



CARVER MIDDLE HIGH SCHOOL

# PROGRAM OF STUDIES

## AND COURSE CATALOG

GRADES 6 - 12

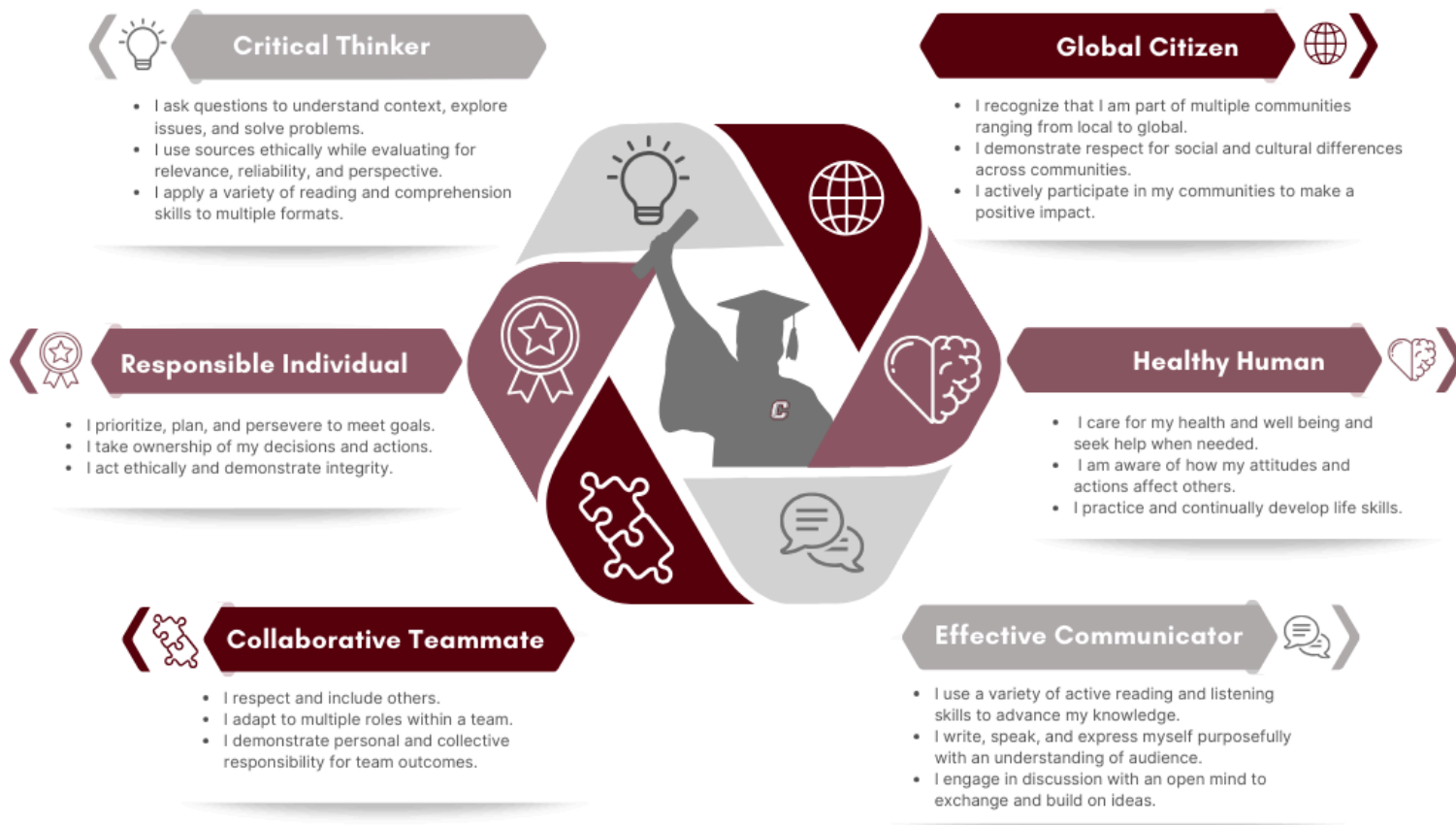
2024-2025





# CARVER MIDDLE HIGH SCHOOL

## VISION OF THE GRADUATE



## CORE VALUES AND BELIEFS

As partners with the community in the evolutionary process of education we believe in our students' importance as individuals and their capacity for future success. We will:

**P**rovide a safe environment with challenging, diverse, and increasingly complex learning opportunities.

**R**ecognize the unique intellectual, social and emotional needs of all of our students.

**I**nspire our students to become respectful and responsible citizens.

**D**evelop relationships with the community through service and by sharing our academic, athletic, and artistic accomplishments.

**E**mpower our students to be life-long learners and successful in an ever-changing world.

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# CARVER MIDDLE HIGH SCHOOL

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## CARVER SCHOOL COMMITTEE

SchoolCommittee@carver.org

**Stephanie Clougherty - Chair**  
**Jackie Lake - Member**

**Kelley Niemi - Vice Chair**  
**Colleen Zaniewski - Member**

**Katie Sullivan - Secretary**

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<b>Dr. Meredith Erickson</b>	Assistant Superintendent of Teaching & Learning	866-6172
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## MIDDLE HIGH SCHOOL ADMINISTRATION

<b>Christine Cabral</b>	Principal	866-6132
<b>Sean McInnis</b>	Assistant Principal	866-6142
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## HIGH SCHOOL COUNSELING DEPARTMENT

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## DEPARTMENT CHAIRPERSONS

<b>Patricia Winslow</b> Guidance	<b>Erin Young</b> Mathematics   Computer Science	<b>Michael Santos</b> Comprehensive Health	<b>Michelle Litteton</b> Science   Technology
<b>Angela Townsend</b> Special Education	<b>Maria Calvo</b> World Languages   Arts	<b>Brendan Cully</b> History	<b>Robert Ewell</b> English Language Arts



# Carver Middle High School

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## Dear Carver Crusader Students and Families,

All courses at Carver Middle High School are purposely designed to support the school's Core Values and Beliefs about learning and to assist our students in developing the qualities of our Vision of the Graduate:

- Critical Thinker
- Responsible Individual
- Collaborative Teammate
- Global Citizen
- Healthy Human
- Effective Communicator

By the time students graduate they will have had multiple opportunities to practice and demonstrate proficiency in these qualities. These are the essential skills that we have identified as a school community to ensure that all students are empowered to be lifelong learners.

In each full-year course students will have a minimum of four common assessments. These assessments will be completed by every student who takes the course regardless of which teacher the student might have. These common assessments will include, but will not be limited to: MCAS prompts, essays, multimedia presentations, projects, and research papers. Teachers will use a common rubric to measure student progress on achieving the school's stated expectations. Teachers will then use these assessments and rubrics to inform students as to their individual progress on achieving these expectations. Beginning with grade 6 and ending with graduation, students will have completed approximately 140 common assessments.

The school also provides students with multiple opportunities to achieve the stated Social and Civic Expectations. These expectations include: treating others with respect, participating in the school community beyond the classroom, being respectful of individual differences, and contributing to the community through service to others. The school provides opportunities for students to practice these skills through the many courses offered in the Program of Studies, as well as through clubs, activities and athletics. These skills are practiced informally on a daily basis in all school-related activities and are also formally measured through specific course work; for example, all students are required to complete 25 hours of community service through their U.S. History courses.

On a daily basis, teachers provide our students with content specific curriculum and instruction while developing the qualities of our Vision of the Graduate. In doing this, we as the faculty at Carver Middle High School, are working to inspire our students to become not only empowered learners but also respectful and responsible citizens who have the essential skills needed to learn throughout their lives.

Sincerely,  
Christine Cabral  
Principal



## ACADEMIC POLICIES AND PROCEDURES

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### Course Selection Policies

This booklet contains a full listing of all courses and programs that are available to students at Carver Middle High School. **However, it is to be understood that individual courses may not be offered every year due to insufficient registration, scheduling conflicts, and staffing availability. In some cases, ability levels within a course may be combined. Students who are unable to schedule a particular course will be notified and given an opportunity to elect an appropriate alternative.**

In some cases, when a student's interest in a particular course cannot be met through the current Program of Studies, the counselor will meet with the student and encourage the student to pursue the development of an Independent Study course or participation in a Dual Enrollment program.

The Carver Public Schools comply with and actively support the intent of Title IX and Chapter 622 as well as all non-discrimination legislation including the Civil Rights Act of 1964. In accordance with this legislation, Carver Schools encourage all students to select any of the courses or programs described in the Carver Middle High School Program of Studies. All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, language, homeless status, physical or intellectual differences, pregnancy or pregnancy-related condition are able to access the same information and academic counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them.

### Graduation Requirements

Each student must earn 130 credits for a high school diploma. Students may substitute no more than the equivalent of five (5) full year courses successfully passed at an accredited evening school or community college for courses required for a Carver Middle High School diploma.

In accordance with Massachusetts Department of Education mandates, students must earn a rating of *Proficient* or *Advanced* on the MCAS examination in Mathematics and English Language Arts and a rating of *Needs Improvement*, *Proficient*, or *Advanced* on the MCAS examination in Science and Technology in order to obtain a Carver Middle High School diploma. Students who do not score *Proficient* or *Advanced* in Mathematics or English Language Arts only, will be placed on an Educational Proficiency Plan (EPP) and be required to successfully complete 4 years of course work in that subject in high school, including a course in their Junior and Seniors years. This is consistent with our graduation policy that all students are required to successfully complete four years of math and english.

Students, who are unable to pass any or all of the MCAS assessments prior to their expected graduation date, may be eligible for a *Massachusetts Certificate of Attainment*. In order to qualify for the *Certificate of Attainment*, the student must have met all other CMHS graduation requirements, participated in tutoring and other academic support services, taken the MCAS exam in the subject(s) in question at least three times, maintained a 90% attendance level during the senior year, and taken additional course work every year in the subject(s) in question.

As part of the credit requirement, students must successfully complete each of the following courses of study requirements:

English Language Arts and Mathematics	4 years of study
History and Science	3 years of study
Comprehensive Health	4 semesters – grades 9-12
Visual and Performing Arts	2 semesters

All students who receive a CMHS diploma must demonstrate through required coursework, supervised projects, and/or internships that they have met or exceeded expectations for *each* of Carver Middle High School’s Academic Expectations (see appendix). Additionally, in order to achieve the *Social & Civic Expectation* that students “*participate in authentic activities that will make a contribution to both the Carver Middle High School community and the community beyond the high school doors,*” all students will complete a minimum of **25 hours of community service as a graduation requirement**.

Each student must take a minimum of 35 credits of coursework each year. All students are required to take four semesters of Comprehensive Health, earning 10 credits in Comprehensive Health by graduation. All students are required to carry a minimum of seven classes each semester.

In summary students need the following to earn a Carver Middle High School Diploma:

- ☐ 4 Years of Math & English
- ☐ 3 Years of Science and History
- ☐ 4 Semesters of Comprehensive Health
- ☐ 2 Semesters of Visual and Performing Arts (Starting with Class of 2024)
- ☐ Pass English, Math, and Science MCAS
- ☐ 130 Credits
- ☐ 25 Hours of Community Service
- ☐ Seniors ***must pass*** five 5-credit courses  
(*which may include the combination of semester courses to equal one 5-credit course*)

In order to be on track for graduation, students should reference the table below:

Promotion to Grade	Credits Required
10	30
11	60
12	95
Graduation	130

**PLEASE NOTE:**

Graduation requirements are constantly under review and subsequently may change. Notification of any changes will be communicated in a timely manner.



## RECOMMENDED COURSES FOR POST-SECONDARY EDUCATION

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Students planning to attend a two-year junior or community college, a vocational/technical school, or the military should consider the following program:

English	4 years of study
History	3 years of study
Science	3 years of study
Mathematics	4 years of study
World Language	2 years of study

Students planning to attend a four-year college or university should consider the following program at a college preparatory, honors or AP level:

English	4 years of study
History	3-4 years of study
Science	3-4 years of study ( <i>depending on the program</i> )
Mathematics	4 years of study ( <i>through Algebra II</i> )
World Language	3-4 years of study recommended– 2 years of study minimum
Visual or Performing Arts	1 year of study minimum recommended

The Massachusetts Board of Regents also requires that students applying to public colleges and universities in this state must pass 16 courses (80 credits) of college preparatory coursework which must include: Algebra I, Geometry and Algebra II and two years of a World Language.

**Carver Middle High School requires 4 years of English & Mathematics and 3 years of History & Science.**

### PLEASE NOTE:

These are general recommendations. Students should consult their guidance counselor concerning their specific educational and career plans.

The quality of a student's grades is the most important factor that they can control their school record. In general they are more selective a school or college, they competitive students must be in terms of courses taken, levels and grades earned.

## THE SCHOOL COUNSELING DEPARTMENT

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The mission of the Carver School Counseling Program is to work as advocates, supporting all students in the areas of academic, career and personal/social development throughout their school careers. We will provide programs, classroom-based interventions, group and/or individual counseling that allow students to feel supported and safe at school, develop interpersonal skills for positive social interactions and understand their personal strengths and challenges. We will work as partners with students, educators, parents and townspeople to prepare all students to meet the changing needs and increased expectations of the larger community. We believe that every student and family deserves to be treated with dignity and respect.

Students will be given the opportunity to maximize their individual academic potential. They will be supported in investigating careers in relation to knowledge of self and to make informed decisions for their futures.

Carver Public Schools has selected the Scoir Platform to assist us and our students in managing the college and career planning process. Scoir is a comprehensive website that students along with parents can use as a tool in planning for their future.

It is very important that students and parent/guardian(s) communicate with their counselor concerning any questions or problems they may be having. Students and their parent/guardian(s) are encouraged to meet with their counselor as often as they would like by making an appointment through the counseling administrative assistant..

### **FRESHMEN WORKSHOP**

School counselors will meet with freshmen in a classroom setting throughout the school year. The objectives are focused on achieving academic, social, and personal success in high school, with a focus on building their transcripts, the importance of getting involved in the larger school community, and students challenging themselves in academic, athletic, and artistic pursuits. Students will also learn about factors to consider in choosing a career path.

### **SOPHOMORE WORKSHOP**

Students will meet with school counselors in a classroom setting throughout the year. Students will utilize the Scoir platform to complete career assessments in order to examine how their interests and personality types can impact career choice and future career satisfaction.



## **JUNIOR WORKSHOP**

During the course of this multi-session workshop during the second semester, students will continue to explore college and career choices and will begin to develop their post-secondary plans. Students will have the opportunity to research and explore careers, colleges and universities, technical schools, military programs, apprenticeships, and the workforce. Students will complete a section on resume writing and interviewing techniques and strategies. Students will have the opportunity to learn from others by attending two-panel presentations; one including recent graduates and seniors and another including a variety of professionals who will discuss their own career paths. The college application process will be introduced, along with a section on navigating the financial aid process and securing scholarships. By the workshop's end, all students should leave with a plan and goals for both their senior year and post-secondary pathways.

## **STUDY SKILLS**

Semester	2.5 Credits	Grades 9-12
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This course is intended to provide students within designated programs with specific learning strategies that will lead to success in their classes. Learners select their own content area assignments and work independently and/or with guided instruction during part of each class period. Students also participate in mini-lessons that cover a wide variety of study skills.

## **9223 STUDY SKILLS / COMMON**

Full year	7.5 Credits	Grades 9-12
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This course is intended to provide students within the **ACE/GAP** Program with specific social-emotional, team building, and coping skills strategies that they need to help them be successful academically, behaviorally, and socially-emotionally. Topics include but are not limited to anger management, substance awareness, social skills, coping skills, and life skills. In addition to this curriculum, students will be provided with specific learning strategies that will lead to success in their classes. Learners select their own content area assignments and work independently and/or with guided instruction during part of each class period. Students also participate in mini-lessons that cover a wide variety of study skills.

## **9229 NAVIGATING THE WORLD CP**

Semester	2.5 Credits	Grades 10-12
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This course is specially designed for grades ten through twelve to provide instruction to students who require the development of their transition skills. Topics of classroom discussion include life skills, post-secondary education preparation, access to community resources as well as instruction in budgeting, meal planning/food safety, and job acquisition skills.



## 2024 - 2025 COURSE CATALOG GRADES 6-8

The middle school curriculum provides for continuous academic progress through the development of basic learning skills, application of organized information, pursuit of personal interests and integration of varied subject material. This curriculum prepares students for success in high school in all academic areas. The student schedules are created based on teacher recommendations and grade-level placements. There is a team structure for sixth and seventh-grade students, whereas eighth-grade students begin to navigate their transition to high school with their first world language course.

### ENGLISH LANGUAGE ARTS

The middle school ELA curriculum is designed to meet the students where they left off in the fifth grade and equip them for high school and life beyond. The curriculum builds increasingly sophisticated reading and writing skills to prepare students to ultimately appreciate the power of the spoken and written word, to think deeply on a subject, and to participate in consequential discourse.

#### **GRADE 6**

The sixth grade is a transitional year. While students continue in the Reading Street series they have been working from for years, they are pushed to read and write with greater independence so they will be equipped to succeed in a seventh grade curriculum that is grounded in more developed literature and requires more developed responses to it. To this end, sixth grade English students will be working with the novel in the second semester, reading both *Hatchet* and *Number the Stars*. Throughout the year much time is dedicated to establishing the close reading skills students will need to be successful in any subject at Carver Middle High School, skills such as reading for relevant evidence. Another overarching objective of the year is to develop a command of the foundational components of an essay. Some time is also spent reinforcing the foundational grammar skills students established in their elementary years. Sixth grade students are also engaged in a variety of types of writing, including writing to evaluate an argument and writing to develop an argument.

#### **GRADE 7**

The seventh grade focuses on making students more aware of the habits of mind they employ when they read and write effectively. We explore the theme of identity in both reading and writing. In their reading, students analyze the identities of complex characters. The seventh grade curriculum challenges students with sophisticated classic literature, such as Dickens' *A Christmas Carol* and Stevenson's *Treasure Island*, in order to enhance their love for literature and their ability to deconstruct the complex sentences and mature themes of great literature.



In their writing, students construct textual, organized essays that provide insight into how the authors build those identities. Additionally, students take their writing one step further by composing essays which deal with their own personal identities. It is extremely important that seventh graders write in multiple styles so they are able to adjust their writing style and technique to suit various audiences and tasks (literary analysis, expository and persuasive writing). Many of these writing assignments are paired with some form of oral presentation to enhance and round out communication skills while giving an authentic speaking experience to each student.

## **GRADE 8**

In their eighth grade year students build independent reading skills to smoothly transition into their high school careers with confidence. They will read increasingly complex texts, such as *To Kill a Mockingbird* and *Othello* that are written at a high level and express mature themes. The theme that ties each of the texts together is social justice. At this level, students will be able to explain how authors speak to that theme in complex ways. There is a heavy focus on both literary analysis and argument writing. Students continually break down texts to consider how the various elements function within the larger work. Eighth grade students are challenged to write compositions that require them to manage multiple ideas and organize them to support one cohesive point, while continuing to develop their own style in response to literature. They also have multiple opportunities to argue their own opinions about real world issues. In the eighth grade, students showing a particular affinity for or skill in English have the opportunity to take English I, a precursor to the high school honors course. Placement in English I is based on an 85% average and/or a teacher recommendation.



## 2024 - 2025 COURSE CATALOG GRADES 6-8

### HISTORY

#### **GRADE 6**

##### **WORLD GEOGRAPHY**

The Five Themes of Geography provide a foundation for the study of geographic concepts and information, both cultural and physical, outside the United States and North America. Students will use maps, globes, and other graphic tools to acquire and process geographic information. Students will develop a spatial view of the world including cultural and physical characteristics of places and regions. Emphasis is placed on the relationships between people, places and environments, the processes that create patterns on the earth, and how people use the earth to satisfy basic needs. Students learn how to apply geography to interpret the past and the present and to plan for the future. The goal is to provide students with the geographic knowledge, skills and practice they need to become informed and involved citizens in an increasingly interdependent world.

#### **GRADE 7**

##### **ANCIENT and CLASSICAL CIVILIZATIONS**

Seventh graders will explore the relationship and connections between our modern world and ancient societies. Students will develop critical thinking skills and problem solving in their study of human origins and the cradles of civilization. Students will examine the civilizations that developed in the Fertile Crescent and Mediterranean Sea. They will focus upon the geography, culture, government, economy, and the arts of early civilizations as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. Students study how the Greeks and Romans laid a foundation for our modern world—including the structure of the US government--and explore the role that individuals play in maintaining a healthy democracy.

#### **GRADE 8**

##### **Civics- College Prep**

Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” Students will also be supported through a six-stage student-led non-partisan civics project—from topic proposal to a public product—that addresses an issue of community concern and develops students’ citizenship.

**Civics- Honors:**

While both courses emphasize reading, writing, and critical thinking to promote college and career readiness, the Honors' course will advance through more rigorous material at a faster pace and require students to complete projects more independently. Honors classes will also undertake the Civics Project over a longer duration with a wider scope. Meanwhile, the CP course provides a greater level of scaffolding and support to help meet course goals.





**2024 - 2025  
COURSE CATALOG  
GRADES 6-8**

**MATHEMATICS & COMPUTER SCIENCE**

**GRADE 6**

**Math Levels I & II** – In this course, an emphasis is placed on a realistic approach to solving problems in the context of everyday situations. Students will explore a wide variety of mathematical content and apply various strategies to increase their understanding of basic skills in geometry, measurement and Algebra. Both courses cover the same topics but differ in pace and depth of coverage.

Topics include: Ratios and Proportional Relationships; The Number System; Expressions and Equations; Geometry; Statistics

**GRADE 7**

**Math and Pre-Algebra 7** emphasize pre-algebra theory and applications. They begin with a review of the fundamentals of mathematics: decimals, fractions and percent. The major emphasis is on algebraic concepts such as integers, solving one and two step equations and inequalities, properties, patterns, introduction to functions and graphing, and applying algebra to geometry and measurement. Other topics include: Expanding the concepts of probability – both experimental and theoretical; Statistics – interpreting distributions and variance; Continued work with measurement involving 2- and 3- dimensional figures; Using proportional reasoning to solve problems, including percent problems. Both courses cover the same topics but differ in pace and depth of coverage.

**GRADE 8**

**Algebra I**

Algebra 1 is a rigorous high school level math course that builds upon the middle school foundation of variable manipulation in algebraic expressions, equations, inequalities, systems, functions, and all their multiple representations. Students model real life phenomena through the exploration of linear, exponential, and quadratic functions. Students demonstrate the appropriate use of graphing calculators and desmos technology, and communicate mathematical ideas clearly. This course lays the foundation for higher level mathematical literacy for every subsequent course in mathematics.

Prerequisite: 85% or higher average in Grade 7 Pre-Algebra or teacher recommendation.

**Pre-Algebra**

Students will study applications of whole numbers, fractions, decimals, percent, integers and rational numbers. They will use a variety of problem-solving techniques in real-world situations. The focus of the study is algebraic reasoning, which includes understanding variables, equations, functions, and patterns and using algebra to solve problems. Topics such as geometry, measurement, probability and statistics are reinforced and expanded.



## 2024 - 2025 COURSE CATALOG GRADES 6-8

### SCIENCE, TECHNOLOGY & ENGINEERING

All Middle School science courses in Grades 6-8 are full-year standards-based inquiry programs that integrate each of the three strands of science (physical, life, and earth science). Students perform labs, participate in hands-on investigations, complete projects, and collaborate in groups at all grade levels. All students will take the Science, Technology, & Engineering MCAS Exam at the end of 8<sup>th</sup> grade. Science courses are aligned to the 2016 Massachusetts Science and Technology/Engineering Frameworks.

Students in Grades 6-8 will also take 1 term courses in Technology/Engineering. These studies involve: designing, developing and utilizing technological systems; problem-based learning activities; applying the engineering design process and technological knowledge to real-world experiences; and working individually as well as in teams to solve problems. The 8th Grade Technology/Engineering course is a 1 term exploratory course for the High School Manufacturing Engineering Technology (MET) Pathway.

In 8th Grade students will also take a 1 term exploratory course titled Introduction to Life Sciences. This course is an exploratory course for the High School Environmental & Agricultural Sciences (EAS) and Biotechnology (BIO) Pathways.

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#### **GRADE 6**

In Grade 6, students begin learning the basics of science with a unit on Science and Matter (the scientific method, mass, volume, and density). This is followed by units on a wide range of topics including earth science (Geological Processes), physical science (Light and Sound Waves), and life science (Cells and Body Systems). Students will participate in hands-on laboratory activities and work on developing skills critical to understanding science, such as logical reasoning, problem-solving, and analysis. Grade 6 Science will equip students with knowledge that will prepare them for Grade 7 Science, Grade 8 MCAS, and beyond.

