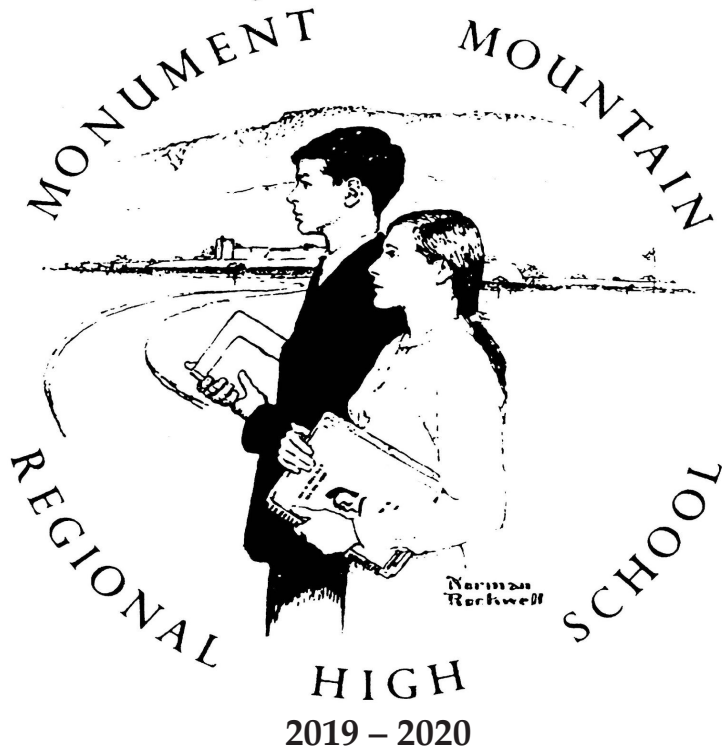


# Program of Studies



**BERKSHIRE HILLS REGIONAL SCHOOL DISTRICT**

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Dr. Diane Singer, Secretary  
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**MONUMENT MOUNTAIN REGIONAL HIGH SCHOOL**

Dr. Douglas Wine, Principal

Mr. