630.1 Personal Financial Literacy I, Advanced College Prep, Grades 10-12, Semester, 2.50 credits

Students will develop the skills needed to make sound financial decisions. Topics include purchasing, banking, college financial aid, taxes, credit, funding your first car and apartment, and budgeting for a vacation. Students will participate in National Stock Market Challenge throughout the semester. A variety of assessments will be used. Students are expected to present information in front of their classmates throughout the course.

631.1 Personal Financial Literacy II, Advanced College Prep, Grades 10, 11, 12, Semester, 2.50 credits

This is a continuation of Personal Finance I. Students will develop advanced decision making skills. Using advanced excel applications, this course will cover money management, budgets, loans, mortgages, insurance options, credit choices and home procurements. A variety of assessments will be used. Students are expected to present information in front of their classmates throughout the course.

633.1 Entrepreneurship, Advanced College Prep, Grades 10-12, Spring Semester, 2.50 credits

This course helps students gain an understanding of the business/marketing principles necessary to start and operate a business. Students will first learn basic economic principles related to business ownership. They will identify and assess common traits and skills found in entrepreneurs, explore business opportunities, and compare the risks and rewards of owning a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, determining feasibility of an idea using research, developing a plan to organize and promote the business and its products/services, and finally, to understand the capital required, the return on investment desired, and the potential for profit. At the end of the first semester, students enrolled in DECA will be expected to attend scheduled DECA meetings. Fundraising is expected for students who become DECA members.

634.1/ 634H.1 Accounting I with Math Applications, Advanced College Prep, or Honors Grades 10-12, Full Year, 5.0 Credits

Accounting knowledge is essential for every type of personal and business enterprise. Students will learn to analyze, organize, and interpret financial data. They will examine the basic principles, theory, and practices of accounting for sole proprietorships and partnerships. The complete accounting cycle is taught using both automated and computerized accounting procedures. Banking, taxes, inventory and payroll are also topics of discussion. All students will complete a detailed simulation project. There will be additional coursework assigned for any student who would like to take Accounting at the Honors level.

646.1 Business and Personal Law, Advanced College Prep, Grades 10-12, Full Year, 5.00 credits

This course is designed to give students a basic working knowledge of the legal rights and responsibilities of minors and adults. They will be introduced to several aspects of the American legal system. Topics include criminal, consumer, and constitutional law, legal aid and court procedures and an introduction to contracts.

649.1 Marketing, Advanced College Prep, Grades 9 - 12, Fall Semester, 2.50 credits

Marketing is a basic introduction to micro and macro marketing with emphasis on terminology, business principles and application. Students become active members of DECA, a national student organization with a focus to develop greater understanding and appreciation of marketing concepts. Students will develop leadership skills, professional attitudes, business competency, citizenship characteristics and social growth. Students will apply economic principles to hypothetical problems. A

variety of assessments will be used. Students are expected to present information in front of their classmates throughout the course. Fundraising is expected for students who become DECA members.

650.1 Marketing II (DECA), Advanced College Prep, Fall Semester, 2.5 credits

This course will prepare for DECA competition by studying additional Marketing chapters, including Promotional Concepts, Visual Merchandising, Advertising, Pricing, Product Planning, Market Research and Business Plan Development. Students will participate in a number of project based assignments with each student having an opportunity to be a project manager for an assignment. A variety of assessments will be used. Students are expected to present information in front of their classmates throughout the course. At the end of the first semester, students enrolled in DECA will be expected to attend scheduled DECA meetings. Fundraising is expected for students who become DECA members.
Prerequisite: A grade of C or better in Marketing I.

651.1 Sports and Entertainment Marketing, Advanced College Prep, Grades 10 -12, Semester, 2.50 credits

This course will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and sporting events. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports marketing plans. This course will also delve into promotion plans, sponsorship proposals, sports marketing plans, and event evaluation and management techniques. Students taking sports marketing should have the opportunity to participate in DECA (student marketing leadership organization). DECA related activities and curriculum can be used as an approved part of all marketing classes. Practical applications of learning will be demonstrated by managing a line of sports and entertainment items in the school store. A variety of assessments will be used. Students are expected to present information in front of their classmates throughout the course.