#### **GRADE 7**

In 7th grade Science, students begin the year learning about energy. Throughout the year, students will apply their understanding of energy in the subsequent units. 7th grade Science focuses on the theme of energy and matter cycling. Grade 7 Science class topics include: Energy; Weather & Climate; Land, Water, & Human Interactions; and Ecology. Students will work on their collaborative skills and on analyzing and interpreting data throughout the year as they complete hands-on practical

applications, PBL projects, and labs.

## **GRADE 8**

In Grade 8 Science students start the year studying interactions of the very smallest things (atoms and molecules) and work their way up to finishing the year studying the very largest things (solar systems, galaxies and the Universe). Grade 8 Science units include: Chemical Reactions; Genetics; Evolution; Force and Motion; and Solar System & Beyond. Students will work on their Claim, Evidence and Reasoning writing skills throughout the year as they make observations through labs and hands-on activities. Students will prepare to take the 8th grade Science, Technology and Engineering MCAS that assesses their learning in grades 6-8.





## 2024 - 2025 COURSE CATALOG GRADES 6-8

### COMPREHENSIVE HEALTH

#### **CARVER MIDDLE SCHOOL HEALTH & WELLNESS STATEMENT OF PHILOSOPHY**

Carver Middle School health & wellness will give students the skills and knowledge to establish a base to be active, give students an opportunity to work in an independent and cooperative setting, demonstrate competency in motor skills and movement patterns. Our mission is to provide the knowledge and skills that will enable students to make responsible decisions and maintain a healthy lifestyle, which benefits adolescents in all aspects of their growth and learning. Students will have the ability to work on their communication skills, learn coping techniques to deal with stress, anxiety and anger, and learn about human growth and development.

##### **Physical Education**

This course promotes the knowledge, attitudes, skills and behavior necessary for optimal physical and social development. Students will understand that physical activity can provide enjoyment, challenge, self-expression and social interaction while enhancing their level of physical fitness. The knowledge and skills presented are the foundation for individual control over many of the factors related to a healthy lifestyle. Our program provides for a variety of choices in individual sports, recreational games and lifetime fitness.

##### **Health and Wellness**

The overall goal of the Health Education Curriculum at Carver Middle School is for students to gain a greater awareness about what constitutes their physical, mental and social well-being. The curriculum spirals through each with a variety of age-appropriate topics that correlate with the Massachusetts and National Standards for Health Education while also addressing specific needs of the Carver community. Therefore, in addition to the curriculum outline, classes will often examine topics taken from current events and community concerns.



## 2024 - 2025 COURSE CATALOG GRADES 6-8

### WORLD LANGUAGES

#### Statement of Philosophy

The World Language Department offers an Introduction to World Languages course to 7th grade students. Middle School students can continue with the first level of French or Spanish. Second language acquisition is most effective when started at an early age, but all students benefit from reading, writing and conversing in at least one language in addition to their first language. Each course focuses on the learning and acquisition of the language, with a fairly balanced emphasis on vocabulary and grammar, oral skills, listening and reading strategies, and process writing. The courses integrate exploration of the culture of the worlds in which each language is spoken and connect with all other disciplines through literature, art, music, history, and scientific discoveries and contributions. The courses have been carefully aligned to national standards as set forth by the Massachusetts World Languages Curriculum Framework (2021).

The primary goal of modern world language study is communicative proficiency. This goal is addressed through interpersonal, interpretive and presentational modes. **Active participation and regular attendance** is extremely important in a language class. The class participation portion of the student's final grade reflects preparation, active involvement during classroom activities, attention to the teacher and to classmates who are speaking the language, and willingness to speak the language. Since it is primarily in the classroom that interactive oral / aural activities may be practiced and evaluated, daily attendance is essential in these courses. Students who study world languages will learn to communicate through practice and presentation in reading, writing, listening, speaking and collaborative reasoning. Students who do not regularly attend class or fail to put forth effective effort through consistent active engagement may struggle to maintain the basic skills needed to be successful in a world language. This, in turn, will impact student readiness to continue the sequence of study.

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#### **GRADE 8**

##### **FRENCH I CP**

This course is designed for students with little or no previous background in the study of French. Students begin their introduction to French by focusing on the four key areas of world language study: listening, speaking, reading and writing. Course content is organized thematically. Each unit of study consists of relevant vocabulary and grammar, reading passages, writing samples, listening activities, conversation, multimedia cultural presentations, and collaborative activities. There is a strong emphasis on communicative proficiency. Students should expect to be actively engaged in their own language learning. Students will be required to memorize and retain common vocabulary

terms and phrases, use a wide range of grammar patterns in their speaking and writing, actively participate during all class activities, give short presentations and respond appropriately to conversational prompts in French. Frequent assessments will monitor student progress toward proficiency. The cultures of French-speaking countries will also be studied through readings, authentic sources, videos and class discussions.

### **SPANISH I CP**

This course is designed for students with little or no previous background in the study of Spanish. Students begin their introduction to Spanish by focusing on the four key areas of world language study: listening, speaking, reading and writing. Course content is organized thematically. Each unit of study consists of relevant vocabulary and grammar, reading passages, writing samples, listening activities, conversation, multimedia cultural presentations, and collaborative activities. There is a strong emphasis on memorization of new words and retention of vocabulary and concepts over time. Students are expected to study daily in addition to their written homework assignments. Students should expect to be actively engaged in their own language learning. Students will be required to memorize and retain common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, actively participate during all class activities, give short presentations and respond appropriately to conversational prompts in Spanish. Frequent assessments will monitor student progress toward proficiency. The cultures of Spanish-speaking countries will also be studied through readings, presentations, authentic sources, videos and class discussions.



## 2024 - 2025 COURSE CATALOG GRADES 6-8

### ALLIED ARTS and EXPLORATORIES

Students in the sixth and seventh grade are enrolled in a variety of allied arts classes as an interdisciplinary approach to learning which enhances their academic success. In the eighth grade, students will be enrolled in some of our exploratory courses throughout the school year. These classes provide our students with a hands-on learning experience as an introduction to our high school Pathways.

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#### GRADE 6 ALLIED ARTS

##### **GRADE 6- Art**

The grade 6 Art program concentrates on building artistic skills. Through a variety of exercises students will be exposed to many new materials and techniques to help them improve their drawing and artistic skills. Through drawing and writing projects students will be exposed to the elements and principles of art and how to use them effectively in their work. Students will learn to collaboratively critique art work and use the information acquired during the critique to revise their own work to improve the quality. Students will develop their 21st Century Presentation Skills by sharing their creative experiences and projects with the class twice during the term.

##### **GRADE 6- Band/Instrumental Music**

Any student who enjoys playing a woodwind, brass or percussion instrument is welcome to join the Carver Middle School Band! The school band provides a good opportunity for aspiring music students to develop proper instrumental technique and musical literacy. Instrumental students perform a variety of musical styles, including popular, jazz, musical theater, concert and classical. The band performs for the community throughout the school year.

##### **GRADE 6- Chorus**

The Grade 6-8 Choruses at Carver Middle High School are an introduction to higher-level choral singing. This class emphasizes fundamental vocal development, music literacy, and the introduction to ensemble singing. The four learning strands found throughout the curriculum require creation, performance, response, and musical connections at a novice level. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts are interrelated with those of music. Two concerts will be performed throughout the year, along with opportunities for festival auditions, field trips, and assemblies.



## **GRADE 6- Health**

The overall goal of the Health Education Curriculum at Carver Middle School is for students to gain a greater awareness about what constitutes their physical, mental and social well-being. The curriculum spirals through each grade level 6-7 (that is, it builds on previous instruction) with a variety of age-appropriate topics that correlate with the Massachusetts and National Standards for Health Education while also addressing specific needs of the Carver community. Therefore, in addition to the curriculum outline, classes will often examine topics taken from current events and community concerns.

## **GRADE 6- Music**

General music classes offer students the opportunity to learn to play piano, ukulele, and world percussion. Emphasis is placed on music literacy. Students begin piano by learning note placement and developing finger coordination. Students begin the ukulele by reading tablature and developing strumming patterns. Students begin world percussion by learning basic beats and proper playing techniques. The class is designed to help students enjoy making music and appreciate the performing arts.

## **GRADE 6- Physical Education**

This course will promote the knowledge, attitudes, skills and behavior necessary for optimal physical and social development. Students will understand that physical activity can provide enjoyment, challenge, self-expression and social interaction while enhancing their level of physical fitness. The knowledge and skills presented are the foundation for individual control over many of the factors related to a healthy lifestyle. Our program provides for a variety of choices in individual sports, team sports, recreational games and lifetime fitness.

## **GRADE 6- Technology/Engineering**

Students begin by learning the basics of mechanical drawing and acquire skills as they learn Orthographic sketching. Orthographic sketches are drawings that break down an object into three views, including a top, front and right side view of an object. These mechanical drawing skills are used in future activities such as designing a model home to scale and designing magnetic levitation vehicles if time permits. Students also learn the fundamentals of computer-aided design (CAD) using 3D Sketchup software to do a series of beginner and advanced design projects before they create blueprints for the Scale Home project.

## **GRADE 6- 21st Century Literacy**

This introductory course for 6th graders is designed to instill sound digital citizenship habits, teach skills and strategies for effective use of digital resources, advance research skills, and explore computational thinking and systems at a basic level. Students will create a digital portfolio, develop critical thinking skills to help them evaluate quality of digital sources for reliability, including currency, relevancy, authority, accuracy, and purpose of digital information. Students will explore programming concepts and a variety of tools to understand how computers work and the connection to programming. The curriculum follows the Digital Literacy and Computer Science state frameworks. The skills and strategies taught are planned to be used and reinforced in most, if not all, of the students' core academic classes.

## **GRADE 7 ALLIED ARTS**

### **GRADE 7- Art**

The curriculum for 7th grade Art program continues to develop the students artistic skills and their ability to create and collaborate successfully in a variety of projects through material exploration, peer and self-critiques. Emphasis is placed on observational skills, which in turn helps to improve their drawing and artistic skills in a variety of mediums. Through a variety of exercises and projects students are exposed to many new materials and techniques that will help them to develop their artistic abilities. The elements that are explored in class will help to create the backbone of a student's middle school art experience. Line, color, value, shape, form, space and texture are investigated through the various projects completed in class. Students will develop observation and technical skills in drawing, painting, and various other art mediums. Students will learn to collaboratively critique art work and use the information acquired during the critique to revise their own Art work. Students will also develop an understanding of what good craftsmanship means and how it affects the overall creation.

### **GRADE 7- Band/Instrumental Music**

Any student who enjoys playing a woodwind, brass or percussion instrument is welcome to join the Carver Middle School Band! The school band provides a good opportunity for aspiring music students to develop proper instrumental technique and musical literacy. Instrumental students perform a variety of musical styles, including popular, jazz, musical theater, concert and classical. The band performs for the community throughout the school year.

### **GRADE 7- Chorus**

The Grade 6-8 Choruses at Carver Middle High School are an introduction to higher-level choral singing. This class emphasizes fundamental vocal development, music literacy, and the introduction to ensemble singing. The four learning strands found throughout the curriculum require creation, performance, response, and musical connections at a novice level. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts are interrelated with those of music. Two concerts will be performed throughout the year, along with opportunities for festival auditions, field trips, and assemblies.

### **GRADE 7- Health**

The overall goal of the Health Education Curriculum at Carver Middle School is for students to gain a greater awareness about what constitutes their physical, mental and social well-being. The curriculum spirals through each grade level 6-7 (that is, it builds on previous instruction) with a variety of age-appropriate topics that correlate with the Massachusetts and National Standards for Health Education while also addressing specific needs of the Carver community. Therefore, in addition to the curriculum outline, classes will often examine topics taken from current events and community concerns.

### **GRADE 7- Introduction to Languages**

Introduction to French and Spanish is designed as a one-term course for grade 7 students. The purpose of this course is to make students aware of the importance of learning another language and expose students to the academic discipline needed to learn a world language. Students will imitate

and practice the pronunciation system of each language, learn common expressions of greeting and courtesy, classroom terminology, numbers, colors, days of the week, months of the year, and other situation topics that lend themselves to simple conversation. Listening and speaking skills in the target language will be the predominant focus with some emphasis on spelling and concepts. Culture will be integrated into each topic. It is hoped that the introductory experience will motivate students to continue their world language study and be better prepared for success. The exploration of both languages also aims to help students make a more informed choice as to which language to further pursue in grade 8 and beyond.

### **GRADE 7- Music**

General music classes offer students the opportunity to learn to play piano, ukulele, and world percussion. Emphasis is placed on music literacy. Students begin piano by learning note placement and developing finger coordination. Students begin the ukulele by reading tablature and developing strumming patterns. Students begin world percussion by learning basic beats and proper playing techniques. The class is designed to help students enjoy making music and appreciate the performing arts.

### **GRADE 7- Physical Education**

This course will promote the knowledge, attitudes, skills and behavior necessary for optimal physical and social development. Students will understand that physical activity can provide enjoyment, challenge, self-expression and social interaction while enhancing their level of physical fitness. The knowledge and skills presented are the foundation for individual control over many of the factors related to a healthy lifestyle. Our program provides for a variety of choices in individual sports, team sports, recreational games and lifetime fitness.

### **GRADE 7- Technology/Engineering**

Students continue learning the basics of mechanical drawing skills. They will use these skills to convert isometric blocks into orthographic views, which is a three-view drawing including a top, front and right side view of the blocks. The blocks are created in 3D views using computer-aided design software. Students will also compete in a “Structure contest” as one of the projects assigned to the students. Time permitting students will either design a 3-dimensional object to be printed with a 3D printer or use Adobe InDesign to design, print, cut, and bind notepads.

### **GRADE 7- Theater Arts**

The grade seven Theater Arts class is designed to build students' knowledge of the fundamentals of theater with a focus on developing students' comfort level speaking and performing in front of a small group. Topics may include theater terminology, characterization, script writing, acting, voice, and movement. Students will develop creativity in the construction of written and improv scenes. Students will have regular opportunities to collaborate on group projects.

## **GRADE 8 EXPLORATORIES**

### **GRADE 8- Art Exploratory**

The grade eight Exploratory Art program promotes creativity and creative thinking. The program provides an environment in which each student develops knowledge and appreciation of art, which enriches and permeates their daily lives, personalities and values. Students will have the opportunity to explore 2D art such as drawing & painting, 3D art- creating 3 dimensional pieces of Art through a variety of materials, Photography and Graphic design as a way to introduce them to the High School Art pathway Program.

### **GRADE 8- Band/Instrumental Music**

Any student who enjoys playing a woodwind, brass or percussion instrument is welcome to join the Carver Middle School Band! The school band provides a good opportunity for aspiring music students to develop proper instrumental technique and musical literacy. Instrumental students perform a variety of musical styles, including popular, jazz, musical theater, concert and classical. The band performs for the community throughout the school year.

### **GRADE 8- Chorus**

The Grade 6-8 Choruses at Carver Middle High School are an introduction to higher-level choral singing. This class emphasizes fundamental vocal development, music literacy, and the introduction to ensemble singing. The four learning strands found throughout the curriculum require creation, performance, response, and musical connections at a novice level. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts are interrelated with those of music. Two concerts will be performed throughout the year, along with opportunities for festival auditions, field trips, and assemblies.

### **GRADE 8- Computer Science Exploratory**

In this elective, students learn how computers help humans solve problems. Students explore how apps can be used to help solve problems and eventually propose their own app. In the Interactive Animations and Games unit, students create programmatic images, animations, interactive art, and games. Starting off with simple, primitive shapes and building up to more sophisticated games, students become familiar with the programming concepts and the design process computer scientists use daily. They then learn how these simpler constructs can be combined to create more complex programs. In the final project, students develop a personalized, interactive program.

### **GRADE 8- Culinary Arts/Hospitality Exploratory**

The Hospitality Exploratory is meant to give students a glimpse of the food service industry. Students will be exposed to various settings in a commercial kitchen. The course will cover basic safety and sanitation, numerous cooking methods and baking. The curriculum is designed to cover both the theory and practical application behind cooking.



### **GRADE 8- Health and Wellness Exploratory**

The Grade 8 Health and Wellness exploratory course is designed to introduce students into topics that will be greater covered in the Health and Wellness pathway. Some of the major topics that will be discussed are the five components of fitness, mental and emotional health, heart rates, basic first aid and CPR, nutritional topics, and weight training. Time will be spent in the classroom, in the gymnasium, and in the weight room. Students will have an opportunity to work with:

- Heart Rate Monitors
- CPR manikins
- Weight lifting equipment

### **GRADE 8- Introduction to Life Sciences (EAS/BIOTECH Exploratory)**

This hands-on term course is an introduction to the Environmental & Agricultural Sciences and Biotechnology Pathways. Students will learn through lab activities, dissections, caring for classroom animals, ecological field work on campus, and engaging projects. This course refreshes students on science material from previous grades, and introduces them to concepts they will dig deeper into during high school. Living things will be explored throughout the term on the following levels:

- From Molecules to Cells
- From Tissues to Organisms
- From Ecosystems to Biosphere

### **GRADE 8- Manufacturing Engineering Technology (MET) Exploratory**

Grade 8 students focus on project-based activities. Students will design computer models of a truss style bridge using BridgeDesigner 2024. From the computer model, they create a set of blueprints using CAD (Sketchup for Schools) to help construct their designs. The topics of construction and transportation are covered in the CO2 dragster project as students design, build and race CO2 powered vehicles and use data to calculate MPH/scale MPH. Students will use the Engineering design process to design and create an object to be 3D printed in class.

### **GRADE 8: Music Exploratory**

The Grade 8 Music Exploration course provides students with an introduction to music at the High School level. Students learn the basics of sight singing, choral singing, music theory, rhythmic reading, piano performance, and recorder performance. The hope is to encourage students to participate in the Visual / Performing Arts pathway offered at Carver High School.

### **GRADE 8- Physical Education**

This course will promote the knowledge, attitudes, skills and behavior necessary for optimal physical and social development. Students will understand that physical activity can provide enjoyment, challenge, self-expression and social interaction while enhancing their level of physical fitness. The knowledge and skills presented are the foundation for individual control over many of the factors related to a healthy lifestyle. Our program provides for a variety of choices in individual sports, team sports, recreational games and lifetime fitness.

## Grade 9-12 COURSE SELECTION PROCESS

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1. Guidance Counselors will present the Program of Studies in history classes with students in grades 8, 9, 10, and 11. They will discuss course options, course/credit requirements, and the course selection process.
2. Teachers will make course recommendations for students online through ASPEN.
3. Students will make course selections online through ASPEN from February 5th - 16th.
4. Parents/guardians can view teacher and student recommendations and requests through ASPEN with their students from February 5th - 16th. Parents/guardians are encouraged to contact teachers to discuss level changes or counselors to discuss any other concerns.
5. Counselors will review course selections individually with each student to build next year's schedules.
6. Student schedules for the following fall will be issued in August. Parents/guardians and students should review the schedule and contact the Guidance Department immediately if there are any questions.
7. It is understood that there may be a necessity to make some changes to student schedules over the summer due to room location changes and/or staffing changes. A final schedule will be issued to students at the beginning of the new school year.

This process has been developed to prevent staffing, scheduling, and teaching and learning problems that result from late schedule changes. **We cannot stress enough the importance of carefully considering and selecting courses in the spring.** The administration and guidance personnel at Carver Middle High School build the entire schedule and assign faculty based on information we receive from students and parents/guardians during the spring course selection process. Usually, we can accommodate changes that are submitted during this process. However, requests for changes after that time will only be honored if space and resources are available. **Requests for a course change, such as disliking a course, underestimating the course expectations, selecting or rejecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in a class with friends, are inappropriate reasons for a schedule change and cannot be honored.**

### **Course Add / Changes**

In the event that a course change must be considered due to unusual circumstances, counselors will solicit information from all appropriate individuals, including the student, parent/guardian, and teacher. The counselor will then make a recommendation to the Department Chair in writing for or against the proposed change. After reviewing the documentation provided by the counselor, the Department Chair will accept or reject the recommendation for a course change. The counselor, upon receipt of the Department Chair's final decision, will notify all concerned individuals in writing. **No requests for course additions/changes will be considered after the 8<sup>th</sup> day of classes for full-year courses or after the 4<sup>th</sup> day of classes for semester courses.**

### **Course Drop**

Students withdrawing from courses shall receive no credit and will not be able to attend summer school in those courses. Students who withdraw from a course after one term will receive a WP (Withdrawn Passing) or WF (Withdrawn Failing) on their report card and transcript. **Students must, however, continue to carry seven (7) courses.**

### **Course Level Changes**

It is possible during the academic year that parents/guardians, student, counselor, and/or teacher may recommend that the student challenge himself/herself to a more advanced level of study in a course, or move to a level of study that better meets the student's developing skills. The counselor will gather information on student progress from all appropriate parties. The counselor and the department chair will review the information and an informed decision will be made in the best interests of the student.

### **Planning for Four Years**

A student's course selections will depend on his/her individual abilities, interests, and goals. An entering student, working closely with parents/guardians and a guidance counselor, should draw up a tentative four-year sequence of courses. This tentative program should be planned carefully to ensure that it meets graduation requirements and provides preparation for the student's long-range goals. Students should also plan to take the courses which will best prepare them for standardized examinations, such as MCAS, Preliminary Scholastic Aptitude Tests (PSAT, SAT, and/or ACT.) **Students who do not plan to take Geometry by tenth grade will need to discuss plans for these examinations with their guidance counselors.**

Students should plan individual programs that are both challenging and interesting. Students may find it helpful to use the [Planning Chart](#) on the back page of the Program of Studies.

## **Senior Internships**

### *Statement of Philosophy*

Carver Middle High School recognizes the need to provide students with real-life experiences as part of their academic, social and emotional growth. The goal of all senior internships would be for students to learn practical job skills that could be translated into future employment in any capacity. These skills include, but are not limited to, resume writing, interview skills, career search techniques, creation of career goals, time management, personal and professional communication, organization and analysis of information, and problem-solving.

A wide range of Internships will be offered during the 2024-2025 school year. The number and types of Internships available vary on a yearly basis based on student interest. The Internships opportunities available will include, but not be limited to, the fields of: Technology, Education, Cable/TV Production, Hospitality, Hotel Management, Early Child Education, Medical, Automotive, Hair Styling, and Office Management. Students can propose an internship not previously offered through the Orientation Program outlined below.

Students interested in an internship must complete an application and turn it in with their course selection sheet. All students who apply for an internship must either participate in Junior Workshop or meet individually with the Internship Coordinator to complete the orientation program. In June, all students who have applied for an internship, and have either participated in Junior Workshop or completed the orientation program, will be interviewed and notified if they have been selected for an internship.

Students who are selected for an internship will begin their placement when they return to school in September. Students are selected based on attendance and credit eligibility (95 credits-senior status). The mentor will assess the student's performance in the internship, and students will receive a numerical grade on their report card, as well as a written summary of their performance. At the completion of the internship, students will have an exit interview and update their resumes.

## **Online Courses**

Carver Middle High School offers online courses to students in grades 9-12 through the Virtual High School Global Consortium (VHS). By accessing online courses, students have the opportunity to take half-year and full-year courses with titles ranging from *Gods of CNN: The Power of Modern Media* to *Advanced Placement Physics*. Course lists for the Fall of 2024 are available in the guidance office. Students interested in taking an online course should let their guidance counselor know through the course selection process.

### **Early Graduation**

Carver Middle High School offers a four-year program of studies structured to prepare our students intellectually, socially, and personally for further study and the world beyond the high school doors. However, in some individual cases, it may be in the student's best interests to complete his or her studies in three years.

In order to be eligible for a diploma at the end of three years of study, a student must fulfill the following conditions: submit a completed application to earn a diploma at the end of three years of study to the principal; meet with parent/guardian, counselor, and principal to discuss ramifications of the request; receive written approval from the principal in support of the request; and successfully fulfill all requirements for a Carver Middle High School diploma as outlined in the Program of Studies by the close of the junior year.

A student who elects to receive a CMHS diploma at the end of three years is not eligible to participate in the activities, ceremonies, and awards that are an integral part of the senior or fourth year of study. The student remains a member of the junior class with the opportunity to participate in the graduation ceremony with his/her class the following year.