657.1 International Business, Advanced College Prep, Grades 11-12 Semester, 2.50 Credits

In the International Business course we will explore such topics as: The impact of politics and worldwide economies on international trade; Resources common to major trading cities around the globe; Customs and building relationships with foreign partners; How legal systems differ throughout the world; Communication across languages and distances.

The course will include a variety of assessments with project-based learning and class discussion being the most common. Students are expected to present information in front of their classmates throughout the course. Students will have the opportunity to focus heavily on one country of interest for their final project, as they will be designing a business proposal for an existing company to enter a new foreign market.

658.1 Business Management, Advanced College Prep, Grades 11-12, Semester, 2.50 Credits

In the Business Management course we will explore such topics as: Vision, mission and goals; Centralizing and decentralizing power; Macro and micro managing; Accountability; Leadership styles; Management theories; Organizational structures; Time and stress management; Ethics

The course will include a variety of assessments with class discussion and small group and individual projects being foremost. Students are expected to present information in front of their classmates throughout the course. Students will have the opportunity to learn their own leadership styles and to develop their management skills through practical use.

FINE ARTS

A Fine Arts education is essential to the development of creative and critical thinking skills and the ability to consider multiple perspectives in the 21st Century. The Swampscott High School Fine Arts Department provides an intensive program in visual arts, music, and media. The goal of our program is to help students develop a lifelong involvement in the arts and an appreciation of the creative process.

Our program offers:

- A vibrant learning community which encourages and develops the students' unique talents and visions.
- A varied curriculum that challenges the individual and fosters the growth of technical and perceptual skills and promotes the highest standards of artistic and intellectual development.
- The chance for students to explore and express who they are and who they want to become.
- Sequential courses provided to prepare student art portfolios for admission to art schools/college.

VISUAL ARTS

2D, 3D, Photography, Art History

800.1 Studio Art I: Studio One Survey of Art, College Prep, Grades 9-12, One Semester, 2.50 Credits

A freshman foundation course in art using a variety of media, students study art elements of line, shape, value, texture, color, form and space. Projects are designed to include discussion of art, culture, and connection to art history. Assessment is through oral critique and a scoring rubric. This course is the first course on a track towards to portfolio preparation for art school.

810.1 Studio II Intermediate Drawing and Painting, Advanced College Prep, Grade 10-12 Full Year, 5.00 Credits

Students learn and apply drawing and painting skills to produce a portfolio of ten or more finished pieces. Students draw and apply color theory to still life, portrait, and figure from life. Students use a variety of mediums including printmaking and multimedia to solve art problems designed and presented by the instructor. Perspective drawing is explored and applied in depth. A series of inspired themes and a finished portfolio are expressed through student presentation and critique. Great artists in art history and their masterpieces are featured. ***Prerequisite: Studio I***

805.1 Studio III Portfolio, Honors, Grade 10-12 Full Year, 5.00 Credits (This course can be taken twice; sequentially or individually)

Students review drawing and painting techniques and apply their skills to solve an array of art problems using a variety of mediums in preparation of a portfolio for college or art school admission. A series of inspired themes and the finished portfolio are assessed through individual presentation and critique. Topics are designed to follow a sequence of art and masters in the timeline of art history and include at least one museum visit to coincide with project assignments. Assessment is based on exhibition and scoring rubrics. ***Minimum prerequisite: Studio II and Studio I or outside work with approval of teacher***

801.1 Photography I, College Prep, Grades 10-12, Semester, 2.50 credits

All students are **REQUIRED** to bring and use their own working FILM CAMERA and two black/white TMAX 400 rolls of film. Students will be introduced to the foundations of photography as a fine art by first learning traditional black and white darkroom photography, shooting with 35mm film cameras. Students will learn how to develop film and make photographic enlargements in the darkroom. Students will also be introduced to the art of digital photography using digital SLR cameras in combination with the basic editing and printing features of Adobe Photoshop. Enrollment is limited to 14.

802.1 Advanced Photography, Advanced College Prep, Grades 10-12, Semester, 2.50 credits

Photography 2 builds upon the elements of Photography 1. Students will continue to develop technical knowledge and skill in both digital and chemical processes. Advance techniques will be introduced, including studio lighting, alternative processes and digital manipulation of imagery. Students will focus on individual creativity and self-expression, finishing the course with a portfolio and a gallery presentation. **Prerequisite: Photography I**

813.1 3D Studio Art, Advanced College Prep, Grades 9-12, Semester, 2.50 credits

3D Studio Art is an introductory semester course that explores a variety of building materials (cardboard, paper, clay, wire) in addition to construction skills, creative problem-solving, and reflection. Students will explore the aesthetic properties of materials while also learning their limitations. Students will also learn about 3D artists and their processes and influence on the medium. The course will focus on reinforcing the principles of design and elements of art while helping students to develop their critical thinking and artistic expression.

814.1 Advanced 3D Studio Art, Advanced College Prep, Grades 10-12, Semester, 2.50 credits

Advanced Studio Art is semester course that builds on the skills students acquired in 3D Studio Art. It will allow students to continue to explore a variety of sculptural materials and methods while also allowing them to develop pieces for his/her portfolio. Students will practice critique in an effort to develop a clearer point of view in his/her work. Students will continue to examine the work of 3D artists as a way to build a schema. **Prerequisite: 3D Studio Art or Intro to Sculpture**

815.1 Ceramics, Advanced College Prep, Grades 10-12, Semester, 2.50 credits

Ceramics is a semester introductory class on the various methods of constructing clay pieces. This course stresses the various hand-building techniques and introduces throwing on the wheel. In addition, students will learn glazing techniques. This class will reinforce the principles of design and elements of art while also giving students an opportunity to problem solve, think critically, and express their artistic individuality. **Prerequisite: 3D Studio Art or Intro to Sculpture**

816.1 Art and Activism, Advanced College Prep, Grades 10-12, Semester, 2.50 credits

This semester course explores the relationship between the artist and the society in which he/she lives. Students will learn about and use various materials and methods to create public art and will study the work of artists who have created art that is political or that addresses social causes (Rivera, Picasso, Banksy, Os Gemeos, Guerilla Girls). Students will work on developing a portfolio of their own work devoted to a social or political cause or idea. Students will also work toward creating a public piece of art in the high school or in the community. **Prerequisite: Any Introductory course in Studio Art**

Performing Arts

830A.1 Band, Advanced College Prep or Honors, Grades 9-12, Full Year, 5.00 credits

Open to all instrumentalists, the band rehearses every day. The band is composed of students who can perform music from an intermediate to an advanced level. The band performs at football games, parades and various concerts and festivals throughout the school year. Students are graded on performance goals, and concert and class attendance. There will be additional coursework assigned for any student who would like to take band at the Honors level. The curriculum is guided by the Massachusetts Arts Curriculum Frameworks. ***Prerequisite: Middle school concert band OR permission of the instructor***

831.1 Introduction to Drumming, College Prep, Semester, 2.50 credits

Do you love to drum? This class is designed for beginning drummers. We will study styles, techniques and methods of drumming from around the world. There is no requirement of knowing how to read music or play the drums. Just show up ready to drum.

832A.1 Piano Lab I, College Prep, Grades 9-12, Full Year, 5.00 credits

This course is designed for students who are interested in learning to play the piano for their own enjoyment! Class focuses on applying the fundamentals of music theory to playing at the piano keyboard. Students with no previous experience *and* students with some piano background are **all** encouraged to enroll. Independent work at the keyboard will include choosing music available in the classroom or bringing in music found at home or online. Students will have the chance to play together in pairs (duets) and in small groups. Class size is limited to 13 students per section (one per piano). Music theory studied in this class is a great preparation for those who wish to take *Advanced Placement Music Theory*. The curriculum is guided by the Massachusetts Arts Curriculum Frameworks.