### **Dual Enrollment**

Currently enrolled Massachusetts public high school juniors and seniors who are in good academic standing (3.0 GPA or better) at their high school, and who have been recommended by high school principals, guidance counselors, and/or teachers, will be eligible for consideration to enroll full time or take individual courses at public institutions of higher education in Massachusetts. Students participating in dual enrollment may earn credits that meet the requirements for high school graduation and higher education matriculation. The dual enrollment program is not an alternative for high school; students must demonstrate the ability to benefit from college-level course work.

Dual enrollment courses at Massasoit Community College are available at a cost of \$150 per course. Ten slots will be paid for by the district on a first come, first served basis. The entire application process must be completed and submitted in full in order to be considered for a no-cost slot. Please see your guidance counselor for an application and a course list. The application deadline for the fall semester is June 1st and the deadline for the spring semester is December 1st.

### **Independent Study**

In order to ensure the broadest possible spectrum of course offerings, Carver Middle High School has instituted an independent-study program. In the event that a course is either not offered or is unavailable due to scheduling constraints, students may request permission to pursue such an independent, directed-learning experience.

The student and supervising teacher must submit a project proposal to the appropriate department chairperson. This proposal must include minimally the following items:



1. A rationale for the proposal;
2. The specific objectives to be achieved (based on the approved curriculum);
3. The frequency of teacher-student conferences and a schedule of meeting times;
  - There will be a minimum of two hours per week of contact time between the student and the instructor
4. The number of credits to be earned;
  - at no time may this be more than the number of credits assigned to the original course
5. Anticipated student activities, projects, and assignments;
6. The methods of evaluation planned for the end of the experience such as a research paper and/or final project. The need for a final exam will be determined by the department chair.

The department chair will review the proposal with the building principal for final approval.

It is expected that the supervising teacher and department chair will monitor assignments and activities, advise, and evaluate the student on his/her progress. The burden of responsibility is on the student to follow the established process from proposal to final grades.

## LEVELS OF STUDY

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Carver Middle High School offers four levels of study in a variety of courses. Students may study some courses at the College Preparatory 2, College Preparatory, Honors, or Advanced Placement Level. In some courses, students in the same class may take the course at a different level. Depending on enrollment, a course at a particular level may be offered one year, but not the next year. Each of the levels of study is defined below. Teachers, counselors, and administrators have developed the guidelines that follow in checklist form to help parents/guardians and students as they consider the most appropriate placement for each individual course.

Enrollment for each of the levels is based on teacher and department chair recommendations. When making those recommendations, the teacher and department chair may consider any or all of the following factors: achievement in a preceding course or courses; performance on standardized tests (i.e., MCAS, PSAT, SAT, ACT); portfolio; writing sample; past performance in light of Expectations for Level of Study checklist; and student interview.

### **Advanced Placement (AP)**

Advanced Placement (AP) is a college program where a level of expectation is determined by a syllabus developed by the Advanced Placement Program of the College Board. AP courses are traditionally offered at the end of a sequence of study, usually during a student's junior and/or senior year. Students are expected to complete summer work prior to the start of the school year and are also *expected* to take an AP standardized examination at the conclusion of the course. AP Examinations are graded on a 5-point scale (5 is the highest). Students who earn a score of 3, 4, or 5 on the AP examination are eligible, depending on individual college guidelines, to earn college credits for the course. Students may also qualify for AP Scholar Awards based on the following criteria:

- AP Scholar Award: by completing three or more AP Examinations with a score of 3 or higher;
- AP Scholar with Honors Award: by completing four or more AP Examinations with a score of 3 or higher;
- AP Scholar with Distinction Award: by completing five or more AP Examinations with a score of 3 or higher.

All students are required to take the AP examination, the cost of which is approximately \$98.00. The AP examination serves as the final examination in a particular subject area.

### **Expectations for Advanced Placement Level of Study**

As a student enrolled in an Advanced Placement course, you:

- prepare to attend a selective four-year college or university;
- study curriculum which is determined by the College Board and used nationally by all other students enrolled in the same course;
- meet the course expectations determined by the College Board through extensive reading, analytical writing and speaking;

- spend 1 to 1 1/2 hours daily per Advanced Placement course in preparation for daily and long-range assignments;
- analyze, synthesize, compare and contrast, evaluate and prove both teacher presented concepts and your own independently generated concepts;
- write in all disciplines, according to teacher direction;
- apply appropriate study skills and learning strategies such as the use of calculators (scientific and graphing), graphic organizers, word processing and spreadsheet programs, pre-writing exercises, flashcards, manipulatives, and study groups to pursue mastery of course content;
- independently seek resources in and outside of the school environment to understand and apply abstract concepts to the course of study;
- prepare for study of the course through completion of summer assignments; and
- prepare extensively for the Advanced Placement examination through repeated practice with sample questions and entire tests.

## **Honors**

An Honors course is designed to develop the habits of mind and knowledge base that are required of students preparing for study at four-year colleges and universities. Students who enroll in Honors courses need to be proficient in reading, writing, and/or mathematical thinking, performing at or above grade level in these skill areas.

Because of the rigorous nature of Honors courses, student achievement may vary from term to term. If, however, a student's term average falls below 75, it is important that the parent/guardian and student re-evaluate the student's placement through conferences with the teacher, counselor and/or department chair. A review of the student's transcript to date, post-secondary plans, and the following checklist will help to guide decisions about the best placement for the student.

### **Expectations for Honors Level of Study**

As a student enrolled in an Honors level course, you will:

- prepare to attend a selective four-year college or university;
- study curriculum in each content area that will help prepare you for standardized examinations (i.e., MCAS, SAT), demonstrate what you know and are able to do through extensive reading, writing and speaking;
- spend 1 hour on homework daily per Honors course and long-range assignments;
- analyze, synthesize, compare and contrast, evaluate and prove both teacher presented concepts and your own independently generated concepts;
- write in all disciplines, according to teacher direction;
- choose appropriate study skills and learning strategies such as the use of calculators (scientific and graphing), graphic organizers, word processing and spreadsheet programs, pre-writing exercises, flashcards, and manipulatives to pursue in-depth study of course content;
- independently seek resources in and outside of the school environment to understand and apply abstract concepts to the course of study; and prepare for study of some courses through completion of summer assignments.

## **Honors Option - Elective Courses**

Students who are enrolled in Chorus, Symphonic Band, Advanced Art, or Advanced Culinary Art may request honors level credit with the approval of the teacher and/or department chair and/or principal. Students must demonstrate an understanding of previous course content and skills at an exemplary level. To receive honors credit, students are expected to continue to perform at a higher level, both in and out of the classroom, based on specific criteria such as, but not limited to, the following:

- Portfolio development required for admissions to colleges and universities and/or as part of entrance requirements for local, state and national competitions;
- Internships that provide the opportunity to demonstrate mastery of course requirements;
- Submission of works for publication under guidelines established by state or nationally recognized organizations;
- Performances of required course-specific skills beyond the classroom walls that contribute to the community.

## **College Preparatory (CP)**

A College Preparatory course is designed to develop the habits of mind and knowledge base which are essential for success in both two-year and four-year college and university programs. Students who enroll in College Preparatory classes possess reading, writing, and mathematical thinking which are consistent with the student's age and grade level

### **Expectations for College Preparatory Level of Study**

As a student enrolled in a College Preparatory level course, you will:

- prepare for further study at a two-year community college, junior college or a four-year college or university;
- study curriculum in each content area that will help prepare you for standardized examinations (i.e., MCAS, SAT);
- demonstrate what you know and are able to do through continued use and improvement of your reading, writing and speaking skills;
- spend approximately 30 minutes to 1 hour per College Preparatory course daily to complete structured homework assignments based on classwork, reading assignments, and long-range assignments which will require you to organized your time outside of class;
- use your reading and mathematical skills to analyze, synthesize, compare and contrast, evaluate, and prove teacher-directed concepts in each content area;
- write in all disciplines, according to teacher direction;
- develop your note-taking and study skills through the use of calculators (scientific and graphing), graphic organizers, word processing and spreadsheets programs, pre-writing exercise, flashcards, and manipulatives in each content area; and
- work with teachers in class, during directed study and after school, to make connections between the content in each course and its application outside of the school environment.

## **Honors / College Preparatory Designation Policy**

There are some designated courses within the English, Science, History, and Art departments in which students can enroll for either College Preparatory or Honors credit. In these instances, all students will initially be enrolled according to teacher recommendations. However, there will be a grace period one week beyond the add/drop period at the beginning of the semester, during which students can opt into or out of honors credit. Honors admittance will be based on previous grades, a teacher recommendation, and the student's resolve to commit to this level of work. After the grace period, a student taking the course for honors status may not relinquish honors status unless granted a waiver. Likewise, a college prep student may not opt for honors credit after the deadline unless granted a waiver. Waivers will only be granted for special circumstances and must be agreed upon by the teacher, department head, and guidance counselor.

### **College Preparatory 2**

A College Preparatory 2 course is designed to offer support to students who need further development of reading, writing, or computation skills. Opportunities for in-depth study and intensive skill development are needed in order to strengthen the knowledge base and study habits required of all students for post-secondary study or training.

#### **Expectations for College Preparatory 2 Level of Study**

As a student enrolled in a College Preparatory 2 level course, you will:

- prepare for further study at a two-year community or four-year college, for on-the-job training, or for continuing education in the military;
- study curriculum in each content area that will help prepare you for standardized examinations (i.e., MCAS, SAT);
- demonstrate what you know and are able to do through continued use and improvement of your reading, writing and speaking skills;
- complete structured homework assignments based on classwork;
- complete classwork independently and work with other students in each content area;
- write in all disciplines, according to teacher direction;
- use a variety of study skills and learning tools such as calculators, graphic organizers, word processing programs, pre-writing exercises flashcards, and manipulatives in each content area; and
- use support from your teachers in class, during directed study and after school, to make connections between the content in each course and its application outside of the school environment.



**Prerequisites for Student Continuation in or Advancement to a Higher Level of Study**  
**All Leveled Courses**

In order for a student to **continue** in an Honors or Advanced Placement course, the student must earn an **80** in that level and/or receive the teacher's and department chair's recommendation.

A student who wishes to **advance** to a higher level of study in any subject must earn an average of **85** in the current level and/or receive both the teacher's and department chair's recommendation.

These recommendations will be based on a review of the student's current achievement, transcript, and standardized test scores on the MCAS, PSAT, and SAT.

## REPORTING PUPIL PROGRESS

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### Report Cards

Report cards are issued four times a year. Students are evaluated on their academic progress in each subject in accordance with the following numerical scale:

90-100	Excellent Quality
80-89	Good Quality
70-79	Acceptable Quality
60-69	Poor Quality
50-59	Failing--Eligible for Summer School
0-49	Failing--Ineligible for Summer School

INC - Incomplete

AUD - Audit

MED - Medically Excused

WP - Withdrawn Passing

WF - Withdrawn Failing

WDN - Withdrawn from School

#### **PLEASE NOTE:**

**A student who receives a 50-59 for a final grade must repeat the course in summer school or repeat the entire full-year course. Students who receive below a 50 for a final grade may need to repeat the entire full-year course. Please see page 36 for additional information on prerequisites for continuation in a sequential course of study in a world language.**

### Calculation of G.P.A. (Grade Point Average) and Class Rank

A student's G.P.A. is based on his/her cumulative grades in courses identified as AP, Honors, CP, or CP2 beginning with final grades in grade 9 and concluding with final grades in grade 12. Only courses taken at Carver Middle High School will be included in the G.P.A. process. A student's G.P.A. reflects his/her academic success in comparison to the academic success of all other students at Carver Middle High School. A student's G.P.A. is reported to colleges during the admissions process and is used to calculate rank in class. A student must have completed at least two years at Carver Middle High School in order to be included in class rank.

The baseline for the calculation of G.P.A. at Carver Middle High School is based on grades earned in College Preparatory classes. These grades are converted by the computer to a 4.0 scale. Because of the increased demands and rigor of Honors and Advanced Placement classes, these classes are given additional weight on the 4.0 scale. Grades earned in Honors classes are given a .5 additional weight; grades earned in Advanced Placement classes are given an additional 1.0 weight. Grades earned in CP2 classes are converted to .5 below the conversion for grades earned in college preparatory classes. Only grades earned in courses labeled as College Preparatory 2, College Preparatory, Honors, or Advanced Placement are used in the calculation of G.P.A.

The following chart is used for conversion of numerical grades to 4.0 scale.

### CALCULATION OF G.P.A.

NUMERICAL GRADE	A.P. COURSE	HONORS COURSE	COLLEGE PREP COURSE	COLLEGE PREP 2 COURSE
100	5.3	4.8	4.3	3.8
99	5.3	4.8	4.3	3.8
98	5.2	4.7	4.2	3.7
97	5.2	4.7	4.2	3.7
96	5.1	4.6	4.1	3.6
95	5.1	4.6	4.1	3.6
94	5.0	4.5	4.0	3.5
93	5.0	4.5	4.0	3.5
92	4.9	4.4	3.9	3.4
91	4.8	4.3	3.8	3.3
90	4.7	4.2	3.7	3.2
89	4.6	4.1	3.6	3.1
88	4.5	4.0	3.5	3.0
87	4.4	3.9	3.4	2.9
86	4.3	3.8	3.3	2.8
85	4.2	3.7	3.2	2.7
84	4.1	3.6	3.1	2.6
83	4.0	3.5	3.0	2.5
82	3.9	3.4	2.9	2.4
81	3.8	3.3	2.8	2.3
80	3.7	3.2	2.7	2.2
79	3.6	3.1	2.6	2.1
78	3.5	3.0	2.5	2.0
77	3.4	2.9	2.4	1.9
76	3.3	2.8	2.3	1.8
75	3.2	2.7	2.2	1.7
74	3.1	2.6	2.1	1.6
73	3.0	2.5	2.0	1.5
72	2.9	2.4	1.9	1.4
71	2.8	2.3	1.8	1.3
70	2.7	2.2	1.7	1.2
69	2.6	2.1	1.6	1.1
68	2.5	2.0	1.5	1.0
67	2.4	1.9	1.4	.9
66	2.3	1.8	1.3	.8
65	2.2	1.7	1.2	.7
64	2.1	1.6	1.1	.6
63	2.0	1.5	1.0	.5
62	1.9	1.4	.9	.4
61	1.8	1.3	.8	.3
60	1.7	1.2	.7	.2
59	.0	.0	.0	.0

## NCAA REQUIREMENTS FOR STUDENT ATHLETES

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Requirements to participate in sports at Division I and II colleges have been in effect since August 1, 1995. Students planning to attend one of these colleges must satisfy the following requirements:

- ☑ Graduate from high school.
- ☑ Successfully complete 16 NCAA approved Core Courses
- ☑ Division I – GPA: 2.3 SAT: 980 / ACT 75  
Division II – GPA: 2.2 SAT: 840 / ACT 70
- ☑ Visit [www.ncaa.org/student-athletes/future](http://www.ncaa.org/student-athletes/future) for more information

Additionally, students who are planning to participate in Division I or II college sports, are required to file an application to register with the NCAA Clearinghouse. These application forms are available at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) and should be filled out at the beginning of the senior year. The release form should be printed and given to the Guidance Department for authorization to release transcripts, grades, and SAT/ACT scores at the time of registration and after final grades are posted directly to the NCAA Clearinghouse.

### ***NCAA CLEARINGHOUSE***

Certification Processing

P.O. Box 7136

Indianapolis, IN 46207

ph: (877) 262-1492



## 2024 - 2025 COURSE CATALOG GRADES 9-12

### A R T

#### Statement of Philosophy

The visual arts enrich the lives of individuals and their societies. They are part of the social fabric of our ongoing culture and civilization. The visual arts promote creativity and creative thinking. The visual arts provide an environment in which each student develops knowledge and an appreciation of art, enriching and permeating their daily living - their personalities, social values, citizenship and character; enabling each student to participate more effectively in, and contribute to, the diversity of contemporary cultures.

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#### **706 TWO-DIMENSIONAL ART CP**

##### *Visual and Performing Arts Pathway*

Semester

2.5 Credits

Grades 9-12

This course is designed to offer students an opportunity to develop their ability to communicate in drawing, painting, and digital imaging. Through the exploration of diverse media (types of art materials) students will be introduced to color theory, printmaking, drawing and painting, as well as digital imaging. Students will study and apply the elements and principles of design to a variety of two-dimensional projects. This course contains technical demonstrations, lectures, and group work when appropriate. Students are expected to complete class notes, writing, and homework assignments when applicable.

Prerequisite: None

#### **706H TWO-DIMENSIONAL ART HONORS**

##### *Visual and Performing Arts Pathway*

Semester

2.5 Credits

Grades 9-12

In order to attain Honors Credit for this course, students must have previously demonstrated a strong foundation of drawing skills from either previous coursework in the visual arts or a current portfolio of work from which they will expand their knowledge. Upon entering this level, students must have a true interest in the visual arts, and teacher recommendation after a portfolio review. In this course students will extend their knowledge of drawing and painting mediums, techniques, and art history. A focus on conceptual development through independent study and presentation is required. For example, this may include creating a series of works or teaching a technique they have learned through independent investigation. Students are required to spend additional studio time on projects for the additional credit. A focus on compositional design and conceptual development in their artwork will be stressed. Students are required to keep a sketchbook for weekly drawing assignments.



Students interested in pursuing honors credit must be highly motivated and will be required to complete work outside of class time including, but not limited to, showing and/or participating in the execution of a school-wide art show and auction, entering art competitions such as Scholastic Arts, and participation in community art projects.

Prerequisite: None

### **707 THREE-DIMENSIONAL DESIGN CP**

*Visual and Performing Arts Pathway Course*

Semester 2.5 Credits Grades 9-12

This class is designed to offer students an opportunity to explore sculpture in art. Students will work with a range of mediums such as clay, plaster, stained glass, paper, etc. to create sculptures which examine the concepts of form and volume with an emphasis on the elements of design throughout the creative process. Students will learn about different cultures and art movements, including and techniques used by sculptors, through a series of demonstrations, lectures, and projects. Students are expected to complete class notes and homework assignments when applicable.

Prerequisite: 2D Art (Grade 9 students only); None

### **707H THREE-DIMENSIONAL DESIGN HONORS**

*Visual and Performing Arts Pathway Course*

Semester 2.5 Credits Grades 9-12

In order to attain Honors Credit for this course, students must have previously demonstrated a strong foundation of art skills from either previous coursework in the visual arts or a current portfolio of work from which they will expand their knowledge. Upon entering this level, students must have a true interest in the visual arts, and teacher recommendation after a portfolio review. In this course students will extend their knowledge of sculptural mediums, techniques, and art history.

A focus on conceptual development through independent study and presentation is required. For example, this may include creating a series of works or teaching a technique they have learned through independent investigation. Students are required to spend additional studio time on projects for the additional credit.

Students interested in pursuing honors credit must be highly motivated and will be required to complete work outside of class time including, but not limited to, showing and/or participating in the execution of a school-wide art show and auction, entering art competitions such as Scholastic Arts, and participation in community art projects.

Prerequisite: None

## **711 DRAWING & PAINTING CP**

### *Visual and Performing Arts Pathway Course*

Semester

2.5 Credits

Grades 11-12

This course offers juniors and seniors an opportunity to explore drawing and painting at an intermediate level. Students will work from observation and grids to create two-dimensional works that explore the concepts of perspective, color theory, and expression. Students will gain a deeper understanding of the elements and principles of design and their ability to create a mood or feeling in a composition (both realistic and abstract). Students will combine drawing and painting skills through acrylic, pastel, charcoal, and pen & ink mediums. This course will also combine technical demonstrations and lectures where class participation and note taking is expected.

Prerequisite: Two-Dimensional Art with a final grade of B or better & Teacher Recommendation.

## **717 GRAPHIC DESIGN CP**

### *Visual and Performing Arts Pathway Course*

Semester

2.5 Credits

Grades 9-12

This course is designed for students who are interested in the real-world application of production design and visual communication. In this course students will utilize traditional drawing materials and other media, including graphic computer software and related applications that are currently used in design careers. Students will examine the similarities between art and graphic design through the development of a common foundation of techniques, materials, and craft that is rooted in the elements and principles of design. This course is not limited to graphic design -or even art- but can be applied to any occupational or academic field.

Prerequisite: None

## **718 DIGITAL PHOTOGRAPHY & COMMUNICATION**

### *Visual and Performing Arts Pathway Course*

Semester

2.5 Credits

Grades 9-12

In this course, students will become familiar with media communication tools; specifically digital photography and graphic design principles.

Students will learn the operation and functions of a digital camera, concepts related to composition, lighting, exposure, depth of field, aperture, and shutter speed. This photography based course will also include an exploration of basic graphic design, multi-image placement and manipulation. Students must be prepared to take photos after school hours.

Prerequisite: None

## **162 VIDEO PRODUCTION I CP**

### *Visual and Performing Arts Pathway Course*

Semester

2.5 Credits

Grades 9-12

Through a series of collaborative projects, students will learn how to manage a film production with purpose, organization, and technique. Students will develop practical experience with studio and field production, working with professional filmmaking equipment to tell a story through video and audio. Students will, for example, develop the ability to light a scene or subject to create depth and tone, employ camera angles to create a sense of power and mood in a scene, and storyboard and film B-Roll to show what the subject of an interview is talking about. The course provides opportunities for each student to take part in every element of production: from developing a concept and storyboarding, to directing on-screen talent, to filming and editing. Students produce video projects in the form of narrative/dramatic, informational/documentary, and promotional/persuasive.

Prerequisite: None

## **166 VIDEO PRODUCTION II CP**

### *Visual and Performing Arts Pathway Course*

Semester

2.5 Credits

Grades 9-12

Video Pro II is a project-based course in which students will hone their video skills by producing Carver news programs, promotional videos for CMHS clubs, independent narrative film projects, etc. The class will be treated like a video production crew that works on a daily basis to produce well-defined videos for real clients and audiences in the school and the wider Carver community. Functioning as a production crew, the class will have command over each piece of the production process, from initial design to final cut. Functioning within a crew, each member of the class will gain experience in various production roles: directing, filming, acting, etc. Students in this course will be required to film school and community events outside of the school day.

Video Pro II assumes a general proficiency with video and video editing skills and requires students to film a certain number of school and community events outside of the school day.

Prerequisite: Video Production I CP



**2024 - 2025  
COURSE CATALOG  
GRADES 9-12**

## COMPREHENSIVE HEALTH

### Statement of Philosophy

The High School Comprehensive Health Program fosters students' overall wellness through coordinated teaching of health and physical education in compliance with the [Massachusetts State Health Frameworks](#). The curriculum focus for our students is to experience the true wellness model as it relates to developing intellectual, environmental, emotional, social, physical, and vocational skills in a 21<sup>st</sup>-century learning environment. In this model, the gymnasium acts as a fitness center where students may explore and challenge themselves in a variety of team sports, individual sports, and lifetime fitness activities, while the health classroom provides the opportunity for our students to explore challenging health issues in a collaborative learning environment. The program is designed to promote students' overall development into healthy young adults who are respectful of individuals and the cultural differences within our school and community.

### Comprehensive Health Program Overview

Students will be required to take four sections of Comprehensive Health throughout high school. Each section is designed to incorporate a variety of lifetime fitness and team/individual sports units. Students will develop a fundamental understanding of various sports, including rules/regulations, skill development, and overall personal fitness. In the health setting students will be exposed to relevant topics including; sports nutrition, fitness, first aid, healthy relationships, substance abuse, stress/time management, goal setting, and reproductive health. Throughout this course, students will experience and practice cooperative learning, collaboration, and teamwork, as they develop presentation/social skills. *(Students failing Comprehensive Health will need to attend Evening School, or it may be possible to enroll in elective courses at CMHS to satisfy the credit requirement.)*

Comprehensive Health Core Courses and Electives		Health and Wellness Pathway
Grade 9	<ul style="list-style-type: none"> <li>Health <i>previously Health I/II</i></li> <li>Physical Education 9/10</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; Wellness <i>previously Health &amp; Wellness I/II</i></li> </ul>
Comprehensive Health Core Courses and Electives		Health and Wellness Pathway
Grade 10	<ul style="list-style-type: none"> <li>Health <i>previously Health I/II</i></li> <li>Physical Education 9/10</li> <li>PLT4M <i>previously Personal Fitness</i></li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; Wellness <i>previously Health &amp; Wellness I/II</i></li> </ul> <p>The following requirements can be taken anytime between 10-12 grade (a minimum of 5 credits required):</p> <ul style="list-style-type: none"> <li>Nutrition CP</li> <li>Anatomy and Physiology <i>science course required for HW Pathway</i></li> <li>AP Psychology <i>history course required for HW Pathway</i></li> </ul>
Grade 11	<ul style="list-style-type: none"> <li>Physical Education 11/12</li> <li>PLT4M <i>previously Personal Fitness</i></li> <li>Unified Sports CP</li> </ul>	
Grade 12	<ul style="list-style-type: none"> <li>Physical Education 11/12</li> <li>PLT4M <i>previously Personal Fitness</i></li> <li>Unified Sports (CP)</li> </ul>	<p>Students must select a minimum of 10 credits from the courses below:</p> <ul style="list-style-type: none"> <li>Fitness and Wellness*</li> <li>Health and Wellness Capstone Project</li> <li>Internship</li> </ul>

\* Course not offered in the 2024-2025 school year

## **858 HS HEALTH**

Semester

2.5 Credits

Grades 9-10

In this course of study students will practice skills and acquire knowledge about the many components and characteristics necessary to sustain a positive long-lasting lifestyle. The three main components will focus on an individual's physical, social, and emotional well-being. Some of the topics that will be covered in High School Health are relationship building, stress management, decision making, conflict resolution, body systems and functions, and drug and alcohol use.

Prerequisite: None

### **865 PHYSICAL EDUCATION 9/10**

Semester

2.5 Credits

Grades 9-10

This curriculum provides opportunities for students to incorporate physical activity along with lifelong leisure experiences. The four basic types of games that students will be engaged in are invasion, net/wall, striking/fielding, and target games. The main focus will be on the rules, tactics, skills, and strategies of each activity. Each unit will run for two to three weeks; students of all skill levels and experiences are encouraged to participate.

Prerequisite: None

### **867 PHYSICAL EDUCATION 11/12**

Semester

2.5 Credits

Grades 11-12

This course is intended for students who are interested in playing a variety of team and individual sports including games such as flag football, soccer, tennis, volleyball, ultimate frisbee, team handball, and badminton. The objective of this course is for students to continue to be physically active, while understanding and following the rules of the games, how to portray good sportsmanship, and learning new skills and strategies.

Prerequisite: None

### **853 PLT4M**

Semester

2.5 Credits

Grades 10-12

This course is for students who are excited and motivated to learn how to improve and maintain their own fitness level. Within this course, students will be working with an online fitness curriculum that they will be responsible for logging in to each class session. This online platform will track each student's data in regard to their own personal fitness levels. Students will focus on specifically improving their muscular strength, muscular endurance, conditioning, flexibility, and mindfulness.

Prerequisite: None

### **862 UNIFIED SPORTS**

Semester

2.5 Credits

Grades 11-12

The Unified Physical Education program is an extension of our Unified Sports program which promotes social inclusion through team and group activities. Students with and without physical/intellectual disabilities participate in modified games and skill development within the same class setting.

Prerequisite: Must have teacher recommendation to enroll in this course.



## **850 HEALTH AND WELLNESS CP**

*Biotechnology Pathway Course* | *Health and Wellness Pathway Course*

Semester

2.5 Credits

Grades 9-10

This course lays the foundation for the Health and Wellness and Biotech Pathways. The topics this course will focus on are an introduction to the human body, cardiovascular connections with exercise, heart rate, and the effects that cardio workouts can have on your heart rate, along with CPR, First Aid, and AED training.

All students who are enrolled in this course will gain a better understanding of the body system and how the body functions. Students interested in this course should have a focus geared toward the Health and Wellness pathway.

Prerequisite: None

## **859 NUTRITION CP**

*Health and Wellness Pathway Course*

Semester

2.5 Credits

Grades 10-12

The nutrition course is designed to inform students and provide them with an overview of good nutritional principles to live a long and healthy lifestyle. Instructional topics will include digestion and major nutrients, body size and weight management, life cycle nutrition, physical fitness and sports nutrition, and how to properly read food labels. The second half of this course will include modalities of body work. Students will engage in various aerobic and anaerobic activities to increase their balance, strength and flexibility.

Prerequisite: None

### **Future Health & Wellness Pathway courses to be offered:**

- Mental and Emotional Wellness (2025-2026 school year)
- Fitness and Wellness (2025-2026 school year)



## 2024 - 2025 COURSE CATALOG GRADES 9-12

### CULINARY ARTS

#### Statement of Philosophy

The Culinary Arts Department provides an environment for each student to enhance career awareness, expand students' educational opportunities, provide students with valuable life skills, and help prepare them to be productive in the community and worldwide workplace. The Culinary Arts Department offers, both non-college and college-bound students a program designed to expand career technical competencies. Instruction incorporates lectures and demonstrations. Research, which includes reading, writing, and math assignments related to the culinary professions, is integrated with academic frameworks. The curriculum of the Culinary Arts Department comprises real business-world needs to help students master marketable skills by emphasizing career education and development. Students must handle diverse information, perform effectively in cooperative work groups, solve complex problems, and continue to learn in a rapidly changing world and workplace.

- One of the largest, fastest growing industries in the world today is Culinary Arts and Hospitality services.
- Nine out of ten salaried employees at table service restaurants, including owners, operators and managers started as hourly employees.
- This industry is continuously faced with a shortage of trained workers, and in recent years, there has been an annual average of 76,200 job openings for lodging and food service managers.

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#### **720 INTERNATIONAL FOODS CP**

##### *Culinary and Hospitality Pathway Course*

Semester

2.5 Credits

Grades 10-12

International Foods introduces students to national and international food choices, preparation techniques, and presentation. Course content provides opportunities for students to explore topics such as influences on nutrition, food choice, production, recipe and menu evaluation, food preparation equipment, food storage and safety, meal service, dining etiquette, food preparation for special occasions, technology, and time management skills as it relates to food production.

## **721 PRO-START I CP**

### *Culinary and Hospitality Pathway Course*

Semester

2.5 Credits

Grades 9-12

Pro-Start I provides students with the knowledge and skills for working in the food service and hospitality industries. Major topics included in this course include: food service and business practices; loss prevention; inventory procedures; human relations; marketing, records; correspondence and forms; financial stability; work schedules; supervision; salesmanship; menu pricing; liability; equipment; recipe yield; performance of food item; food preparation; condiments; food portioning; plating food; table service; special occasions; convenience foods; food presentation; banquet and catering services; food packing and transporting; hospitality business practices; lodging; technology; and careers. School-based production experiences are essential for students to develop skills in food service. Students will be expected to plan and take an active role in snack sales, catering events, and fundraising activities that take place beyond the school day.

## **726 PRO-START II HONORS**

### *Culinary and Hospitality Pathway Course*

Semester

2.5 Credits

Grades 10-12

Pro-Start II provides students with advanced knowledge and skills used in the culinary arts and hospitality industries. Concepts addressed in the course are customer expectations, laws and regulations, maintaining storage facilities, role of service in the food service industry, work simplification, cost control, quality control, hiring and training employees, advertising strategies, sales and marketing, maintaining financial records, facilities and equipment management, business plan, accompaniments, special dietary needs, special functions and occasions, national regions and international cuisines, the hospitality industry, guest and customer relations, employability skills, professionalism, technology, which prepares students for post-secondary education and careers within the hospitality industry. Special events and catering are part of the production experiences for the Advanced Culinary Arts students. Students will be expected to plan and take an active role in snack sales, catering events and fundraising activities that take place beyond the school day.

Prerequisite: Students must complete Pro-Start I and have a teacher recommendation.

## **726H CULINARY ARTS HONORS**

### *Culinary and Hospitality Pathway Course*

Full Year

5 Credits

Grades 10-12

Advanced Culinary Arts provides students with advanced knowledge and skills used in the culinary arts and hospitality industries. Concepts addressed in the course are customer expectations, laws and regulations, maintaining storage facilities, role of service in the food service industry, work simplification, cost control, quality control, hiring and training employees, advertising strategies, sales and marketing, maintaining financial records, facilities and equipment management, business plan, accompaniments, special dietary needs, special functions and

occasions, national regions and international cuisines, the hospitality industry, guest and customer relations, employability skills, professionalism, technology, which prepares students for post secondary education and careers within the hospitality industry. Special events and catering are part of the production experiences for the Advanced Culinary Arts students. Students will be expected to plan and take an active role in snack sales, catering events, and fundraising activities that take place beyond the school day.

Prerequisite: Students must complete Pro-Start 1 and 2 and have a teacher recommendation.

## **725 ADVANCED CULINARY ARTS HONORS**

### *Culinary and Hospitality Pathway Course*

Full Year

5 Credits

Grades 11-12

As the final course in the Hospitality Pathway, Advance Culinary students will take on more of a managerial role in the classroom. Students will have an active say in the design and application of daily and weekly lesson plans. As kitchen managers, students will: create menus, research recipes, perform inventory, cost out menu items, train fellow students on culinary techniques as well as enforce all sanitation and safety measures. Students will also be required to present a business plan and implement their plan in class.



**2024 - 2025**  
**COURSE CATALOG**  
**GRADES 9-12**

**2ENGLISH LANGUAGE ARTS**

**Statement of Philosophy**

The Carver Middle High School English department is committed to the instruction of progressively complex literature that requires students to think at an increasingly critical level to comprehend, interpret, and analyze that literature. We believe in preparing our students for life: the study of language is indispensable to students' success as communicators regardless of their future professions. The study of vocabulary and grammar, as a product of the literature and as a supplement to it, is likewise important to build mastery of the English language so students may both appreciate complex literature and communicate with dexterity.

The study of literature prepares students to discern the world around them and consider various perspectives and biases. It is the business of the literature student to contemplate the universal themes that tie us together as human beings and to debate the differences that define us as individuals, developing the ability to both empathize and evaluate. A rich curriculum exposes students to a variety of texts that convey the diverse perspectives of our world. We put stock in the daily grappling with "great literature" because it poses questions that challenge our assumptions and strengthen our convictions.

Likewise, we are committed to the instruction of progressively complex composition. As the students advance through their middle-high school years, their writing must demonstrate a transition from mastery of basic structure to a fluent orchestration that is more and more independent and stylistic, a structure that reflects dexterity and subtlety. Our students must purposefully draw from a wide range of techniques to convey ideas with greater and greater articulation and sophistication. We value consistent self-reflection and evaluation as essential elements of the writing process because these practices lead students to a precise understanding of and control over their craft. We value a multi-genre approach that fosters a variety of skills and requires students to consider a variety of audiences. However, we center the composition curriculum around the synthesis of expository essays, stressing effective argumentation through charged thesis statements and topic sentences that express both textual comprehension and personal conviction.

At the very heart of the Carver Middle High School ELA curriculum lies a strong belief in discourse. Every piece of instruction from grades 6 - 12 exists on a continuum that builds students' ability to conduct coherent and complex discourse.

The ELA values expressed above are reflected in the classroom in a variety of ways, including:

a) working from a **Reading-Centered Curriculum**

We reflect our value in reading by connecting everything we do (literature, grammar, vocabulary, and composition) to a set of core readings common to every student at grade level.

b) requiring **Process**

We reflect our value of process by requiring students to purposefully follow a process both in their writing and reading and to articulate how that process has led them to the final product.

c) making students' **Thinking Apparent**

At a foundational level, we are teaching our students to be better thinkers. We reflect our value in thinking by making our own thinking more apparent and requiring our students to make their own thinking more apparent. If they can hear and see the thought process, they will better understand how to think through a problem.

An effective English language arts **Curriculum**:

- Develops thinking and language together;
- Draws on literature from many genres, time periods, and cultures; featuring works that reflect our common literary heritage;
- Emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, literary, and expressive discourse;
- Provides for literacy in all forms of media;
- Embeds skills instruction in meaningful learning;
- Teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning;
- Builds on the language, experiences, and interests that students bring to school; and
- Develops each student's distinctive writing or speaking voice.

English Courses			
9	English Literature & Composition (CP   H) History, Literature, & the Arts		
10	American Literature & Composition (CP   H)		
11	AP Language & Composition	Rhetoric (CP   H)	
		<u>Tier 1 Electives</u> Literature and Psychology (CP   H)* Mythology (CP   H) Dystopian Literature (CP   H)* The Art and Craft of Poetry (CP   H)*	<u>Tier 2 Electives</u> Speech & Debate (CP   H) Creative Writing (CP   H) Technical Writing (CP) Logic & Reasoning (CP   H)*



12	AP Literature & Composition	Science Fiction (CP   H) Literature & Film (CP   H) Modern Drama (CP   H) Memoir (CP   H) Shakespeare (CP   H)	Journalism & Media Studies (CP   H)*
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\* *Course not offered in the 2024-2025 school year*

### Tier 1 and Tier 2 Electives

Students not taking AP English will fulfill their junior and senior English requirements by taking four term electives. All students must take Rhetoric and two TIER 1 (literature) ELECTIVES. The fourth term can be filled by either another TIER 1 ELECTIVE or a TIER 2 ELECTIVE.

Because Rhetoric covers many of the same skills as AP Language & Composition, students who take AP Language & Composition junior year but do not enroll in AP Literature & Composition for their senior year should fulfill their senior coursework with two LITERATURE ELECTIVES.

Students should take two terms of English junior year and two terms of English senior year. Students' final English grades for each of their junior and senior years will be calculated by averaging the two term courses taken in a single year.

All of the term courses are open to all juniors and seniors alike.

Any of the ELECTIVES may be taken for either college preparatory or honors credit. Refer to [page 35 of this document for college preparatory/honors credit designation policy](#). If a student drops down from honors to CP in the first term course, that student will be unable to enroll in honors for the second term and the GPA will be calculated under the CP designation.

Those students who do take a course for honors credit will be graded on a more rigorous grading scale, using both school-wide and course specific rubrics. Honors students are also expected to complete independent reading, study, and writing initiatives derived from personal inquiry with approval by the teacher.

As part of the graduation requirements, students must pass four full years of English courses (including the required electives). The required English courses are sequential and students must pass each before taking the next.

### **915 READING / WRITING STRATEGIES CP**

Semester

5 Credits

Grades 9-12

This course is intended to provide students with specialized instruction in reading and writing support. This small group class utilizes various reading and writing programs specialized for learners who need additional strategies and practice.

### **915-LB HISTORY, LITERATURE AND THE ARTS CP**

Semester

5 Credits

Grades 9-12

This history literature arts course is intended to provide students with support to improve their reading, writing, vocabulary, comprehension skills, and memory as well as citizenship and study skills. Specific strategies utilized within this class include but are not limited to the following: use of assistive technology such as audiobooks, laptops, kindles, etc., small group, multimodal, slower-paced instruction, and specialized reading and writing instruction as needed.

## **FRESHMAN ENGLISH**

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### **1011 LITERATURE & COMPOSITION HONORS**

Full Year

5 Credits

Grade 9

This course provides an intensive study of literature from both genre and thematic perspectives, extensive vocabulary study, and a strong emphasis on expository composition. It also develops a foundation of critical and creative thinking that facilitates media literacy. Learners read, analyze, and compare major classics, including Of Mice and Men, The Odyssey, Romeo and Juliet, The Color of Water, and The Glass Castle. Students also read and analyze diverse poems, short stories, and nonfiction essays.

Prerequisite: Placement is based on an 80% average and/or teacher and English Department Chair recommendation.

### **1012 LITERATURE & COMPOSITION CP**

Full Year

5 Credits

Grade 9

Organized by genre and form, College Preparatory English 9 has as its overall goal the development of written fluency and critical reading skills necessary for success in high school studies, on the MCAS exam, and with the verbal portion of the SAT exam. Learners read and analyze major classics including a collection of poetry and short stories, Romeo and Juliet, The Glass Castle, and Of Mice and Men, and excerpts from The Odyssey. Students engage in extensive vocabulary studies, and study the various forms of sentences, paragraphs, and essays. Students complete numerous multi-drafted expository essays.

## **2015 HISTORY, LITERATURE AND THE ARTS CP**

Full Year

5 Credits

Grade 9

This course is designed to assist students in improving their reading, writing, and comprehension skills, as well as citizenship and study skills, which will prepare them to experience success in MCAS testing in tenth grade and will ensure advanced preparation for their academic and occupational endeavors. Literary selections include Of Mice and Men, Romeo and Juliet, The Glass Castle, a selection of short stories and nonfiction, and poetry. The study of social studies is driven by the historical time periods of the literature and by the goal of building off of key concepts in the literature to engage in local civics.

## **SOPHOMORE ENGLISH**

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### **1021 AMERICAN LITERATURE & COMPOSITION HONORS**

Full Year

5 Credits

Grade 10

The course is designed to encourage students to develop an increasingly sophisticated ability to analyze literature through an examination of some of the most significant novels, plays, short stories, poems, and essays in American literature. Among the major works to be read are The Scarlet Letter, The Adventures of Huckleberry Finn, The Great Gatsby, Death of a Salesman, Fences, Catcher in the Rye, and Long Way Down. Students should anticipate a rigorous pace and a challenging curriculum. Nightly reading, the analysis of literary structures and devices, exposition, extensive vocabulary development, and examinations are the core components of this course. Selections of American art and music enrich the literature offerings and provide a broad cultural perspective.

Prerequisite: Students must have a minimum average of 80 in ninth-grade honors, 85 in ninth-grade college prep, and/or a teacher recommendation.

### **1022 AMERICAN LITERATURE & COMPOSITION CP**

Full Year

5 Credits

Grade 10

This course provides students with a historical perspective on the evolution of American literature, changes in genre, language, values, and philosophy. Students compare and contrast various works from these perspectives, focusing on developments in theme, genre, language, style, and character. Teachers encourage individual student responses to such concepts as the evolution of the “American Dream,” the Puritan work ethic, the American search for identity, and the relationship of the individual to the environment. Students study American literature such as The Scarlet Letter, Adventures of Huckleberry Finn, Death of a Salesman, Fences, Catcher in the Rye, and Long Way Down.

## JUNIOR / SENIOR ENGLISH

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### **130 ENGLISH LANGUAGE AND COMPOSITION AP**

Full Year

5 Credits

Grade 11

Learners enrolled in this course are required to take the national Advanced Placement examination. This course focuses primarily on the analysis and construction of rhetoric at the college level. Students examine timely and timeless topics through challenging reading and media selections designed to engage students' critical thinking skills about verbal and visual communication across ages. Non-fiction essays, documents, documentaries, and a selection of contemporary media sources comprise the materials students encounter and digest in the course. Additionally, memoir, and a selection of important fictional dramas and novels including *Macbeth*, *The Tender Bar*, *Pride and Prejudice*, *1984*, *Brave New World*, *Frankenstein*, and *The Strange Case of Dr. Jekyll and Mr. Hyde* are incorporated as resources for outside reading to use in concert with the themes explored during the class. Students will learn to analyze, summarize, and interpret the works they will encounter, expressing their responses in creative, expository, and argumentative writing. They will recognize the cultural context of language; both past and present, especially understanding the various conventions within language that reflect that context. The completion of a formal, synthesized argumentation is a core component.

**Prerequisite:** Admission to this course is based on past high academic performance in English classes and a teacher recommendation, as well as completion of all required summer reading and writing assignments.

### **1040 ENGLISH LITERATURE & COMPOSITION AP**

Full Year

5 Credits

Grades 12

Learners enrolled in this course are required to take the national Advanced Placement examination. This course emphasizes critical and analytical thinking, both of which will be exhibited through writing and thoughtful discussion of literature. This course is grounded in the close analysis of abstract poetry. There is also extensive reading assigned outside of class, as many as fifteen books that represent a wide range of ideas from many cultures around the world in addition to anthology selections and hand-outs. Readings include such works from *Literature and Composition: Reading, Writing, and Thinking*, as well as *The Oedipus Cycle*, *Genesis*, *Paradise Lost*, *Heart of Darkness*, *Hamlet*, and *The Turn of the Screw*.

**Prerequisite:** Admission to this course is based on past high academic performance in English classes and a teacher recommendation, as well as completion of all required summer reading and writing assignments.

## TIER 1 ENGLISH ELECTIVES

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*please refer to [page 35](#) of this document for college preparatory/honors credit designation policy*

### **134 / 135H RHETORIC CP & HONORS**

Semester

2.5 Credits

Grades 11-12

This course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. This course is grounded in the analysis of nonfiction texts for writers' purposes, audience expectations, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will emphasize control of the writing process that proceeds through several stages or drafts, with revision aided by the teacher. In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use, and cite sources) are integral parts of this course, focusing on writing that requires evaluating the legitimacy and purpose of sources used. A staple of this course will be the research argument paper for which students must sort through distinct interpretations to analyze, reflect upon, and write about a topic. When students are asked to bring the experience and opinions of others into their essays, they enter into conversations with other writers and thinkers. The results of such conversations are essays that use citations for substance rather than show, for dialogue rather than diatribe.

*adapted from [apcentral.collegeboard.com](http://apcentral.collegeboard.com)*

Prerequisite: None

### **137 / 137H LITERATURE AND PSYCHOLOGY CP & HONORS**

*Not offered in the 2024-25 school year; offered in alternating years*

Semester

2.5 Credits

Grades 11-12

This course uses psychology as a lens through which to more accurately view and understand humanity as it is expressed in literature. The nature of personality, human motivation, conformity and the search for identity are some of the psychological topics that will be analyzed within the context of literature. Some sensitive issues such as suicide, abuse, and depression, will also be examined. Although the field of psychology encompasses all aspects of human behavior, the aim of this course is to specifically examine the relationship between written literary works and unusual patterns of behavior, emotion, and thought. We will turn to psychological articles, memoirs, poetry, and prose, to discover what exactly these art forms can teach us about mental illness and recovery. Using psychological theories as a guide, we try to imagine life from the unique perspectives of certain fictional characters. We will also explore the interconnectedness of mental instability, power, gender roles, perseverance, and the struggle to escape. The course will be guided by consideration of essential questions including: How do others perceive the world differently than us? In what ways is madness linked with creativity? To what extent is insanity gendered in texts? What is the relationship between mental illness and power? How can psychological theorists help us analyze characters' personalities? What balance between individuality and conformity must we strike to function as individuals in society? Readings are

selected for their treatment of the intricacies of human characters.

Core texts may include *One Flew Over the Cuckoo's Nest* by Ken Kesey and *Macbeth* by William Shakespeare. Other texts may include *Room* by Emma Donoghue, *The Bell Jar* by Sylvia Plath, selected stories from Edgar Allan Poe, and "The Yellow Wallpaper" by Charlotte Perkins Gilman, and excerpts from *Crime and Punishment* and *Jekyll and Hyde*.

Course Objectives:

- to analyze literature using a variety of psychological lenses
- to apply psychological theories to the characters in different literary works
- to explain how the literary artist differs from the psychologist in terms of understanding human nature
- to explain how psychological literature addresses the themes of individual freedom and constraint in human behavior

*adapted from <http://www.newtrier.k12.il.us>*

Prerequisite: None

### **138 / 138H MYTHOLOGY, FOLKLORE, & LEGEND CP & HONORS**

Semester

2.5 Credits

Grades 11-12

Myths are stories that encode a society's values, hopes, and fears. They explain the significance of social and religious institutions and reasons for the existing social hierarchies. This course is designed to help students discover that modern writing today contains the same images of creation, heroes, human connection to nature, human limitation, loss of innocence, and ideas on death and the afterlife. Students will study the archetypal stories that have captivated the human imagination across time and culture. They will be introduced to a wide variety of mythological stories, beginning with Greek and Roman Myth and continuing on into worldwide mythology and folklore. Students will evaluate common elements in myths and interpret their meaning within their cultural and historical context. They will keep in mind that, while these texts describe the lives of people who lived thousands of years ago, we view these texts with minds affected by our society's concerns and our own characteristics. Nonetheless, we shall try to find out how these stories can relate to our own lives and help us develop a better understanding of ourselves and the world in which we live. Students will be required to compare myths of different cultures, explain recurring patterns in myths, and relate myths to modern fiction and popular culture.

*adapted from <http://www2.laconiaschools.org/lhs/files/2011/01/Program-of-Studies-2012-2013.pdf>*

Core texts are *The Theban Plays* by Sophocles and *Mythology* by Edith Hamilton. Other texts may include *Gilgamesh*, *The Library of Greek Mythology* by Apollodorus, *The Homeric Hymns*, plays by Aristophanes, and Ovid's *Metamorphoses*.