832B.1 Piano Lab II, Advanced College Prep, Grades 10-12, Full Year, 5.00 credits

Piano Lab II is for students who wish to continue with their playing experience. This course is an extension of Piano Lab I with a focus on playing skills. These students have mastered the basics of music theory and performance concepts from Piano Lab I. Independent work at the keyboard will include the exploration of more complex pieces chosen in collaboration with the teacher, along with duets, small group pieces and ensemble playing with the whole class. Class size is limited to 13 (one student per instrument). The curriculum is guided by the Massachusetts Arts Curriculum Frameworks. *Enrollment is subject to teacher recommendation.*

833.1 History of Rock, College Prep, Grades 9-12, Semester 2.50 credits

Do you love rock music? Have you ever wondered how rock and roll from the 1950s evolved into the rock and roll we know today? This course will cover popular music of the rock era, from 1954-2000 and beyond. As a class we will listen to many great examples of rock music and strive to understand the music as a product of a commercial industry, identify the relationship of this music to its broader social and historical contexts, and trace changes in practice, reception, and aesthetics that have emerged surrounding the music and its culture.

834.1 Mixed Chorus, Advanced College Prep or Honors, Grades 9-12, Full Year, 5.00 credits

Chorus is open to all students who desire to sing regardless of previous experience. Chorus members gain valuable knowledge about vocal techniques while rehearsing a variety of concert music. Styles

include pop, vocal jazz, a capella, spirituals, musical theater, madrigals, classical, romantic, 20th Century, etc. Vocal techniques acquired in Chorus are *especially* valuable to those who are interested in performing in the spring musical. The SHS Chorus performs a number of concerts each year, both within the school district and with choruses from neighboring towns. They also perform each December and May as part of Art and Music night and at graduation. There will be additional coursework assigned for any student who would like to take chorus at the Honors level. The curriculum is guided by the Massachusetts Arts Curriculum Frameworks.

840A.1 Theater Major, College Prep, Grades 9-12, First Semester only, 2.50 credits

Theater Major provides an excellent opportunity for students who love the stage. This course is for anyone, with or without previous stage experience, who wants a chance to feel more comfortable in front of a group of their peers. Stage activities will include theater games, improvisation, audition techniques (valuable information you can apply to any interview process), scene study, and theater styles. We will also have an opportunity to write and direct our own scripted scenes. Students also will learn about tools, media, and techniques used to produce theater. In addition to performing, students will have an opportunity to attend professional theater outside of the school. The curriculum is guided by the Massachusetts Arts Curriculum Frameworks.

846.1 Design for the Stage, College Prep, Grades 9-12, Second Semester only, 2.5 credits

If you enjoy the “hands on” aspect of theater, this class is for you! Design for the Stage will cover how scenery, lighting, props, costumes, make-up, and other practical elements of theater come together to help create a show. We will make and implement design decisions about second semester theater productions (METG drama festival show and spring musical). While acting is not part of this course, both actors and non-actors are most welcome.

843.1 Beginning Guitar, College Prep, Grades 9-12, Semester 2.50 credits

Have you always wanted to learn how to play the guitar but did not have the time? Or maybe you couldn't afford lessons? Now's your chance. We provide acoustic guitars for you to use and you will play every day in class. By the end of the semester, you will have a good understanding on how to play basic melodies and chords as well reading music and tablature.