Course Objectives:

- to acquire substantial familiarity with the principal classical myths and the ways those myths are represented in Greek and Roman literature, and to a degree, in Greek and Roman art
- to identify the major (and many of the minor) characters from Greek and Roman mythology
- to describe and analyze, in writing, mythological themes and structures in literature, art, and even films
- to compare different myths across time and culture, or different versions of the same myth, and discuss common and different elements
- identify and trace archetypes found in myths across cultures and time, and connect these archetypes to our current society and personal experiences
- relate the knowledge obtained throughout the course to personal experience, including an ability to create myths and recognize mythic elements in the world

*adapted from <http://www.onlinelearning.washington.edu>*

Prerequisite: None

**139 / 139H DYSTOPIAN LITERATURE CP & HONORS**

*Not offered in the 2024-25 school year; offered in alternating years*

Semester

2.5 Credits

Grades 11-12

Dystopian literature focuses on futuristic, artificially “perfected” societies, but as readers soon find out, there is nothing perfect or free about these societies. These “perfect” societies face the same problems we face today. However, they have often chosen solutions that have dire consequences. Students in this course examine the use of propaganda, the restriction of freedom, the constant surveillance, and the dehumanized state of these societies. This course is guided by the following questions: What makes us strive for the perfect society? Why does the effort to do so consistently backfire?

*adapted from <http://www1.hudson.k12.ma.us>*

Core texts may include George Orwell’s 1984, Aldous Huxley’s Brave New World, Ray Bradbury’s Fahrenheit 451, and V for Vendetta by Alan Moore. Other texts may include Margaret Atwood’s A Handmaid’s Tale, Cormac McCarthy’s The Road, “The Lottery” by Shirley Jackson, and other various novels and stories by H.G. Wells, Kurt Vonnegut, and Ray Bradbury.

Course Objectives:

- to analyze dystopian themes in literature, considering what our fascination with this genre reveals about us as a culture
- to use knowledge gained from this genre to consider whether a utopian society could ever exist
- to identify and analyze how dystopian authors turn an inquisitive eye on their own societies in answering why such a search for the perfect world typically backfires

*adapted from <http://www.plymouth.k12.ma.us>*

Prerequisite: None

## **125 / 125H THE ART & CRAFT OF POETRY CP & HONORS**

*Not offered in the 2024-25 school year; offered in alternating years*

Semester

2.5 Credits

Grades 11-12

This course offers students the opportunity to pursue their interest in studying poetry with a new level of depth and intensity. Students will analyze authors' techniques and use of literary devices, themes and poetic forms in order to synthesize and make greater meaning of the poems they read. The course will examine how the use of imagery, word order, tone, diction, sound devices, and symbol creates and enhances meaning. Students will learn to appreciate and write poetry in a variety of forms. This course will be grounded in the following questions: What does a particular poem do? What needs and desires does poetry fulfill in its writers and readers? When does poetry leave the static page and become something brought to life? How do we draw the dividing lines between poetry and prose, poetry and song, good poetry and bad?

*adapted from <http://www2.laconiaschools.org/lhs/files/2011/01/Program-of-Studies-2012-2013.pdf>,*

Core poets may include Langston Hughes, Robert Frost, Emily Dickinson, Walt Whitman, E. E. Cummings, William Carlos Williams, Edgar Allan Poe, Sylvia Plath, Elizabeth Barrett Browning, T. S. Eliot, Gwendolyn Brooks, W. H. Auden, W. B. Yeats, William Shakespeare, William Wordsworth, Robert Browning, Elizabeth Bishop, Dylan Thomas, Wallace Stevens, Federico Garcia Lorca, John Keats, Carl Sandburg, Claude McKay, and John Milton.

Other poets who may be covered are Billy Collins, Nikki Giovanni, Gary Soto, Charles Simic, Elizabeth Alexander, Naomi Shihab Nye, Rita Dove, Mary Oliver, Kay Ryan, Adrienne Rich, John Ashbery, Yusef Komunyakaa, Mark Strand, Donald Hall, and Louise Gluck.

### **Course Objectives:**

- to identify literary terms as they are used in or apply to particular poems
- to identify specific characteristics of form in poetry
- to read poetry at a literal as well as at a figurative or symbolic level, providing evidence from the poem to support a particular interpretation
- to compare and contrast two or more poems that reflect different poetic genres
- to write a poem that approximates the characteristics of a particular time, poetic movement, or theme

*adapted from <http://www.butlercc.edu>*

**Prerequisite:** None

## **126 / 126H SCIENCE FICTION CP & HONORS**

Semester

2.5 Credits

Grades 11-12

This course offers a thematic examination of the world of science fiction. Students will examine such contemporary issues as humankind's place in the universe, "the other" in society, the effectiveness of various forms of government, and the benefits and dangers of technology. This course is grounded in the following questions: What does it mean to be human? Where is the dividing line between human and non-human: animal, machine, artificial intelligence, created

being, alien, clone, etc.? What are the ethical, philosophical, and/or moral implications the work raises concerning these issues? How are these questions relevant in metaphorical terms to the world we live in?

Core Texts may include Mary Shelley's *Frankenstein* and *Do Androids Dream of Electric Sheep?* by Philip K. Dick. Other Texts may include, *Martian Chronicles* by Ray Bradbury, and *I, Robot* by Isaac Asimov.

<http://io9.com/5626861/a-syllabus-and-book-list-for-novice-students-of-science-fiction-literature>

Course Objectives:

- to observe connections between science fiction and culture
- to analyze different elements of science fiction as a literary genre
- to interpret and enjoy literary works of science fiction
- to appreciate what science fiction tells us about the hopes and fears, ignorance, and knowledge of our present-day society

*adapted from <http://faculty.weber.edu>*

Prerequisite: None

## **127 / 127H LITERATURE & FILM CP & HONORS**

Semester

2.5 Credits

Grades 11-12

In this course, students will study and understand that film, like literature, tells a story, and that film, like literature, uses particular devices to convey meaning. Students will see the similarities and differences between literature and film and develop their appreciation for both. This course explores the complex interplay between film and literature. Selected novels, short stories, and plays are analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities and problems involved in the transposition to film.

*adapted from <http://ab.mec.edu/abrhs/POS/POS.pdf> and <http://www.brian-t-murphy.com>*

Core texts include Tennessee Williams' *A Streetcar Named Desire* and *Frankenstein* by Mary Shelley. Other Texts may include Jane Austen's *Emma*, Anthony Burgess's *A Clockwork Orange*, William Golding's *Lord of the Flies*, George Orwell's *1984*, William Shakespeare's Hamlet, William Shakespeare's *Othello*, Charles Dickens' *Great Expectations*, , Rob Reiner's *Stand By Me*, and Frank Baum's *The Wizard of Oz*.

Course Objectives:

- to develop an understanding of the critical analysis of film through careful examination of cinematic adaptations of literary texts, focusing on character development, dramatic structure, and performance
- to learn and utilize the terminology of film analysis, both those terms shared with literary discussion (character, plot, theme, setting, etc.) and those specific to cinema (lighting, montage, special effects, etc.)
- to understand the possibilities and problems involved in the transposition of literature to film

*adapted from <http://www.brian-t-murphy.com>*

Prerequisite: None

### **145 / 145H MODERN DRAMA CP & HONORS**

Semester

2.5 Credits

Grades 11-12

Drama is one of the oldest forms of cultural expression, an art whose practices vary across time and place. In this course we will examine European and North American drama from the end of the Victorian period through today. The goal is to better understand what differentiates drama from other types of literature and to engage with drama by analyzing its structure and embodying its characters. No experience with theater is necessary, but performance will form a crucial part of the course.

*adapted from [http://english8.fsu.edu/Courses/LIT3043\\_F11/](http://english8.fsu.edu/Courses/LIT3043_F11/)*

Core dramas are Samuel Beckett's *Waiting for Godot* and Arthur Miller's *All My Sons*. Other dramas may include Henrik Ibsen's *A Doll's House*, Lorraine Hansberry's *A Raisin in the Sun*, and Reginald Rose's *12 Angry Men*.

Course Objectives:

- to examine what makes drama different from other forms of literature as well as what aesthetic forces have shaped the idea of Modern drama
- to explore tools for reading dramatic texts, especially the structure of the dramatic work
- to hone analytical skills in interpreting performance
- to analyze characters in order to achieve a complex reading and performance

*adapted from <http://www.peabody.jhu.edu/conservatory/faculty/robbins/fall11/moderndrama.html>*

Prerequisite: None

### **146 / 146H MEMOIR CP & HONORS**

Semester

2.5 Credits

Grades 11-12

Memoir differs from autobiography by focusing on a significant moment in a life as opposed to the collective moments from birth to the present that compose a life. It also relies on emotional truth, not just factual truth. Thus, how you remember an event - your perceptions and feelings of the event - shape what's "true." No matter the subject of a memoir or essay - from short-order cooking in Omaha to opera appreciation in Vienna - the author's personal presence not only heightens narrative credibility, but also brings the experience to life for readers. In this class, we will study the genre of memoir by reading a selection of memoirs, analyzing what makes them successful, and applying what we learn by writing a memoir about a particular person or event of significance.

*adapted from <http://www4.uwm.edu> and <https://continuingstudies.stanford.edu>*

Texts may include a variety of nonfiction essays, poems, and works by J.R. Moehringer, Maxine Kingston, F. Scott Fitzgerald, Eli Wiesel, and Ishmael Beah.

Course Objectives:

- to analyze the genre of memoir and distinguish it from autobiography
- to evaluate what constitutes the truth of an event from any given perspective
- to finely tune our understanding of the perspectives and voices of others
- to finely tune our understanding of our own perspective and voice
- analyze the use of archetypes to help understand our stories and memoir
- utilize emulation to investigate the benefits and purpose of a variety of memoir writing styles
- to evaluate the difference between fictional memoir and memoir

Prerequisite: None

**129 / 129H SHAKESPEARE CP & HONORS**

Semester

2.5 Credits

Grades 11-12

This course will develop the skills students need to appreciate the richness and relevance of some of Shakespeare's plays. The class will cover a variety of plays, from comedies to tragedies. Students will learn to read Shakespeare's plays analytically and to work through them dramatically. Discussion will include how the plays were received when they were written, what makes these plays so revered, and what they have to offer us hundreds of years later.

Core texts are, of course, some of Shakespeare's major and minor plays, as well as some of his poetry.

Course Objectives:

- to examine what makes Shakespeare such a renowned author
- to explore tools for reading and performing dramatic texts
- to hone analytical skills in interpreting performance
- to reflect on the dramatic traditions that still influence writers, audiences, and performers

Prerequisite: None

TIER 2 ENGLISH ELECTIVES

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*please refer to [page 35](#) of this document for college preparatory/honors credit designation policy*

**153 SPEECH AND DEBATE CP**

Semester

2.5 Credits

Grades 11-12

This course provides a forum where learners will sharpen their speaking skills in creating and delivering formal speeches, dramatic monologue, class presentations, discussions, and debates. The course is open to all who desire to learn communication theory and specific skills for use in public speech and debate. Students will also learn mnemonic devices and strategies, such as outlining and composing, that will be helpful in preparing for other classes. The first part of this course will focus on developing and honing speech skills; while the second half will put those skills to practice in a formal debate relevant to today's world. In addition, students gain facility in

preparing for Mock Trial and for various speech competitions.

Prerequisite: None

### **152 CREATIVE WRITING CP & HONORS**

Semester

2.5 Credits

Grades 11-12

This course is designed to enable students to depart from the stringent and traditional academic writing techniques required throughout the secondary school experience. Writers are guided through specific assignments to create stories of their own choosing and to work at their own paces. The class is loosely structured with a number of options for assignments, some of which are mandatory for successful completion. The writing community established in the class serves those students who are already prolific writers as well as those who are only just beginning to write for pleasure. Each student is encouraged to work on the specific projects or writing skills that will most benefit his or her success as a writer. Instruction is whole class, small group, and individual and involves frequent conferencing.

Prerequisite: None

### **167 DRAMA CP**

Semester

2.5 Credits

Grades 9-12

This course focuses on the performance aspects of theater with an introduction to creative movement and mime. Included in this introduction are activities to develop voice, face, and body expression -- the key to vocal and physical communication. A significant benefit to taking this course is an improved ability to speak publicly and to gain confidence with making presentations. The course may introduce other aspects of theater including set design, costuming, lighting, set construction, and script writing. Students enrolled in this course will be encouraged to take part in CHS drama productions on a variety of levels.

Prerequisite: None

### **163 TECHNICAL WRITING CP**

Semester

2.5 Credits

Grades 9-12

This course will build the foundational tools used by the scientist, the web designer, the business owner, the salesman, and the countless other professionals who use writing to communicate with authority, clarity, and precision. Students in this course will engage in multiple formats and adapt to a variety of audiences, taking complex content and making it simple and relevant for each audience. Technical writing will support work conducted in various CMHS Pathways but is invaluable for anyone who will one day need to write a report, proposal, memo, resume, or email. Students will have the opportunity to tailor much of the coursework to a specific pathway or interest. This course will offer many project-based learning opportunities.

Prerequisite: None



## **164 LOGIC & REASONING CP**

*Not offered in the 2024-25 school year; offered in alternating years*

Semester

2.5 Credits

Grades 11-12

In this course students will learn how to think by engaging in the study of informal and formal logic. Coursework will include the examination and practice of the tools of analytical reasoning. By the end of the course students will be able to discern and explain whether an argument is valid. Students will also be able to put those analytical tools to work in making logical and persuasive arguments themselves. The study of logic is relevant and beneficial to a wide spectrum of students, whether they are interested in the humanities or the sciences, as it will cultivate discerning readers, scientific thinkers, and responsible citizens.

Prerequisite: None

## **165 JOURNALISM & MEDIA STUDIES CP & HONORS**

*Not offered in the 2024-25 school year; offered in alternating years*

Semester

2.5 Credits

Grades 11-12

This course is designed to introduce students to the basics of print and electronic media, laying the groundwork for storytelling across a variety of news platforms. Students will engage in multiple project-based learning opportunities, collaborating to collect news content from the issues and events of the school and community as well as the nation and the world. Coursework will guide students through the full journalistic experience: generating timely and important questions, searching out answers by conducting research and interviews, and finally telling the story in a manner that is clear, accessible, and appropriate to the chosen medium. Time will also be devoted to considering and implementing the legal and ethical duties of the journalist.

Prerequisite: None



## 2024 - 2025 COURSE CATALOG GRADES 9-12

### HISTORY

#### Statement of Philosophy

The primary purpose of a history and social science education is to provide students with the knowledge, skills and attitudes that will help them to become competent and responsible citizens who are informed, thoughtful, and active participants in their community.

#### Guiding Principles of the Learning and Teaching of History and Social Sciences

An effective history and social science education:

- teaches students about the legacy of democratic government.
- teaches students to think historically.
- integrates knowledge from many fields of study
- builds students' capacities for research, reasoning, and presentation of findings in multiple formats including writing
- improves reading comprehension by increasing students' content knowledge.
- incorporates the study of current events and news/media literacy
- develops social and emotional skills, including empathy with others' perspectives and the promotion of the public good beyond the classroom

**Source:** adapted from Massachusetts Frameworks, 2018

#### History Courses

The History Department offers a program of studies aligned with the Massachusetts History/Social Science Framework. Students entering grade 9 will continue with the sequence of studies that began in middle school. All grade 9 students will take World History (c. 500 – 1914), followed by two years of United States History in grades 10 and 11. As a requirement for graduation, Carver Middle High School students must obtain fifteen credits in History, to include U.S. History I and II. Massachusetts' state law requires students to successfully pass U.S. History. In addition to World History II, U.S. History I and U.S. History II, the History Department offers several electives open to sophomores, juniors, and seniors.

History Core Courses		Electives
9	World History (CP   H) History, Literature and the Arts	
10	United States History I (CP   H) AP European	AP Psychology Justice & Society (CP   H) Psychology (CP)
11	United States History II (CP   H) AP United States History	Economics (CP   H) Sociology (CP   H)
12		International Relations (CP   H) Effective Leadership (CP   H)

### **221 WORLD HISTORY HONORS**

Full year

5 Credits

Grade 9

This course is designed for the academically talented college-bound student and requires a substantial amount of supplementary reading and analytical writing with an emphasis on critical thinking and research skill acquisition. In this survey course (500 AD-1914), students begin in the Middle Ages and explore major turning points that shaped the modern world, including the Renaissance, the Age of Exploration, and Reformation. They examine how the Enlightenment challenged the views of the Age of Absolutism and ushered in an era of Revolution. Finally they study the origins and consequences of the Industrial Revolution along with the impacts of nationalism and imperialism on 19th century Europe, Africa, Asia, and South America.

### **222 WORLD HISTORY CP**

Full year

5 Credits

Grade 9

Designed for the student who plans to attend a 2-year or a 4-year college, this course emphasizes critical thinking, research, and writing skill acquisition. In this survey course (500 AD-1914), students begin in the Middle Ages and explore major turning points that shaped the modern world, including the Renaissance, the Age of Exploration, and Reformation. They examine how the Enlightenment challenged the views of the Age of Absolutism and ushered in an era of Revolution. Finally they study the origins and consequences of the Industrial Revolution along with the impacts of nationalism and imperialism on 19th century Europe, Africa, Asia, and South America.

### **2015 HISTORY, LITERATURE AND THE ARTS CP**

Full year

5 Credits

Grade 9

This course is designed to assist students in improving their reading, writing, and comprehension skills, as well as citizenship and study skills, which will prepare them to experience success in all MCAS subject tests and will ensure advanced preparation for their academic and occupational endeavors. While improving their skills, students will read both fiction and non-fiction in order to analyze the human story with emphasis given to the concepts of creation and conflict. Literary selections include *Of Mice and Men*, *Animal Farm*, and *Romeo and Juliet* plus a selection of short stories, non-fiction essays, and poems. The course is enriched through interdisciplinary activities including geography, art and music.

### **915-LB HISTORY, LITERATURE AND THE ARTS CP**

Full year

5 Credits

Grade 9-12

This history literature arts course is intended to provide students with support to improve their reading, writing, vocabulary, comprehension skills, and memory as well as citizenship and study skills. Specific strategies utilized within this class include but are not limited to the following: use of assistive technology such as audio books, laptops, kindles, etc., small group, multimodal, slower paced instruction, and specialized reading and writing instruction as needed.

### **240 EUROPEAN HISTORY AP**

Full year

5 Credits

Grade 10

This course examines European history from the end of the Middle Ages up through the current political scene today. Students will learn about major trends and patterns of recent history, as well as the rise and fall of European influence throughout the world. A major part of the course is the emphasis on primary source materials from which students will make their own interpretations of historical events. Students enrolled in the course are required to take the National Advanced Placement Examination and must pay the exam fee prior to February vacation.

**Prerequisite:** Admission to this course is based on past high academic performance in History classes and recommendations from teachers and the History Department Chair, as well as completing all required Summer reading and writing assignments.

### **2021 UNITED STATES HISTORY I HONORS**

Full year

5 Credits

Grade 10

This course is designed for the academically talented college-bound student. This course requires a substantial amount of supplementary reading and analytical writing with an emphasis on critical thinking, research and writing skill acquisition. Students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras, as well as their consequences. Students will also study the basic framework of American democracy-at the national, state, and local levels--including the rights and responsibilities of citizenship.

Students study the establishment of political parties, trace our westward expansion, and analyze the competing forces of nationalism and sectionalism. Finally students will learn about how the growth of sectional conflicts including those over slavery led to the Civil War. *Sophomores may start earning towards their 25 hour community service graduation requirement and will be graded on earning 5 civic engagement hours this year.*

### **2022 UNITED STATES HISTORY I CP**

Full year

5 Credits

Grade 10

Designed for the student who plans to attend a 2-year or a 4-year college, this course emphasizes critical thinking, research, and writing skill acquisition. Students will examine the historical and intellectual origins of the United State during the Revolutionary and Constitutional eras, as well as their consequences. Students will also study the basic framework of American democracy-at the national, state, and local levels--including the rights and responsibilities of citizenship. Students study the establishment of political parties, trace our westward expansion, and analyze the competing forces of nationalism and sectionalism. Finally students will learn about how the growth of sectional conflicts including those over slavery led to the Civil War. *Sophomores may start earning towards their 25 hour community service graduation requirement and will be graded on earning 5 civic engagement hours this year.*

### **230 UNITED STATES HISTORY AP**

Full year

5 Credits

Grade 11

This course offers a rigorous college-level survey of the history of America from early Native American cultures to the present. There is a strong emphasis on primary source materials through which students will apply and develop historical thinking skills. This course requires a substantial amount of supplemental reading and analytical writing, including responses to Document Based Questions (DBQ's). Students will complete a minimum of **25 hours of community service as a graduation requirement** in this course. Students enrolled in this course are being prepared and required to take the National Advanced Placement Examination and must pay the exam fee prior to February vacation.

Prerequisite: Admission to this course is based on past high academic performance in History classes and recommendations from teachers and the History Department Chair, as well as completing all required Summer reading and writing assignments.

### **2031 UNITED STATES HISTORY II HONORS**

Full year

5 Credits

Grade 11

This course is designed for the academically talented college-bound student. This course requires a substantial amount of supplementary reading and analytical writing with an emphasis on research and critical thinking. Students will evaluate the successes and failures of Reconstruction; analyze the causes and consequences of the Industrial Revolution; and trace America's growing role in diplomatic relations resulting from the Spanish-American War and WWI. Students will also study the goals and accomplishments of the Progressive movement and the New Deal.

Students then learn about the various factors that led to America's involvement in WWII as well as the consequences of WWII on American life. Finally, students will study the causes of the Cold War, Civil Rights Movement, and the recent trends that have shaped modern-day America. A research paper is also required and students will complete a minimum of **25 hours of community service as a graduation requirement**.

### **2032 UNITED STATES HISTORY II CP**

Full year

5 Credits

Grade 11

Designed for the student who plans to attend a 2-year or a 4-year college, this course emphasizes critical thinking, research, and writing skill acquisition. Students will evaluate the successes and failures of Reconstruction; analyze the causes and consequences of the Industrial Revolution; and trace America's growing role in diplomatic relations resulting from the Spanish-American War and WWI. Students will also study the goals and accomplishments of the Progressive movement and the New Deal. Students then learn about the various factors that led to America's involvement in WWII as well as the consequences of WWII on American life. Finally, students will study the causes of the Cold War, Civil Rights Movement, and the recent trends that have shaped modern-day America. A research paper is also required and students will complete a minimum of **25 hours of community service as a graduation requirement**.

Prerequisite: Students must have successfully completed United States History I.

HISTORY ELECTIVES *Taken in addition to required history courses*

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*please refer to [page 35](#) of this document for college preparatory/honors credit designation policy*

### **241/241H JUSTICE AND SOCIETY CP & HONORS**

Semester

2.5 Credits

Grades 10-12

This course explores the law and its application to American life today. Students will study the American legal system including how our courts and our correctional institutions operate. Topics include: How laws are made, influences on the lawmaking process, the difference between criminal and civil laws, the difference between state and federal courts - and the jurisdiction of those courts, crime and criminals, classes of crimes, defenses, causes of crime, juvenile law, and rights of the accused. Students will be familiarized with the entire criminal justice process from the investigation stage and proceedings before a trial, through the trial, sentencing, and corrections. There are authentic learning opportunities including a visit to the Barnstable County House of Corrections and a K-9 demonstration by the Plymouth County Sheriff's department.

Prerequisite: None



## **250 PSYCHOLOGY AP**

### *Health and Wellness Pathway Course*

Full year

5 Credits

Grades 10-12

Advanced Placement Psychology is a program designed to introduce “the systematic and scientific study of behavior and mental processes.” Emphasis will be placed on the fundamental paradigms of psychological theory, research methodology and statistical reporting techniques associated with this field. In addition, students will become cognizant of the facts, principles, and phenomena of the major sub fields of the discipline. Students will be expected to take the Advanced Placement exam in May. Students enrolled in Advanced Placement Psychology will be assigned summer reading and corresponding written assignments to be submitted by a specified due date.

Prerequisite: Admission to this course is based on past high academic performance in History classes and recommendations from teachers and the History Department Chair, as well as completing all required Summer reading and writing assignments.

## **252 PSYCHOLOGY CP**

Semester

2.5 Credits

Grades 10-12

This course is designed as an introduction to some of the major fields of psychology. Students will study various psychologists such as Freud, Pavlov, Maslow and others and the theories they hold. Students will study the influence of heredity versus environment in the development of their personalities. Human development from infancy through adolescence and young adulthood to the senior years will be topics under discussion. Other topics include: intelligence, memory, creativity, sleep and dream analysis, abnormal psychology, and career opportunities in psychology.

Prerequisite: None

## **254 / 254H ECONOMICS CP & HONORS**

Semester

2.5 Credits

Grades 10-12

This course focuses on the basic economic forces that control our lives. Students will study how the economic principle of “scarcity” affects their everyday decisions. Students will study the causes of scarcity and how human beings, as well as nations, deal with this concept. This course is for students who wish to make their way intelligently through life by understanding the economic forces that control their lives. Topics include: Basic economic questions that all nations must answer, comparative economic systems, budgeting time and money, establishing credit, credit reporting, bankruptcy, determining the real cost of borrowing money, investing in the stock market, advantages and disadvantages to the various types of businesses, what it takes to start and operate your own business, patents and copyrights, taxes and tax forms, filing your own taxes, and retirement planning.

Prerequisite: None

### **257/257H SOCIOLOGY CP & HONORS**

Semester

2.5 Credits

Grades 10-12

Sociology is the study of human behavior in groups. This course is designed as an introduction to the many fields relating to sociology. Students will study the role of family, school, and community in teaching the “norms” of society. Social conflict, teenage subculture, poverty, family roles, marriage and divorce, deviant behavior, and social change are some of the topics that will be discussed. Understanding of, and respect and tolerance for, different cultures will be emphasized.

Prerequisite: None

### **258/258H INTERNATIONAL RELATIONS CP & HONORS**

Semester

2.5 Credits

Grades 10-12

This course examines current American foreign policy. Students learn about the background of the issues, examine possible options, and determine the best solutions. Materials designed by the Foreign Policy Association are used along with outside readings. Research, collaboration and presentation are integral components of the course.

Prerequisite: None

### **260 EFFECTIVE LEADERSHIP: LEADING PEOPLE AND TEAMS CP**

Semester

2.5 Credits

Grades 10-12

The course offers students the opportunity to examine their own personality and develop their own “toolkit” of leadership skills to use beyond high school. Through class discussions, journal writings, group presentations, project based learning and movie character analysis, students will evaluate a variety of leadership qualities and learn how to incorporate them into their own leadership. Students are given opportunities to improve self-awareness, self-management, build empathy and maintain and improve relationships. These skills are essential to be successful in any workplace and in any relationship in their own lives and real world experiences. Students enrolled in this course will also examine the importance of communication, character development, personal growth, active listening, personality types, goal setting, problem solving, and building influence with others. Students will be challenged to examine their own relationships with others while assessing their personal character strengths and weaknesses.



## 2024 - 2025 COURSE CATALOG GRADES 9-12

### MATHEMATICS & COMPUTER SCIENCE

#### Statement of Philosophy

It is the philosophy of the Carver Public Schools' mathematics curriculum that students learn to value mathematical logic. In addition, it is a continual goal to convince all students that hard work yields results and regardless of a student's initial achievement, everyone can improve with a growth mindset. Critical thinking, reasoning, perseverance, and decision-making skills need to become an integral part of all students' mathematical repertoires.

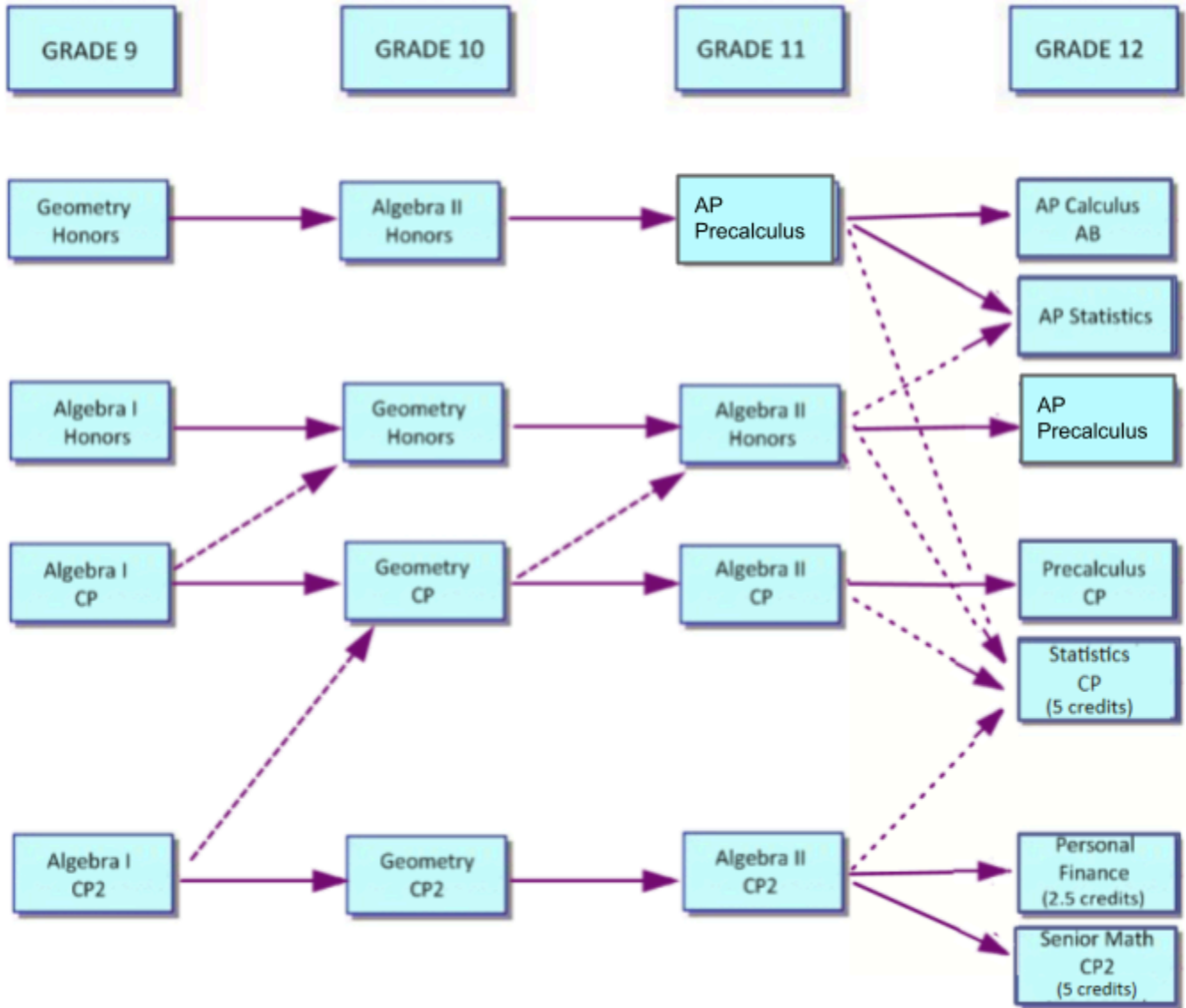
Success in mathematics courses depends, not only upon the mastery of skills and understanding of concepts but the diligence necessary to explain your thinking clearly. The overall structure of the Mathematics program is designed to meet the needs of individual students and allow flexibility of movement within these levels as the student's mathematical proficiency changes. Many colleges seek students with four years of mathematics coursework up to the completion of Algebra II.

#### Mathematics & Computer Science Department Goals

Through mathematics education, students at Carver Middle High School should be prepared to:

- Use mathematics to understand real world phenomena and predict the outcomes of events.
- Persevere through challenges and develop strategies for overcoming academic obstacles.
- Construct and/or present a mathematical argument with a logical demonstration of thinking and critique the reasoning of others.
- Use technology to explore and understand a solution. The use of the graphing calculator specifically allows the student to understand mathematics more deeply. In addition to use in the classroom, many assignments and units of study require the use of the graphing calculator outside of the classroom. It is, therefore, recommended that students purchase a graphing calculator, particularly for use at home. Teachers will provide students and parents/guardians with information on best prices and recommended brands. (Recommended graphing calculators: TI-83+ or TI-84.) Note: The MCAS, SAT I and SAT II tests allow any calculator that does not "talk" or print, and the Advanced Placement Calculus and Statistics exams require a graphing calculator.
- Complete homework consistently. Practice is an essential element in all mathematics courses. It is expected that all students will spend sufficient time on the homework assignments to not only complete the homework but to gain the necessary practice, skills, and understanding of the material.

## CARVER MIDDLE HIGH SCHOOL MATH CURRICULUM MAPPING GRADES 9 - 12



### **402 ALGEBRA I CP**

Full Year

5 Credits

Grades 9-10

Algebra 1 builds upon the middle school foundation of variable manipulation in algebraic expressions, equations, inequalities, systems, functions, and all their multiple representations. Students model real life phenomena through the exploration of linear, exponential, and quadratic functions. Students demonstrate the appropriate use of graphing calculators and desmos technology, and communicate mathematical ideas clearly. This course lays the foundation for mathematical literacy for every subsequent course in mathematics.

### **403 ALGEBRA I CP 2**

Full Year

5 Credits

Grades 9-10

This course examines the basic principles of Algebra. Students enhance their understanding of solving linear equations and modeling linear relationships. Students extend their work with linear relationships to include systems of equations and inequalities. Students also work with interpreting basic exponential and quadratic functions.

#### **PLEASE NOTE:**

If a student has failed Algebra I, the student must take Algebra I in summer school or repeat the course before advancing to Algebra II. The student will, however, advance to Geometry in the sophomore year.

### **411 GEOMETRY HONORS**

Full Year

5 Credits

Grades 9-10

This course presents foundational definitions then prompts students to discover geometric principles through investigation, collaboration, discovery, and proof. Topics include line and angle properties, compass constructions, triangle and polygon properties, circles and their properties, transformations, perimeter, area, volume, similarity, congruence and trigonometry. Several projects are assigned throughout the year.

**Prerequisite:** 85% or higher average in Algebra I CP 80% or higher final average in Algebra I (Grade 8) or teacher recommendation

### **412 GEOMETRY CP**

Full Year

5 Credits

Grades 9-12

This course stresses the use of inductive reasoning to discover geometric properties through investigation, collaboration, discovery, and proof. Topics include line and angle properties, compass constructions, triangle and polygon properties, circles and their properties, perimeter, area, volume, similarity, congruence and basic trigonometry.

### **410 GEOMETRY CP2**

Full Year

5 Credits

Grades 10-11

This course examines the basic principles of two-dimensional geometry. Topics include line and angle properties, simple compass constructions, triangle and other polygon properties, measurement of perimeter, area and volume, similarity and congruence, and the Pythagorean Theorem.

### **421 ALGEBRA II HONORS**

Full Year

5 Credits

Grades 10-11

This course prepares students to study pre-calculus and calculus in the honors program. This course of study includes quadratic, exponential, and trigonometric functions. Emphasis is placed on the manipulation of polynomial, logarithmic, rational and irrational expressions. Demands are made upon the student's ability to learn by reading and writing carefully worded explanations. A graphing calculator is strongly recommended.

Prerequisite: 90% or higher final average in Algebra I CP or teacher recommendation. 80% or higher final average in Algebra I Honors or teacher recommendation.

### **422 ALGEBRA II CP**

Full Year

5 Credits

Grades 10-12

The concepts of algebra are expanded to include quadratic, exponential, and trigonometric functions. Emphasis is placed on the manipulation of polynomial, rational and irrational expressions. Demands are made upon the student's ability to learn by reading and writing carefully worded explanations. A graphing calculator is recommended.

Prerequisite: Successful completion of Algebra I CP

### **423 ALGEBRA II CP2**

Full Year

5 Credits

Grades 11-12

This course extends and refines the study of Algebra I and Geometry. Topics include simplifying more complex algebraic linear and quadratics expressions, examining various families of functions algebraically and using the graphing calculator.

Prerequisite: Successful completion of Algebra I (CP or CP2).

### **435 PRE-CALCULUS AP**

Full Year

5 Credits

Grades 11-12

This course challenges students to investigate a variety of function types and use them to model real life phenomena. Students will gain a deeper understanding through examining them graphically, numerically, verbally, and analytically. This study of functions and their graphs prepares students to understand an ever-changing world. Families of functions studied will include linear, quadratic, exponential, logarithmic, and trigonometric. It will prepare students to take AP Calculus or any college level Calculus course. A graphing calculator is strongly required.

Prerequisite: 80% or higher final average in Algebra II Honors or teacher recommendation.

### **432 PRE-CALCULUS CP**

Full Year

5 Credits

Grades 11-12

This course explores the application of functions represented graphically, numerically, algebraically, and verbally. Families of functions studied include linear, quadratic, exponential, logarithmic, and trigonometric. Course concludes with a unit on basic Statistics. A graphing calculator is strongly recommended.

Prerequisite: 70% or higher final average in Algebra II or teacher recommendation.

### **440 CALCULUS AB AP**

Full Year

5 Credits

Grade 12

This course offers an intensive and extensive coverage of first year college calculus, including both Differential and Integral Calculus. Designed in accordance with the guidelines specified by The College Board, the course thoroughly prepares the student for success on the Calculus AB Advanced Placement Exam. A graphing calculator is required. *(A list of models approved for use on the AP exam is available from the Department Chair.)*

Prerequisite: 80% or higher final average in Pre-calculus Honors and/or teacher recommendation.

### **450 STATISTICS AP**

Full Year

5 Credits

Grades 10-12

The course presents Statistics in its true context. Using real world data, students are expected to discover statistical principles through investigation, collaboration, discussion, and

presentation. The course includes topics studied in a first year Statistics college course. Designed in accordance with the guidelines specified by The College Board, the course thoroughly prepares the student for success on the Statistics Advanced Placement Exam. A graphing calculator is required.

Prerequisite: 80% or higher final average in previous math course and/or teacher recommendation.



#### **465 STATISTICS CP**

Full Year

5 Credits

Grade 12

The course presents Statistics in its true context. Using real world data, students are expected to discover statistical principles through investigation, collaboration, discussion, and presentation. Topics include displaying and describing data, the normal curve, regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications in the real world.

#### **401 SENIOR MATH CP2**

Full Year

5 Credits

Grade 12

This course reviews and extends student understanding of the concepts of basic Algebra, Geometry, Statistics, and Probability with real world applications. The goal is to strengthen the student's overall math foundation and to prepare them for the math placement exam used by 2-year colleges.

Prerequisite: Successful completion of Algebra II (College Preparatory 2)

#### **404 PERSONAL FINANCE CP**

Semester

2.5 Credits

Grades 11-12

This course is designed to help juniors and seniors study the practical applications of mathematics through the use of Microsoft Excel. Topics include balancing a checkbook, maintaining a budget, understanding taxes, credit, and loans, and optimizing investments based on analysis of interest calculations.

Prerequisite: Successful completion or concurrent enrollment in Algebra II.

### COMPUTER SCIENCE COURSES

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#### **425 INTRO TO COMPUTER SCIENCE: APPS, ROBOTS, AND PYTHON (PLTW)**

Project Lead the Way Course | [Computer Science Pathway Course](#)

Semester

2.5 Credits

Grades 9-12

Students in this course will work collaboratively to create interactive apps using a block-based coding environment. As students sharpen their computational thinking skills, they will transition to other programming environments that display block programming and text based programming side-by-side. Using coding fundamentals, they will write code for self-driving vehicles to accomplish various tasks. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language. Students end the course by exploring artificial intelligence and the ethics of computer science. Use of a chromebook is required daily.

Prerequisite: None

#### **426 PERSONAL AND SYSTEM CYBERSECURITY (PLTW)**

Project Lead the Way Course | [Computer Science Pathway Course](#)

Semester

2.5 Credits

Grades 9-12

Students in this course apply their knowledge of coding and computational thinking to seek out vulnerabilities in data storage systems and online commerce sites, then design solutions to increase safety and protection. Whether seeking a career in the growing field of cybersecurity or learning to defend their own personal data or a company's data, students in Cybersecurity establish an ethical code of conduct while proactively defending data in today's complex cyberworld. Use of a chromebook is required daily.

Prerequisite: None

#### **419 DIGITAL FORENSICS AND CRYPTOGRAPHY (PLTW)**

Project Lead the Way Course | [Computer Science Pathway Course](#)

Semester

2.5 Credits

Grades 9-12

Students in this course learn about encryption and how to create and decode hidden messages. Students are also introduced to the process of gathering digital evidence, analyzing it, and tracing a digital footprint. At the end of the course, students will process a crime scene to solve a mystery and explore possible consequences of the crime. Use of a chromebook is required daily.

Prerequisite: None

#### **429A PROJECT LEAD THE WAY: COMPUTER SCIENCE PRINCIPLES AP**

Project Lead the Way Course | [Computer Science Pathway Course](#)

Full Year

5 Credits

Grades 11-12

Students in Computer Science Principles learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is designed in accordance with the guidelines specified by The College Board, the course thoroughly prepares the student for success on the Advanced Placement Computer Science Principles Exam.

Prerequisite: Completion of Intro to Computer Science: Apps, Robots and Python (PLTW) and/or teacher recommendation.



## 2024 - 2025 COURSE CATALOG GRADES 9-12

### MUSIC

#### Statement of Philosophy

All students will have access to the enrichment an arts education provides. As a comprehensive high school, we provide education in the fine and performing arts as a means to promote the intellectual and emotional development of the child. By teaching the arts, we hope to foster important life skills such as critical thinking, cooperative learning, and self-expression. Through the stimulus of music, students are given the unique experience of expanding their appreciation for the arts and their understanding of global cultures. Finally, by practicing and performing music, students gain the self esteem and aesthetic awareness citizens of an educated society value.

#### Honors Program Outline

Students selected to be in the Carver Middle High School Symphonic Band may elect, in the spring, to enroll in the course for Honors credit the following year. Honors students are held accountable for a high level of performance inside and outside the classroom rehearsals. Honors students are requested to complete a musical performance and a musical philanthropy requirement in addition to their traditional coursework.

#### Performance Requirement

Students enrolled in the Symphonic Band Honors program must complete an honors performance project. Student projects may be one of three types:

- Audition for the District Music Festival
- Audition for the SEMSBA Music Festival
- Prepare an advanced work for performance selected by instructor

#### Philanthropy Requirements

Students enrolled in the Symphonic Band Honors Program must also complete a musical philanthropy project. Student projects may be one of two types:

- Tutor Middle School students on principal instrument after-school, one day per week, for 9 weeks
- Student initiated project

Students are expected to maintain a high level of achievement in the Honors program to be considered for the Honors program in following years.

### **759 / 759H SYMPHONIC BAND CP & HONORS**

Full Year

5 Credits

Grades 9-12

The Symphonic Band course offering is designed to be a mature musical setting for students who have successfully mastered the material presented in the 'Concert Band' course. Students will develop and refine their instrumental technique, literacy, and ensemble performance through the rehearsal of advanced instrumental literature. The successful student will be well-prepared to participate in freshmen music ensemble offerings at the collegiate level. The class will perform as a music ensemble for the public throughout the year. Students will be expected to practice their instruments regularly and attend all public performances. Students who have at least one year of Symphonic Band experience may take Symphonic Band for Honors credit.

Prerequisite: Teacher recommendation

### **767 HS CHORUS CP**

Full Year

5 Credits

Grades 9-12

The Grade 9-12 Chorus at Carver Middle High School builds on the ensemble skills learned in grades 6-8. This class emphasizes fundamental vocal development, music literacy, and ensemble singing. The four learning strands found throughout the curriculum require creation, performance, response, and musical connections at an intermediate level. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts are interrelated with those of music. Two concerts will be performed throughout the year, along with opportunities for festival auditions, field trips, and assemblies.

Prerequisite: None

### **768H ADVANCED HS CHORUS HONORS**

Full Year

5 Credits

Grades 10-12

This is an advanced performance group that is open to high achieving vocalists who wish to have a leadership position in the Carver choral program. The course will focus on proper technique, reading skills, rhythmic understanding, theory, sight-reading, ear training, and overall musicianship. Students will also develop the skills to become critical listeners. In addition to fulfilling all the requirements of the Chorus, Advanced Chorus students are expected to set the highest of examples both musically and personally. Students must participate in two or more of the following: Jr./Sr. District Festival, Jr./Sr. SEMSBA Festival, CMHS musical theater production, Night on Broadway, March Music Madness, or serve as a section leader.

Prerequisite: one year in Concert Chorus and teacher recommendation

### **753 MUSICAL THEATER CP**

*Not offered in the 2024-25 school year*

Semester

2.5 Credits

Grades 9-12

This course is for the student that is interested in musical theater – both on stage and “behind the scenes”. Students will study various aspects of musical theater as well as have the opportunity to rehearse, perform, direct, and choreograph/stage various scenes and shows from the Broadway genre. All students are expected to both perform and direct/produce. Performances will be both in-class and “main-stage” productions.

Prerequisite: None

### **754 PIANO (KEYBOARDING) CP**

Semester

2.5 Credits

Grades 9-12

This course is designed for students who wish to develop basic piano playing skills or expand on their existing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master different techniques and learn different pieces. There will also be time spent in group instruction on musical notation and theory.

Prerequisite: None

### **763 MUSIC THEORY I CP**

*Not offered in the 2024-25 school year*

Semester

2.5 Credits

Grades 9-12

This course is an introduction to basic music theory and piano fundamentals. No prior music experience needed. The music theory component will include the study of standard notation, rhythm, time signatures, key structures, scales, chord harmony, and dictation. The piano component will be an introduction to basic melodies, harmonies, scales, chords and beginner level repertoire. More advanced piano students will be given more suitable repertoire based on individual skill level. This course will act as a stepping stone to AP Music Theory.

Prerequisite: None



## 2024 - 2025 COURSE CATALOG GRADES 9-12

### SCIENCE, TECHNOLOGY & ENGINEERING

#### Statement of Philosophy

Science education should help students develop the understanding and habits of mind to become scientifically literate citizens. Science should be considered a tool for improving society and self. Science is essential for effective living in a technological society, and is both a process and a method that should serve as a valuable tool in problem solving and higher order thinking. Further, science must assist students in the attainment of a basic understanding of the scientific method while investigating the universe. Science should be recognized as an interdisciplinary body of knowledge. Science offerings should include both pure and applied science, where the acquisition of facts should be accomplished through exploration, discovery, and applications.

#### Science, Technology, and Engineering Department Goals

Through science education, students at Carver Middle High School should be prepared to:

- Use science to improve their lives and to cope with an increasingly technological world.
- Become informed citizens capable of dealing responsibly with science-related societal issues.
- Develop an awareness of the nature and scope of their environment.
- Acquire appropriate knowledge and skills to pursue science academically or professionally beyond high school.
- Utilize science process skills and problem solving techniques for exploring their natural and technological environments.

#### Science Core Sequence

Students must complete three years of science to meet graduation requirements. The core sequence of science courses for students in grades 9-11 are aligned with the Massachusetts Science and Technology/Engineering Frameworks:

- All 9<sup>th</sup> graders are enrolled in Introductory Physics and take the MCAS subject test at the end of the school year. Passing the science MCAS is a graduation requirement.
- All 10<sup>th</sup> graders take Biology.

- Most 11<sup>th</sup> graders will take Chemistry, while other students may choose electives to fulfill their third year of science requirements.
- The science department also offers many electives.

### **Recommendations:**

- College-bound students are strongly recommended to take Chemistry in their junior year and a fourth year of science in their senior year.
- Students interested in pursuing studies in **life sciences** or entering the **medical field** should consider the Biotechnology Pathway and/or taking Anatomy & Physiology and/or AP Biology.
- Students interested in pursuing studies in **physical sciences** or **engineering** should consider the Manufacturing, Technology & Engineering Pathway, and/or take Chemistry and senior Physics.
- Students interested in the **environmental field** should consider the Environmental/Agricultural Pathway, and/or take Chemistry, and/or Environmental Science.
- Students interested in engineering or manufacturing should consider taking Principles of Manufacturing, Engineering & Technology, and/or enrolling in the MET pathway.