851.1 Advanced Placement Music Theory, Advanced Placement, Grades 11-12, Full Year, 5.00 Credits

Advanced Placement Music Theory develops a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This course is the logical choice for anyone who wants to study music at the college level or has an interest in learning about music theory as it applies to the common practice period. Topics include terminology, notational skills, basic composition skills, score analysis, aural skills and sight singing techniques. Building on this foundation, the course progresses to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. The curriculum is guided by the College Board® standards for advanced placement. Students are required to take the AP Exam at the end of the course. *Prerequisites: The student's ability to read and write musical notation is fundamental to this course. These basic skills can be acquired by taking Piano Lab I. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument.*

852.1 Guitar II, Advanced College Prep, Grades 9-12, Either Semester 2.5 credits

A continuation of the beginning guitar class; we learn traditional chords (vs. "simple chords"), and spend more time playing in duets and groups while working on longer, and slightly more complex pieces of music. *Prerequisite- Guitar I or permission of the instructor.*

Media Arts

Please note: Media Literacy courses are listed under English.

097.1 Digital Film Production, College Prep, Grades 9-12, Semester, 2.50 Credits

In Digital Film Production students learn skills and concepts of film-style video making by producing several short films over the span of a semester. Students learn the basics of concept development, storyboarding, sound recording, cinematography and post-production/editing with Adobe Premiere Pro. Students work in various teams as they produce a mix of assigned videos and short films of their own design. The course emphasizes hands-on experience and strongly encourages students to work outside of class time. The course is highlighted by teacher presentations, group discussions and peer group critiques of student work. Students will be assessed by their overall participation, written tests, hands-on assessment of skills, and the content and technical quality of their finished work.

This class satisfies one of the requirements for Media Arts Laboratory. Class size is limited to 12.

098.10 TV Studio Production, College Prep, Grades 9-12, Semester, 2.50 Credits

Calling all TV Hosts, Directors, Camera Operators, Broadcast Journalists! In TV Studio Production students explore sitcoms, news, talk shows and other studio format shows while developing their own multi-camera studio productions in Swampscott High School's own TV Studio. Students become producers, writers, directors, technical directors, camera operators, audio operators, floor directors, lighting designers, on-camera talent and more. Once students achieve a basic skill level they are assigned as crew members for the various televised school and town events, including the SHS Performing Arts presentations, SHS sporting events, Swampscott's various town meetings, and the Cable Club's annual Live TV Auction. Shows are distributed on the web and cablecast on Swampscott's Educational Access Channels (Comcast ch15 and Verizon FiOS ch40). The TV Studio is an exciting and fun environment offering real-world experience. Students will be assessed on their overall participation, and through written tests, hands-on assessment of skills, and the content and technical quality of their finished work. This class satisfies one of the requirements for Media Arts Laboratory. Class size is limited to 20.

099.10 Media Arts Lab, Honors, Grades 9-12, Any or all quarters: 1, 2, 3 or 4: 1.25 Credits per quarter. (This class was formerly called TV Production III)

Media Arts Lab (honors) is offered to the most motivated and mature media arts students, who enjoy a balance of supervision and independence. Students work on their own projects and on various student, school and town projects. Media Arts Lab students are responsible for mentoring the new media arts students as well as helping maintain the media arts production facilities. There are no tests. Instead, students are graded on individual accomplishment. Students who have shown responsibility and ability may be given paid jobs filming and editing various school and town meetings and events. Each May, Media Arts Lab students are the leaders of the group effort to produce our most exciting live event of the year, the annual SHS TV Auction. In the creative, independent atmosphere of the TV studio, students work with adults, alumni and students, having fun, improving their skills, and taking pride in helping provide the funds we need to buy new equipment for next year.

Prerequisite: Digital Film Production and TV Studio Production, or permission of the instructor

Wellness: Physical Education and Health

“Wellness Education, by the very nature of its content, has the potential to affect how a person will feel every moment of every day for the rest of his or her life.”

Wellness Department Requirements

Physical Education & Health Courses are required for all Swampscott High School students.

In the event of injury or illness, parental excuses will be acceptable for the first day; any other consecutive or extended excuses must be accompanied by a doctor's note. Individualized programs will be set up when special circumstances exist. *No health excuses will be accepted for exclusion from the total physical education program.*

Proper attire for physical education classes include a change of clothing that consists of shorts, sweats, or wind pants, sneakers, and a T-shirt, sweatshirt, or other loose fitting top. Lockers and locks are provided.

951.1 Foundations for Lifelong Fitness, Part I, Advanced College Preparatory, Grade 9, First Semester, 2.50 credits

Co-taught by Mr. Bush and Mrs. Lavender, Foundations for Lifelong Fitness, Part 1 is a comprehensive curriculum, based on the National Physical Education Standards that offers a large variety of activities designed to meet the physical, social, and emotional needs of *all* students. Throughout the semester, students experience a variety of lifetime fitness activities, team and individual sports, net games, dance, and problem-solving activities. This course will help lay the foundation of skills, knowledge, and confidence for the commitment to an active lifestyle. Furthermore, students will be given the opportunity to practice social values of respect, effort, honesty, and safety within structured activities. Our goal is to help students recognize the importance of those values, not only in a class setting, but in all avenues of life.

961.1 Foundations for Lifelong Fitness, Part II, Advanced College Preparatory, Grade 10, 11, 12, Second Semester, 2.50 credits

Co-taught by Mr. Bush and Mrs. Lavender, Foundations for Lifelong Fitness, Part II is a comprehensive curriculum, based on the National Physical Education Standards that offers a large variety of activities designed to meet the physical, social, and emotional needs of *all* students. This program is designed to build on the skills and knowledge obtained in our Foundations for Lifelong Fitness, Part I program. Throughout the semester, students experience a variety of lifetime fitness activities, team and individual sports, net games, dance, problem-solving activities, first aid / CPR, and personal safety. Additionally, special emphasis is placed on maintaining and improving fitness levels. This course will help lay the foundation of skills, knowledge, and confidence for the commitment to an active lifestyle. Furthermore, students will be given the opportunity to practice social values of respect, effort, honesty, and safety within structured activities. Our goal is to help students recognize the importance of those values, not only in a class setting, but in all avenues of life.

953.1/956.1- Adventure and Lifelong Activities, I & II Advanced College Preparatory Grades 11 & 12, Quarter , 1.25 credits

This quarter course designed for Juniors and Seniors will focus on the development of leadership skills through a variety of team-building and adventure activities, including our low and high element ropes courses. In addition, students will have the opportunity to decrease stress and increase their fitness levels through lifetime sport activities such as Ultimate Frisbee, badminton, and tennis. Students will also be introduced to trending games such as Spikeball, KanJam, Baggo, First Tee Indoor Golf, as well as ping pong and archery. Lastly, students will continue to work on developing health-related fitness.

Learning to effectively warm up and cool down the body, experiencing multiple training methods, exposure to a variety of exercises and modern day fitness equipment, and designing workouts only begins to encompass what students will take away from this course.

954.1/955.1- Active and Cooperative Games, I & II Advanced College Preparatory Grades 11 & 12, Quarter, 1.25 credits

This quarter course designed for Juniors and Seniors will focus on the development of leadership skills through a variety of team building activities. Additionally, students will be given the opportunity to decrease stress and increase their fitness levels through competitive team games. Activities in this faster paced course will include but are not limited to Speedball, Ultimate Frisbee, Flag Football, Volleyball, and Floor Hockey. Students will also be introduced to trending games such as Spikeball. Traditionally slower paced games will be played as well, yet modified to be made more competitive. Lastly, students will continue to work on developing health-related fitness. Learning to effectively warm up and cool down the body, circuit training, exposure to a variety of exercises and modern day fitness equipment only begins to encompass what students will take away from this course.