	Core Courses & Electives	Biotechnology Courses	Environmental and Agricultural Sciences (EAS) Courses	Manufacturing, Engineering, Technology (MET) Courses	Clean Energy Courses
9	<ul style="list-style-type: none"> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• STEM Inquiry Lab</li> </ul>	<ul style="list-style-type: none"> <li>• STEM Inquiry Lab</li> <li>• Principles of Ecology</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to MET</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Ecology</li> </ul>
10	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Solar System Astronomy</li> <li>• Stellar Astronomy &amp; Cosmology</li> </ul>	<ul style="list-style-type: none"> <li>• STEM Inquiry Lab</li> <li>• Careers in Life Science</li> </ul>	<ul style="list-style-type: none"> <li>• STEM Inquiry Lab</li> <li>• Principles of Ecology</li> <li>• Horticulture</li> <li>• Marine Science and Fisheries Mgmt</li> <li>• Sustainable Agriculture*</li> <li>• Zoology &amp; Animal Sci.*</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to MET</li> <li>• Principles of MET</li> <li>• Topics in MET*</li> <li>• Robotics</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Ecology</li> <li>• Topics in MET*</li> <li>• Robotics</li> <li>• Marine Science and Fisheries Mgmt</li> </ul>



	Core Courses & Electives	Biotechnology Courses	Environmental and Agricultural Sciences (EAS) Courses	Manufacturing, Engineering, Technology (MET) Courses	Clean Energy Courses
11	<ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Human Anatomy &amp; Physiology</li> <li>• Solar System Astronomy</li> <li>• Stellar Astronomy &amp; Cosmology</li> <li>• AP Biology</li> <li>• AP Env. Science</li> <li>• AP Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Careers in Life Science</li> <li>• Biotechnology Methods Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Horticulture</li> <li>• Marine Science and Fisheries Mgmt</li> <li>• Sustainable Agriculture</li> <li>• Zoology &amp; Animal Sci.*</li> <li>• AP Env. Science</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to MET</li> <li>• Principles of MET</li> <li>• Topics in MET*</li> <li>• MET Capstone</li> <li>• Robotics</li> </ul>	<ul style="list-style-type: none"> <li>• Topics in MET*</li> <li>• Robotics</li> <li>• Marine Science and Fisheries Mgmt</li> <li>• AP Env. Science</li> </ul>
12	<ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Human Anatomy &amp; Physiology</li> <li>• Solar System Astronomy</li> <li>• Stellar Astronomy &amp; Cosmology</li> <li>• AP Biology</li> <li>• AP Env. Science</li> <li>• AP Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Bioethics*</li> <li>• Biotechnology Methods Lab</li> <li>• Science Lab Assistant</li> <li>• Biotech Internship</li> </ul>	<ul style="list-style-type: none"> <li>• Horticulture</li> <li>• Sustainable Agriculture*</li> <li>• Marine Science and Fisheries Mgmt</li> <li>• Zoology &amp; Animal Sci.*</li> <li>• AP Env. Science</li> <li>• EAS Internship</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to MET</li> <li>• Principles of MET</li> <li>• Topics in MET*</li> <li>• MET Capstone</li> <li>• Robotics</li> <li>• MET Internship</li> </ul>	<ul style="list-style-type: none"> <li>• Topics in MET*</li> <li>• Robotics</li> <li>• Marine Science and Fisheries Mgmt</li> <li>• AP Env. Science</li> <li>• Clean Energy Capstone</li> <li>• Clean Energy Internship</li> </ul>

\* Courses not offered 2024-2025 school year.

### **539 PHYSICS 9 HONORS**

Full Year

5 Credits

Grade 9

This is a rigorous high school Introductory Physics course where talented science students recognize the nature and scope of physics, including its relationship to the other sciences. Students learn about basic topics such as motion, forces, energy, heat, waves, electricity, and magnetism. They learn about natural phenomena by using physical laws to calculate quantities such as velocity, acceleration, momentum, and energy.

Prerequisite: B or better in Algebra I, A or better in Pre-algebra.

### **538 PHYSICS 9 CP**

Full Year

5 Credits

Grade 9

In high school Introductory Physics, students recognize the nature and scope of physics, including its relationship to the other sciences. Students learn about basic topics such as

motion, forces, energy, heat, waves, electricity, and magnetism. They learn about natural phenomena by using physical laws to calculate quantities such as velocity, acceleration, momentum, and energy.

### **521 BIOLOGY HONORS**

Full Year

5 Credits

Grade 10

This course is a rigorous laboratory program developed to allow the student to demonstrate and appreciate an in-depth understanding of the following concepts: cellular biology, genetics, the anatomy of the human body, basic chemical principles and reactions such as photosynthesis and cell respiration, as well as evolution and ecology. These will be explored using the scientific method as well as many labs focused on scientific inquiry. It is designed for highly motivated, academically talented students who can work on independent projects.

Prerequisites: A- in CP Introductory Physics or B in Honors Introductory Physics

### **522 BIOLOGY CP**

Full Year

5 Credits

Grade 10

This course is a laboratory program that presents the fundamental content and concepts of biology, structured in a way that the student becomes the active participant in the art of doing science. We will investigate the topic of biology, with an emphasis on cellular biology. Units of study will include biochemical pathways such as photosynthesis and cellular respiration, cell division, DNA, genetics, ecology and evolution. Many hands-on labs will be performed, some of which will be inquiry based.

### **531 CHEMISTRY HONORS**

Full Year

5 Credits

Grades 11-12

Chemistry is the study of the composition of substances and the changes that substances undergo. This course is intended to provide an intense background for those students planning to attend a highly competitive four-year college and/or major in science. Topics include atomic structure, naming compounds, moles, stoichiometry, types of chemical reactions, states of matter, gas laws, electron configuration, chemical periodicity, solutions, reaction rates, acids and bases, chemical bonding, and oxidation-reduction reactions. This course is faster paced and covers topics in greater depth than the college prep class. Mathematical concepts, especially multi-step word problems that require students to use higher order thinking approaches, are emphasized. Due to the higher order thinking expectations, a modeling approach is applied which requires a significant amount of collaboration within the classroom.

Prerequisites: Successful completion or currently enrolled in Algebra II Honors. A- in CP Biology or B in Honors Biology.

### **532 CHEMISTRY CP**

Full Year

5 Credits

Grades 11-12

Chemistry is the study of the composition of substances and the changes that substances undergo. Topics studied in this course will include measurement, properties of matter, atomic structure, electron configuration, the periodic table, compounds and bonding, moles, stoichiometry, types of chemical reactions, gas laws, solutions, and acids/bases. Students will use mathematical concepts extensively in some topics and will be exposed to a variety of laboratory techniques. This course is appropriate for students who plan to attend a four year college.

Prerequisites: Successful completed or current enrollment in CP Algebra II

### **SCIENCE ELECTIVES**

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*please refer to [page 35](#) of this document for college preparatory/honors credit designation policy*

### **534 / 534H STEM INQUIRY LAB CP & HONORS**

*Biotechnology Pathway Course* | *Environmental & Agricultural Sciences Pathway Course*

Semester

2.5 Credits

Grades 9-10

This is a hands-on science lab that will encourage students to solve problems and use the engineering design process to develop solutions. This project-based class will work to introduce students to advanced laboratory equipment such as microscopes, electrophoresis, and Vernier probeware. By participating in projects and labs, students will learn advanced lab techniques such as micropipetting, chromatography, and serial dilution. In this writing intensive course students will also work to develop their science writing skills through lab reports

Prerequisites: None

### **525 / 525H PRINCIPLES OF ECOLOGY CP & HONORS**

*Environmental & Agricultural Sciences Pathway Course* | *Clean Energy Pathway Course*

Semester

2.5 Credits

Grades 9-10

This hands-on science lab course is intended to provide students with the foundational ecological principles necessary to proceed in the Environmental & Agricultural Sciences Pathway. The course will focus on ecological relationships, population dynamics, matter and energy flow, and energy systems. This course also involves outdoor field work in order to develop students' knowledge and experience with a variety of industry-standard data collection techniques such as quadrats, transects, plant and animal identification, and soil and water testing.

Prerequisites: None

### **526 / 526H CAREERS IN LIFE SCIENCES CP & HONORS**

#### *Biotechnology Pathway Course*

Semester

2.5 Credits

Grades 10-11

This is a hands-on science lab that will expose students to a multitude of life science careers available. Students will learn a variety of in-demand skills such as data organization and graphical analysis. Students will also be responsible for collecting data sets using various lab techniques and evaluating data from the perspective of different careers such as to support forensic evidence in court cases, the diagnostic analysis of patients, and even the development of new drug therapies. The analysis of this data will lead the students to develop claims, backed up by evidence and scientific reasoning.

Prerequisites: None

### **527 / 527H HORTICULTURE CP & HONORS**

#### *Environmental & Agricultural Sciences Pathway Course*

Semester

2.5 Credits

Grades 10-12

In this hands-on science lab course, students will learn how to propagate and grow plants. The course will focus on topics such as plant identification and taxonomy, propagation techniques, plant nutrition, soil testing, climate change, and evolutionary adaptations of plants. This course utilizes experiential learning both in the classroom and outdoors including the school's greenhouse and grounds.

Prerequisites: None

### **612 / 612H MARINE SCIENCE & FISHERIES MANAGEMENT CP & HONORS**

#### *Environmental & Agricultural Sciences Pathway Course | Clean Energy Pathway Course*

Semester

2.5 Credits

Grades 10-12

In this hands-on science lab course students will develop an understanding of the ecological processes that determine the structure and dynamics of populations and communities in coastal marine ecosystems with an emphasis on commercially and recreationally important species. Students will also learn about industry-standard harvesting methods and fisheries management techniques including habitat restoration and the impacts of offshore wind. Other topics regarding the Blue Economy and related careers will also be included. This course includes dissections and/or field trips.

Prerequisites: None

### **528 / 528H SUSTAINABLE AGRICULTURE CP & HONORS**

*Not offered in the 2024-25 school year; offered in alternating years*

#### *Environmental & Agricultural Sciences Pathway Course*

Semester

2.5 Credits

Grades 10-12

This hands-on science lab course is intended to provide students with the scientific principles necessary to analyze and compare various techniques used to produce food and other agricultural

crops. The course will focus on industry-standard agricultural practices such as sustainable farming methods, soil testing, irrigation, composting, fertilization, and integrated pest control. Innovative farming methods such as hydroponics, aquaponics, polyculture, and agroforestry will also be explored. This course utilizes experiential learning both in the classroom and outdoors including the school's greenhouse and grounds.

Prerequisites: None

### **530 / 530H ZOOLOGY AND ANIMAL SCIENCE CP & HONORS**

*Not offered in the 2024-25 school year; offered in alternating years*

*Environmental & Agricultural Sciences Pathway Course*

Semester

2.5 Credits

Grades 10-12

This hands-on course is an introduction to Zoology (the study of animals). Students will investigate adaptations, habitat, life cycle, classification, and behavior of animals ranging from invertebrates to mammals. Students will research both native and non-native species living in the New England region. Students will learn through dissections, caring for classroom animals, ecological field work on campus, and engaging projects.

Prerequisites: None

### **ASTRONOMY ELECTIVES**

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*please refer to [page 35](#) of this document for college preparatory/honors credit designation policy*

The two Astronomy electives together constitute a complete overview of modern astronomy at a low-mathematical level, meaning nothing more complicated than simple algebra and trigonometry. Both courses include: Extensive work in the planetarium relating to the observation and identification of objects in the night sky; historical and fundamental astronomical theories; and an examination of light and its interaction with matter. You can take either course alone or both of them in either order.

### **554 / 554H SOLAR SYSTEM ASTRONOMY CP & HONORS**

Semester

2.5 Credits

Grades 10-12

Solar System Astronomy is an introduction to the planetary science of the solar system, with emphasis on the formation, structure, composition and movement of the objects circling the

Sun. An extensive study of the interaction and cycles of the Earth, Moon, and Sun which produce lunar phases, eclipses and tides will be undertaken. Other topics studied include: the examination of comets and the asteroid belt; Kuiper belt planetesimals such as the former planet Pluto; formation and composition of the moons circling the planets; and the possibility of extraterrestrial life within the solar system.

Prerequisites: None

### **555 / 555H STELLAR ASTRONOMY AND COSMOLOGY CP & HONORS**

Semester

2.5 Credits

Grades 10-12

Stellar Astronomy and Cosmology is an introduction to modern astronomy beyond the solar system – the stars and the rest of the universe. Topics include a study of the Earth and Sun's place in the Universe; stellar birth, evolution and death; clusters of stars; types of galaxies and their evolution; and the origin and fate of the universe. Other topics studied include evidence for planets outside the solar system; and the possibility of extraterrestrial life outside the solar system.

Prerequisites: None

### **535 / 535H BIOTECHNOLOGY METHODS LAB CP & HONORS**

*Biotechnology Pathway Course*

Semester

2.5 Credits

Grades 11-12

This rigorous laboratory course will build on the knowledge and skills students have gained in previous courses. It is designed to give students a comprehensive introduction to the scientific concepts and laboratory research techniques currently used in the field of biotechnology. Topics covered will include heredity and molecular genetics, DNA analysis, genetic engineering, forensic evidence collection and analysis, and the research and development process of the biotech/pharmaceutical industry. Students will use authentic research equipment and techniques to perform experiments and solve biotechnology, medical, and forensic science problems. Students have an opportunity to acquire proficiency in skills that can be applied to any laboratory setting.

*\*Requirement for students in the Biotechnology Pathway.*

Prerequisite: STEM Inquiry Lab & Biology

### **520 BIOLOGY AP**

Full Year

5 Credits

Grades 11-12

This very rigorous course is designed for talented students who are planning to major in science in college, although not necessarily biology. AP Biology is designed to be the equivalent of a two semester college introductory biology course that explores the following topics: evolution,

cellular processes, energy and communication, genetics, information transfer, ecology and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. Students will develop advanced inquiry skills, such as designing experiments, developing plans for collecting and analyzing data, applying mathematical skills, and connecting concepts across domains. Students enrolled in this course are being prepared for and are required to take the National Advanced Placement Examination and must pay the exam fee. Students enrolled in this course will be expected to

acquire knowledge through self-directed study, nightly reading, writing, and laboratory and research assignments. Completion of a summer assignment is also required.

Prerequisite: B in Honors Biology; B in Honors Chemistry (or currently enrolled); or recommendation from Biology and Chemistry teachers. It is recommended that students have taken or are currently enrolled in AP Environmental Science and/or Anatomy & Physiology.

### **540 PHYSICS AP**

Full Year

5 Credits

Grades 11-12

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; momentum; and simple harmonic motion. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. Students enrolled in this course are being prepared for and are required to take the National Advanced Placement Examination and must pay the exam fee. Students enrolled in this course will be expected to acquire knowledge through self-directed study, nightly reading, writing, and laboratory and research assignments. Completion of a summer assignment is also required.

Prerequisite: B or better in Precalculus or currently taking Honors/AP Precalculus with teacher recommendation.

### **550 ENVIRONMENTAL SCIENCE AP**

Full Year

5 Credits

Grades 11-12

*Environmental & Agricultural Sciences Pathway Course* | *Clean Energy Pathway Course*

This course provides students with the scientific principles to understand the natural world, to identify and analyze environmental problems, to evaluate risks associated with these problems, and to examine solutions for resolving and/or preventing them. Concepts from the areas of Earth Science, Biology and Chemistry are integrated and expanded upon throughout the following major units: Ecosystems, Human Population, Waste, Water Quality, Soil & Agriculture, Air Pollution, Climate Change and Energy. Students are expected to acquire knowledge independently through self-directed study, nightly reading, note-taking, and research assignments. In-class instructional time is used for discussions, hands-on laboratory work, and inquiry-based investigations. Students enrolled in this course are prepared for and are required to take the National Advanced Placement Examination in May and must pay an exam fee. Completion of a summer assignment is also required.

Prerequisite: A- in CP Biology or B in Honors Biology; A- in CP Chemistry or B in Honors Chemistry or taking Chemistry concurrently; or teacher recommendation.

### **562 / 562H HUMAN ANATOMY & PHYSIOLOGY CP & HONORS**

*Health and Wellness Pathway Course*

Full Year

5 Credits

Grades 11-12



This is a high level, challenging and rigorous course designed for those students who have an interest in and want to pursue a career in the life sciences or medical field. This course focuses on the study of all aspects of the human body with emphasis on their interrelationships and regulation. Many lab activities will be conducted to support the learning process. Normal functioning of systems and the effects of diseases are also investigated. The labs emphasize biological structure and function, comparative anatomy, and physiology and include multiple dissections. This course is recommended for those students who plan a career in the life sciences.

Prerequisite: None

**Future Science electives to be offered:**

- Bioethics

ENGINEERING ELECTIVES

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*please refer to [page 35](#) of this document for college preparatory/honors credit designation policy*

**611 / 611H INTRO TO MANUFACTURING / ENGINEERING / TECHNOLOGY CP & HONORS**

*MET Pathway Course*

Semester

2.5 Credits

Grades 9-12

In this project-based, exploratory course, students will apply the engineering design process to solve problems involving technological systems. They will work individually and collaboratively to evaluate complex, real-world problems by designing, modeling, building, testing, analyzing and redesigning using applications such as computer simulation, prototyping, and 3D printing. An emphasis will be placed on developing skills with CAD and computer programming. Topics covered will include: Technological Systems (including structural, mechanical, communication and transportation) and Energy and Power Technologies (including electrical, pneumatic, hydraulic, and alternative energy systems). Career opportunities in engineering and technology will be explored. Students will also keep an Engineering Notebook and present their work in the form of written reports and oral presentations. This is the entry point to the MET Pathway.

Prerequisite: None

**616/616H PRINCIPLES OF MANUFACTURING / ENGINEERING / TECHNOLOGY CP & HONORS**

*MET Pathway Course*

Semester

2.5 Credits

Grades 10-12

In this project-based course, students will develop skills with a variety of manufacturing tools and techniques to produce products for the class and community. Students will be introduced to Computer-Aided Machining (CAM) and learn to code and operate 3D printers, a CNC laser engraver, and a CNC milling machine. An emphasis will be placed on further developing skills

with Computer-Aided Design (CAD) and computer programming. Topics covered will include: Materials Science (including selection, machining, and finishing); Manufacturing Technologies (including 3D Printing and CNC technologies) and Product Development (prototyping, industrial engineering and mass production). Connections will be made with area businesses involved in manufacturing. Students will also keep an Engineering Notebook and present their work in written reports and oral presentations.

Prerequisite: Introduction to MET and teacher recommendation

### **537 / 537H TOPICS IN MANUFACTURING / ENGINEERING / TECHNOLOGY CP & HONORS**

*Not offered in the 2024-24 school year*

*MET Pathway Course* | *Clean Energy Pathway Course*

Semester

2.5 Credits

Grades 10-12

In this project-based course, students will explore topics related to local manufacturing, engineering & technology industries such as biomedical engineering, aerospace engineering and clean energy technologies. Project work will focus on expanding technical knowledge in the field while developing solutions to real-world problems. Connections will be made with local businesses and professionals through field trips, guest speakers and mentorship opportunities. College and career paths in manufacturing, engineering, technology and clean energy will also be explored.

Prerequisite: None

### **543 / 543H MANUFACTURING / ENGINEERING / TECHNOLOGY CAPSTONE CP & HONORS**

*MET Pathway Course*

Full year

5 Credits

Grades 11-12

In this project-based course, students will use their skills with manufacturing tools and techniques to develop and carry out a student-driven project. Students will have full access to the Makerspace and complete their training with 3D printers, a CNC laser engraver, and CNC milling machines. An emphasis will be placed developing project management skills and on using engineering design, CAD and computer programming skills to complete their project. Connections will be made with area businesses and professionals involved in manufacturing to provide inspiration for project ideas and mentorship opportunities. Students will complete workplace readiness training including OSHA certification and their OnShape Associates exam. Students will also keep an Engineering Notebook and present their work in the form of written reports and oral presentations at showcase events.

Prerequisite: Principles of MET

### **544 / 544H CLEAN ENERGY CAPSTONE CP & HONORS**

*MET Pathway Course* | *Clean Energy Pathway Course*

Full year

5 Credits

Grades 11-12

Full year 5 Credits Grades 11-12

In this project-based course, students will use their skills with manufacturing tools and techniques to develop and carry out a student-driven project related to clean energy. Students will have full access to the Makerspace and complete their training with 3D printers, a CNC laser engraver, and CNC milling machines. An emphasis will be placed developing project management skills and on using engineering design, CAD and computer programming skills to complete their project. Connections will be made with area businesses and professionals involved in the clean energy sector to provide inspiration for project ideas and mentorship opportunities. Students will complete workplace readiness training including OSHA certification and their OnShape Associates exam. Students will also keep an Engineering Notebook and present their work in the form of written reports and oral presentations at showcase events.

Prerequisite: Principles of MET

### **613/613H ROBOTICS CP & HONORS**

*MET Pathway Course* | *Clean Energy Pathway Course*

Semester

2.5 Credits

Grades 10-12

In this project-based course, students will design and build robotic systems to perform a variety of tasks. Students will apply their critical thinking skills and the engineering design process as they collaborate in teams to build and program robots using the VEX Robotics System. An emphasis will be placed on developing programming skills using both block coding and command line (in languages including C, C++ and Python). Topics covered will include: Chassis Design and Construction, Remote Control, Sensor Integration and Autonomous Control. Students will investigate the role of robots in modern society, manufacturing, space exploration and clean energy systems. Students will explore college and career opportunities in the robotics field.

Prerequisite: None



## 2024 - 2025 COURSE CATALOG GRADES 9-12

### WORLD LANGUAGES

#### Statement of Philosophy

The World Language Department offers five successive years of French and Spanish. It is strongly recommended that all students take a minimum of two years of a world language. Second language acquisition is most effective when started at an early age, but all students benefit from reading, writing and conversing in at least one language in addition to their first language. Each course focuses on the learning and acquisition of the language, with a fairly balanced emphasis on vocabulary and grammar, oral skills, listening and reading strategies, and process writing. All courses integrate exploration of the culture of the worlds in which each language is spoken and connect with all other disciplines through literature, art, music, history, and scientific discoveries and contributions. All courses have been carefully aligned to national standards as set forth by the Massachusetts World Languages Curriculum Framework

The primary goal of modern world language study is communicative proficiency. This goal is addressed through interpersonal, interpretive and presentational modes. **Active participation and regular attendance** is extremely important in a language class. The class participation portion of the student's final grade reflects preparation, active involvement during classroom activities, attention to the teacher and to classmates who are speaking the language, and willingness to speak the language. Since it is primarily in the classroom that interactive oral / aural activities may be practiced and evaluated, daily attendance is essential in these courses. Students who study world languages will learn to communicate through practice and presentation in reading, writing, listening, speaking and collaborative reasoning. Students who do not regularly attend class or fail to put forth effective effort through consistent active engagement may struggle to maintain the basic skills needed to be successful in a world language. This, in turn, will impact student readiness to continue the sequence of study.

#### Guiding Principles of the Learning and Teaching of World Languages

##### Communicative Goals:

- All students can learn to communicate effectively in a target language and can develop a life-long appreciation for languages and cultures.
- Language learning is an active process and students must be active participants.
- Multiple student variables affect how students acquire languages and the rate at which they acquire them.

##### Cultural and Comparison Goals:

- The study of a world language will increase global awareness.
- Languages other than English enable students to better understand their own culture as well as

the culture of others.

#### Connection Goals:

- Acquiring a new language involves using previously acquired language skills within a context of meaningful and purposeful communication.
- Learning languages other than English is interdisciplinary.

#### Community Goals:

- Knowing languages other than English at advanced proficiency levels upon graduation benefits students and society.

#### 21st Century Learning Skills:

- Studying a world language develops critical thinking skills (“remembering”, “understanding”, “applying”, “analyzing”, “synthesizing” and “creating”).

### World Language Courses

The World Language Department offers five successive years of French and Spanish. All ninth grade students will be enrolled in a world language course unless otherwise noted by administration.

Upon entering a third year level of a language and during subsequent years of study, students are eligible for induction to the French or Spanish National Honor Society. Potential candidates are notified by the advisor(s) if they meet the prerequisite academic average of 90 in their previous level of language. Students then follow the process for submitting their application for membership. If all other criteria meet the standards for consideration, students are notified in writing of their acceptance. Induction takes place between Term 1 and Term 2 of the school year.

	Grade 9-12	Grade 10-12	Grade 11-12	Grade 12
<b>World Language Courses</b>	French I French II Spanish I Spanish I CP2 Spanish II Spanish II CP2	French III (CP   H) Spanish III (CP   H)	French IV (H) Spanish IV (H)	French V (H) Spanish V (H)

## **Prerequisites for Advancement in World Languages**

Students and parents/guardians must understand that academic success in world languages is based on student mastery of sequentially-based and increasingly complex skills and subject matter. Students who are unable to build a strong foundation in one year of study will find that they are unable to progress satisfactorily in the second year of study.

**The following conditions must be met before students may advance to the next year in a sequence of study in world languages at the same level of study:**

1. A student who earns between 60-69 can advance to the next level based on teacher and department chair recommendation.
2. To advance or continue in an Honors class, students must have a minimum average of 85 in the previous year.
3. Students who repeat full-year courses to improve their averages in order to meet the “grade of 60 or better” will receive five credits for that repeated coursework. A student who is unable to improve his/her average after the second year of repeated study must meet with the counselor and department chair to determine the necessary steps that must be taken for the student to meet success. It should be noted that some colleges require that students complete two full years of sequential study in a world language.

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### **301 FRENCH I CP**

Full year

5 Credits

Grades 8-12

This course is designed for students with little or no previous background in the study of French. Students begin their introduction to French by focusing on the four key areas of world language study: listening, speaking, reading and writing. Course content is organized thematically. Each unit of study consists of relevant vocabulary and grammar, reading passages, writing samples, listening activities, conversation, multimedia cultural presentations, and collaborative activities. There is a strong emphasis on memorization of new words and retention of vocabulary and concepts over time. Students are expected to study daily in addition to their written homework assignments. Students should expect to be actively engaged in their own language learning. Students will be required to memorize and retain common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, actively participate during all class activities, give short presentations and respond appropriately to conversational prompts in French. Frequent assessments will monitor student progress toward proficiency. The cultures of French-speaking countries will also be studied through readings, presentations, authentic sources, videos and class discussions.

**Prerequisite:** Recommendation of teacher in Introduction to World Languages course or recommendation of English teacher for 8th grade students. No prerequisite for high school students.

### **302 FRENCH II CP**

Full year

5 Credits

Grades 9-12

This course is designed for students who have demonstrated ability and motivation to learn a world language. Students will continue to refine and expand their world language skills of listening, speaking, reading and writing with added emphasis on oral communication, composition, and Francophone cultures. As in French I, course content is organized thematically. Each unit of study consists of relevant vocabulary and grammar, reading passages, writing samples, listening activities, conversation, multimedia cultural presentations, and collaborative activities. There is continued emphasis on memorization of new words and retention of vocabulary and concepts over time. Students are expected to study daily in addition to their written homework assignments. Students should also expect to be actively engaged in their own language learning. Students will be required to memorize and retain common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, actively participate during all class activities, give short presentations and respond appropriately to conversational prompts in French. Frequent assessments will monitor student progress toward proficiency.

Prerequisite: Enrollment based on teacher and department chair recommendation.

### **303 FRENCH III HONORS**

Full year

5 Credits

Grades 10-12

This course is designed for students who have demonstrated ability and motivation to learn a world language. Upon entering this level, students must have a grasp of how language works. They must demonstrate an understanding of basic concepts of grammar learned in Levels 1 and 2 and be able to use common and useful vocabulary from previous thematic units of study. In this course, students will deepen their understanding of French by strengthening their existing skills in reading, writing, listening and speaking by focusing on the three modes of communication: interpretive, interpersonal and presentational. This is a split-level class, including Honors and CP students. CP students will follow the same curriculum with modified expectations and grading. Students should expect to be actively engaged in their own language learning and show sincere effort toward refining their skills. Students will be required to increase their vocabulary and use grammar patterns consistently and correctly while speaking and writing, willingly participate during all class activities, give presentations and respond appropriately to conversational prompts in French. The cultures of French-speaking countries will also be studied through reading and analyzing text and online articles, listening to podcasts, viewing video clips and class discussions. Frequent assessments will monitor student progress toward proficiency. By Semester 2, the course is conducted almost entirely in French.

Prerequisite: Students must have a minimum average of 85 in French II and teacher or department chair recommendation.

### **304 FRENCH III CP**

Full year

5 Credits

Grades 10-12

This course is designed for students who have demonstrated ability and motivation to learn a world language. Upon entering this level, students must have a grasp of how language works. They must demonstrate an understanding of basic concepts of grammar learned in Levels 1 and 2 and be able to use common and useful vocabulary from previous thematic units of study. In this course, students



will deepen their understanding of French by strengthening their existing skills in reading, writing, listening and speaking by focusing on the three modes of communication: interpretive, interpersonal and presentational. This is a split-level class, including Honors and CP students. CP students will follow the same curriculum with modified expectations and grading. Students should expect to be actively engaged in their own language learning and show sincere effort toward refining their skills. Students will be required to increase their vocabulary and use grammar patterns consistently and correctly while speaking and writing, willingly participate during all class activities, give presentations and respond appropriately to conversational prompts in French. The cultures of French-speaking countries will also be studied through reading and analyzing text and online articles, listening to podcasts, viewing video clips and class discussions. Frequent assessments will monitor student progress toward proficiency. By Semester 2, the course is conducted almost entirely in French.

**Prerequisite:** Enrollment based on teacher and department chair recommendation.

### **305 FRENCH IV HONORS**

Full year

5 Credits

Grades 11-12

This course is designed for highly motivated college bound students who have continued to demonstrate exceptional ability to learn a world language, and is the second cycle in a two-year course of study. Students at this level are expected to drive the curriculum and positively influence their peers through their curiosity, enthusiasm and desire to become more fluent speakers and writers of French. Communication skills will be refined and expanded through lengthy speaking and writing opportunities using text and online resources. This course includes extensive new vocabulary and advanced grammatical structures. Students communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening to explore cultural themes. Knowledge of French culture and civilization will be expanded in order to attain a true understanding and appreciation not only of a world culture but of their own culture as well. Students will be expected to read independently from selected works of French literature, as well as non-fiction. In addition to using sources from text, students will use technology, listen to podcasts, watch film clips in the target language, give in-depth presentations, read critically, analyze and synthesize information from various sources and write original and persuasive essays. Although this is not an AP course, supplemental resources are taken from materials typically used to prepare students for the AP French Language and Culture exam. This course is conducted entirely in French.

**Prerequisite:** Students must have a minimum average of 85 in French III Honors and teacher or department chair recommendation.

### **306 FRENCH V HONORS**

Full year

5 Credits

Grade 12

This course is designed for highly motivated college bound students who have continued to demonstrate exceptional ability to learn a world language, and is the second cycle in a two-year course of study. Students at this level are expected to drive the curriculum and positively influence their peers through their curiosity, enthusiasm and desire to become more fluent speakers and writers of French. Communication skills will be refined and expanded through lengthy speaking and writing opportunities using text and online resources. This course includes extensive new vocabulary and advanced grammatical structures. Students communicate in the target language through

interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening to explore cultural themes. Knowledge of French culture and civilization will be expanded in order to attain a true understanding and appreciation not only of a world culture but of their own culture as well. Students will be expected to read independently from selected works of French literature, as well as non-fiction. In addition to using sources from text, students will use technology, listen to podcasts, watch film clips in the target language, give in-depth presentations, read critically, analyze and synthesize information from various sources and write original and persuasive essays. Although this is not an AP course, supplemental resources are taken from materials typically used to prepare students for the AP French Language and Culture exam. This course is conducted entirely in French.

Prerequisite: Students must have a minimum average of 85 in French IV Honors and teacher or department chair recommendation.

### **311 SPANISH I CP**

Full year

5 Credits

Grades 8-12

This course is designed for students with little or no previous background in the study of Spanish. Students begin their introduction to Spanish by focusing on the four key areas of world language study: listening, speaking, reading and writing. Course content is organized thematically. Each unit of study consists of relevant vocabulary and grammar, reading passages, writing samples, listening activities, conversation, multimedia cultural presentations, and collaborative activities. There is a strong emphasis on memorization of new words and retention of vocabulary and concepts over time. Students are expected to study daily in addition to their written homework assignments. Students should expect to be actively engaged in their own language learning. Students will be required to memorize and retain common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, actively participate during all class activities, give short presentations and respond appropriately to conversational prompts in Spanish. Frequent assessments will monitor student progress toward proficiency. The cultures of Spanish-speaking countries will also be studied through readings, presentations, authentic sources, videos and class discussions.

Prerequisite: Recommendation of teacher in Introduction to World Languages course or recommendation of English teacher for 8th grade students. No prerequisite for high school students.

### **311A SPANISH I CP2**

Full year

5 Credits

Grades 8-12

This course is designed for students with little or no previous background in the study of Spanish. It is intended to provide students with extra support to learn their vocabulary and grammar structures for reading, writing and speaking as well as study skills. Specific strategies utilized within this class include but are not limited to slower paced instruction and specialized reading and writing instruction as needed. Each unit is based on a culturally rich reader and consists of a variety of activities both in English and in the target language. Emphasis is given to key vocabulary and grammar for written descriptions, short presentations and dialogues with highly practiced phrases to ask and give thematic information. Students are expected to be actively

engaged in their own language learning, memorizing and retaining common vocabulary terms, phrases and basic grammar structures. Frequent assessments will monitor student progress toward proficiency.

Prerequisite: Enrollment based on teacher and department chair recommendation.

### **312 SPANISH II CP**

Full year

5 Credits

Grades 9-12

Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit of study consists of new relevant vocabulary and grammar, reading passages, writing samples, listening activities, conversation, multimedia cultural presentations, and collaborative activities. There is a strong emphasis on communicative proficiency. There are also two readers studied throughout the course. Students should expect to be actively engaged in their own language learning. Students will be required to memorize and retain common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, actively participate during all class activities, give short presentations and respond appropriately to conversational prompts in Spanish. Frequent assessments will monitor student progress toward proficiency. The cultures of Spanish-speaking countries will also be studied through readings, authentic sources, videos and class discussions.

### **312A SPANISH II CP2**

Full year

5 Credits

Grades 9-12

Students continue their study of Spanish by focusing on key cultural topics and associated vocabulary. It is intended as a continuation of Spanish I CP2 or for students who were not successful in Spanish I CP or need further support to improve their vocabulary and grammar structures for reading, writing and speaking as well as study skills. Specific strategies utilized within this class include but are not limited to slower paced instruction and specialized reading and writing instruction as needed. Each unit is based on a culturally rich reader and consists of a variety of activities both in English and in the target language. Emphasis is given to key vocabulary and grammar for written descriptions, short presentations and dialogues with highly practiced phrases to ask and give thematic information. Students are expected to be actively engaged in their own language learning, memorizing and retaining common vocabulary terms, phrases and basic grammar structures. Frequent assessments will monitor student progress toward proficiency.

Prerequisite: Enrollment based on teacher and department chair recommendation.

### **313 SPANISH III HONORS**

Full year

5 Credits

Grades 10-12

This course is designed for students who have demonstrated exceptional ability and motivation to learn a world language. Upon entering this level, students must have a strong grasp of how language works. They must demonstrate mastery of basic concepts of grammar learned in Levels 1 and 2 and possess a wide repertoire of common and useful vocabulary from previous thematic units of study. In this course, students will further deepen their understanding of Spanish by focusing on the three modes of communication: interpretive, interpersonal and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in both formal and informal spoken and written contexts. Students should expect to be actively engaged in their own language learning and show a genuine interest in the subject. Students will be required to increase their repertoire of relevant words and use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar patterns consistently and correctly while speaking and writing, willingly participate during all class activities, give longer presentations and respond appropriately to conversational prompts in Spanish. Frequent assessments will monitor student progress toward proficiency. The cultures of Spanish-speaking countries will also be studied through reading and analyzing text and online articles, listening to podcasts, viewing video clips and class discussions. There is also a reader that accompanies this course.

Prerequisite: Students must have a minimum average of 85 in Spanish II and teacher or department chair recommendation.

### **314 SPANISH III CP**

Full year

5 Credits

Grades 10-12

This course is designed for students who have demonstrated ability and motivation to learn a world language. Upon entering this level, students must have a grasp of how language works. They must demonstrate an understanding of basic concepts of grammar learned in Levels 1 and 2 and be able to use common and useful vocabulary from previous thematic units of study. In this course, students will deepen their understanding of Spanish by strengthening their existing skills in reading, writing, listening and speaking by focusing on interpretive and presentational communication. Each unit is based on a level appropriate, culturally rich reader and consists of a variety of activities to better understand more written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in both formal and informal spoken and written contexts. Students should expect to be actively engaged in their own language learning and show sincere effort toward refining their skills. Students will be required to increase their vocabulary and use grammar structures consistently and correctly while speaking and writing, willingly participate during all class activities, give presentations and respond appropriately to conversational prompts in Spanish. Furthermore, students will be required to maintain a respectful and appropriate environment when cultural issues are being presented or discussed. Frequent assessments will monitor student progress toward proficiency.

Prerequisite: Enrollment based on teacher and department chair recommendation.

### **315 SPANISH IV HONORS**

Full year

5 Credits

Grades 11-12

This course is designed for highly motivated college bound students who have continued to demonstrate exceptional ability to learn a world language. Students at this level are expected to drive the curriculum and positively influence their peers through their curiosity, enthusiasm and desire to become more fluent speakers and writers of Spanish. Communication skills will be refined and expanded through lengthy speaking and writing opportunities using printed and online resources. This course includes extensive new vocabulary and advanced grammatical structures. Students communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening to explore cultural themes. Knowledge of Spanish culture and civilization will be expanded in order to attain a true understanding and appreciation not only of a world culture but of their own culture as well. Students will be expected to read independently from selected works of Spanish literature, as well as non-fiction. In addition to using sources from text, students will use technology, listen to podcasts, watch film clips in the target language, give in-depth presentations, read critically, analyze and synthesize information from various sources and write original and persuasive essays. Although this is not an AP course, supplemental resources are taken from materials typically used to prepare students for the AP Spanish Language and Culture exam. This course is conducted entirely in Spanish.

Prerequisite: Students must have a minimum average of 85 in Spanish III Honors and teacher or department chair recommendation.

### **316 SPANISH V HONORS**

Full year

5 Credits

Grade 12

This course is designed for highly motivated college bound students who have continued to demonstrate exceptional ability to learn a world language. Students at this level are expected to drive the curriculum and positively influence their peers through their curiosity, enthusiasm and desire to become more fluent speakers and writers of Spanish. Communication skills will be refined and expanded through lengthy speaking and writing opportunities using printed and online resources. This course includes extensive new vocabulary and advanced grammatical structures. Students communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening to explore cultural themes. Knowledge of Spanish culture and civilization will be expanded in order to attain a true understanding and appreciation not only of a world culture but of their own culture as well. Students will be expected to read independently from selected works of Spanish literature, as well as non-fiction. In addition to using sources from text, students will use technology, listen to podcasts, watch film clips in the target language, give in-depth presentations, read critically, analyze and synthesize information from various sources and write original and persuasive essays. Although this is not an AP course, supplemental resources are taken from materials typically used to prepare students for the AP Spanish Language and Culture exam. This course is conducted entirely in Spanish.

Prerequisite: Students must have a minimum average of 85 in Spanish IV Honors and teacher or department chair recommenda

# CarverPATHWAYS



The CMHS Pathways provide students with the opportunity to explore a wide variety of career opportunities. Our Pathways are made up of eight clusters focusing on skills related to the following careers: BioTech, Environmental/Agriculture, Wellness, Computer Science, Hospitality, Visual and Performing Arts, and Entrepreneurship. Within each cluster we have identified the skills thread and training to prepare students for a chosen career and college path. The following documents outline the scope and sequence of each pathway as well as a brochure and course descriptions. Although students are encouraged to identify a pathway by tenth grade, some courses can be taken by students not participating in a specific cluster.

Additional information on Pathways programs can also be found on the Carver Public Schools website at <https://carver.org/carver-home/about-us/middlehigh-school/carver-pathways/>

## **Manufacturing, Engineering and Technology Pathway (MET)**



The Manufacturing, Engineering and Technology (MET) Pathway is a great choice for students who are interested in learning how to design and make things! Students in this pathway will use the engineering design process to solve real-world problems and develop their skills in Computer-Aided Design (CAD), CNC manufacturing techniques, and programming. Courses in the MET pathway are project-based so students can expect to learn through hands-on work on things like robots, drones, rockets, and so much more while making connections with professionals in the field! Students will leave the pathway with many useful skills, industry credentials and internship experience leaving them well prepared for college and career opportunities in Manufacturing, Engineering and Technology.

### **Additional Information & Resources**

- [MET Pathway Website](#)



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## **Biotechnology Pathway**



The Biotechnology Pathway has been designed for students who have a passion for studying and understanding the human body. Each class in the pathway allows students to apply in-depth knowledge of concepts to real world conditions while developing strong critical thinking and collaboration skills. The Biotech courses focus on incorporating the most current technology, such as electrophoresis, PCR and CRISPR, into complex laboratory science. Throughout the pathway students will be introduced to various career fields that incorporate medical and life sciences in a variety of ways. Students will leave this program with an extensive list of resume building skills that will make them sought after candidates when entering the workforce, as well as prepare them for the requirements of rigorous undergraduate science courses and labs.

Link: [BioTechnology Pathway Website](#)

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## **Environmental and Agriculture Sciences Pathway (EAS)**



The Environmental/Agricultural pathway is tailored for students who love exploring the natural world. In this hands-on, field-based program, students will have opportunities to work with a variety of different plant and animal systems and ecosystems. Students will explore the variety of unique local resources including wetlands, marine environments, cranberry bogs and forests. Throughout the pathway students will be introduced to various career fields in the environment and agriculture sector. Students will also learn skills they can apply in future academic studies or careers, such as field sampling techniques, soil and water testing, laboratory skills, data analysis, and horticultural techniques.

### **Additional Information & Resources**

- [Environmental Agriculture Pathway Website](#)

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## **Health and Wellness Pathway**



The Wellness pathway is designed to provide students an opportunity to focus on the functional human body and the impact of mental, emotional, and physical health on a person's well being, while learning how to maintain a healthy lifestyle. When entering the wellness pathway, students will use new



and interactive technology to enhance their learning by working with heart rate monitors, brand new spin bikes, the iMuscle app, and have access to our updated weight room. While in this pathway, students will work in a dynamic learning environment that will give students an opportunity to comprehend the information in a classroom setting, and then apply that information to hands-on experiences in the gymnasium. Students will be exposed to a variety of career options such as athletic trainers, fitness trainers, first responders (police department, EMT, & Firefighters) nurses, and nutritionists. Upon completion of this pathway, students will become certified in First/Aid, CPR, and AED use.

### **Additional Information & Resources**

- [Health and Wellness Pathway Website](#)

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## **Computer Science Pathway (PLTW)**

The Computer Science pathway has been designed to “empower students to be technology trailblazers,” putting the coding and design into their hands. Using “Python” programming, MIT App Inventor, Vex Robotics, and other industry-rated offerings, students will engage with curriculum and activities from PROJECT LEAD THE WAY (PLTW), a nationally-recognized science program. The student experience will include coding their own video game through programming basics, creating apps to solve real-world problems, engaging in relevant cybersecurity issues and closing those vulnerabilities, all while understanding the connection to the industry. Students who complete the three PLTW courses during high school receive special designation on their transcripts, similar to Advanced Placement (AP) classes. The third of the three PLTW courses aligns with the College Board’s Computer Science AP standards and students would be prepared to take the AP exam at the end of the year.



### **Additional Information & Resources**

- [Computer Science Pathway Website](#)

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## **Culinary and Hospitality Pathway**

The Culinary and Hospitality Pathway has been designed for students who have a passion for culinary arts. The sequence of courses provide an opportunity for exploration and preparation for culinary school or a career in the culinary field. Students are exposed to Introduction to Culinary and International Foods courses which provide students with a basic understanding of cooking. Students participate in two years of the Pro Start curriculum with a focus on culinary techniques and management skills. Students transition into advanced culinary classes with a focus on restaurant management including, purchasing, menu creation, cost estimating and ultimately managing our in house cafe. Upon the completion of the Hospitality Pathway, students will be certified



in ServSafe and could be eligible for an apprenticeship through the Massachusetts Restaurant Association. The completion of the accredited Pro Start I and Pro Start 2 courses, provides articulation opportunities with several colleges throughout the nation.

### **Additional Information & Resources**

- [Culinary and Hospitality Pathways Website](#)

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## **Visual and Performing Arts Pathway (VPA)**

The Visual and Performing Arts Pathway provides students with varied opportunities to explore and develop their skills in diverse artistic mediums. Students will begin their Visual and Performing Art studies with basic, introductory classes that progress to more advanced methods throughout their high school career. Theatre students will have learning opportunities that include all aspects of theatre production and performance. Music students will be challenged with vocal, instrumental, and creativity based tracks that provide a solid foundation for collegiate music and beyond. Visual art students will have access to courses in traditional and digital mediums. As a whole, the VPA Pathway provides an enriched education in the arts, offers connections to collegiate and career tracks in the arts, and facilitates students' understanding of themselves and the world in which they live.



### **Additional Information & Resources**

- [Visual and Performing Arts Pathway Website](#)

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## **Clean Energy Pathway**

Clean Energy is a rapidly growing sector nationwide, especially in the state of Massachusetts. Students in this pathway will explore topics in the areas of clean transportation, offshore wind, high-performance building spaces, and the net zero grid in hands-on, project-based learning. Students will explore the types of careers available in this field. Their coursework will also develop skills in problem-solving, hands-on mechanical abilities, teamwork, and data analysis.



### **Additional Information & Resources**

- Clean Energy Pathway Website

## **SUPPORT PROGRAMS**

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### **DELTAS | *Grades 6-9***

The DELTAS provides special education support for students identified with significant intellectual disabilities as well as students who have Autism. Students receive specialized instruction to support the development of their daily living and basic academic skills. Students participate in this substantially separate program full time but will occasionally attend an inclusion allied arts class with program staff support.

### **Carver Alternative Program (CAP) | *Grades 9-12***

The CAP provides alternative/special education supports for students identified with significant social-emotional disabilities. Students receive specialized and individualized instruction to support their social-emotional needs. Students typically participate in this substantially separate program full time, but may participate in regular education classes with program staff support as needed. Within the CAP, classes are a combination of online courses as well as two teacher/adjustment counselor-led classes, as well as availability for student internships for upperclassmen.

### **Transition Assistance Program (TAP) | *Grades 7-12***

The TAP provides short-term clinical, academic, family, and care coordination support for students transitioning back to school after an absence of five days or more due to a mental health crisis or hospitalization. Students and families work with program staff to develop a plan for gradual re-entry to a full-time academic schedule.

### **Achieving Crusader Excellence (ACE) Graduation Assistance Program (GAP) *Grades 9-12***

The ACE/GAP provides supports for regular education and special education students. Students are referred to the GAP through ASSIST and/or Special Education IEP Team Meetings. The teams determine placement by looking at academics, home environment, behavioral issues, and social-emotional needs. Students receive specialized instruction to support their individual needs. Students participate within the program's Common/Study Skills Periods. Students attend inclusion classes for all academic areas with program staff support as needed.

### **HS Language Based Program | *Grades 9-12***

The Language Based Program provides special education supports for students identified with significant specific learning disabilities in reading and language based/communication disabilities. Students receive specialized instruction in reading and writing as well as availability to assistive technology to enhance students' independent reading skills. Students participate within the program's History Literature Arts Class, a Reading/Writing Class, and a Study Skills Class. Students attend inclusion math and science classes with program staff support.

### **Preparing Our Students for Transition (POST) | *Grades 9 - Age 22***

The POST Program provides special education supports for students identified with significant intellectual disabilities as well as students who have Autism. Students receive specialized instruction to support the development of their basic academic, daily living, vocational, and life skills. Students participate in this substantially separate program full time but will occasionally attend an inclusion allied arts class with program staff support as well as work at job/internship sites. Students within this program receive a Certificate of Attendance upon completion of the twelfth grade.

# CARVER MIDDLE HIGH SCHOOL

## Four Year Plan: High School Courses and Grades

Use this chart to make sure you are meeting graduation and college entrance requirements.

### FRESHMAN

	Course Title	Grade/Credit
English	_____	____/____
	_____	____/____
Math	_____	____/____
	_____	____/____
Science	_____	____/____
	_____	____/____
History	_____	____/____
	_____	____/____
World Language	_____	____/____
	_____	____/____
Electives	_____	____/____
	_____	____/____

### SOPHOMORE

	Course Title	Grade/Credit
English	_____	____/____
	_____	____/____
Math	_____	____/____
	_____	____/____
Science	_____	____/____
	_____	____/____
History	_____	____/____
	_____	____/____
World Language	_____	____/____
	_____	____/____
Electives	_____	____/____
	_____	____/____

### JUNIOR

	Course Title	Grade/Credit
English	_____	____/____
	_____	____/____
Math	_____	____/____
	_____	____/____
Science	_____	____/____
	_____	____/____
History	_____	____/____
	_____	____/____
World Language	_____	____/____
	_____	____/____
Electives	_____	____/____
	_____	____/____

### SENIOR

	Course Title	Grade/Credit
English	_____	____/____
	_____	____/____
Math	_____	____/____
	_____	____/____
Science	_____	____/____
	_____	____/____
History	_____	____/____
	_____	____/____
World Language	_____	____/____
	_____	____/____
Electives	_____	____/____
	_____	____/____