Health Education Required Courses

941.1 Contemporary Adolescence I, Advanced College Preparatory, Quarter, Grade 9 or 10, 1.25 credits

Students actively engage in discussion around contemporary adolescent health issues. The relevance, rigor, and relationship building components of this class create an emotionally safe and academically challenging environment for students to explore sensitive, yet critical topics. The students and teacher collaborate on revising the course each quarter to keep the course relevant and appropriate to SHS student needs. Topics typically include: wellness philosophy, prevention and health psychology, discussions regarding gender specific issues, sun safety, healthy and unhealthy relationships, mental health and mental illness (stress, depression, and suicide prevention), media literacy, drug and alcohol use and abuse, nutrition theories and issues, comprehensive human sexuality, risky behaviors, making healthy choices, surviving adolescence, and mindfulness. Respect and confidentiality issues provide the context for all other work. Parental notification and permission required for topics deemed particularly sensitive or “for mature audiences.” Students are evaluated by homework, essays, projects and class participation. The course is academic, based on the Massachusetts State Frameworks for Health, Wellness, and Physical Education. The grade applies towards grade point average and class rank. This class is required for graduation. Students are required to submit a minimum of one reflection per week for homework.

971.1 Contemporary Adolescence II, Advanced College Preparatory, Grades 11 or 12, Quarter, 1.25 credits

Students actively engage in discussion around contemporary adolescent health. The relevance, rigor, and relationship building components of this class create an emotionally safe and academically challenging environment for students to explore sensitive, yet critical topics. The students and teacher collaborate on revising the course each quarter to keep the course relevant and appropriate to SHS student needs. Topics typically include: current events in health and wellness, understanding college life and its pressures, emotional intelligence, mindfulness, culture of fear, bridging gender differences in support of building healthy relationships, understanding of grief and grieving, substance use and abuse and comprehensive human sexuality education. Respect and confidentiality issues provide the context for all work. Parental notification and permission required for topics deemed particularly sensitive or “for mature audiences.” The course is academic, based on the Massachusetts State Frameworks for Health, Wellness, and Physical Education. The grade applies towards grade point average and class

rank. All students will be required to take at least one quarter of this course during either junior or senior year.

Wellness Elective for All Grade Levels

977.1 Stress Management through Mindfulness, Advanced College Preparatory, Quarter, 1.25 credits

Students will learn a variety of mindfulness skills to increase attention, energy and focus. The skills learned will also help decrease distractions and anxiety. This course will only run if a minimum of ten students sign up.

Wellness Electives for Juniors and Seniors Only

973.1 Advanced Physical Education, Advanced College Preparatory, Grades 11 & 12, Quarter, 1.25 credits

This course is offered as an elective to juniors and seniors who are not scheduled for physical education. Advanced P.E. is an ideal setting for **motivated** students who have enjoyed the Physical Education 1 & 2 programs. In this class, students have the opportunity to take their skills, strategies, knowledge, and fitness to a higher level of proficiency. Amount of time spent on each unit will be based on student interests and individual class make-up.

974.1 Health Education Leadership Program: (formerly known as Health Teaching Assistant) Advanced College Preparatory, Grades 11 & 12, Quarter, 1.25 credits

Students who have demonstrated exemplary work completing their health class requirements may apply for a teaching assistant internship. Responsibilities: lead small group discussions; assist in copying, record keeping; research and design new lessons; create PowerPoint presentations; special assignments; and, submit weekly class critique and reflections. *A limited number of leadership positions will be accepted each term. Interested students should make an appointment with Mr. Harris prior to signing up for this program.*

975A.1/975B.1 Advanced Contemporary Adolescent Issues I & II, Advanced College Preparatory, Quarter, 1.25 credits

Students who have completed their initial health class requirement and are interested in a second quarter may apply to do so. Admission is at the discretion of the teacher. These students will be expected to complete all regular all class assignments plus additional weekly special assignments. *Interested students should make an appointment with Mr. Harris.*

981.1 Physical Education Leadership Program: (formerly known as Cadet Teaching Assistant) Advanced College Preparatory, Grades 11 & 12, Semester, 2.5 credits

Students who have demonstrated exemplary work completing their physical education requirements may apply for a cadet teaching assistant internship. Responsibilities: lead warm-ups, help with equipment set-up and take down, assist in teaching skills and activities, demonstrate leadership as a role model to younger students. A limited number of cadet teaching positions will be accepted each semester. *Interested students should make an appointment with Mrs. Lavender & Mr. Bush for approval prior to signing up for this course.*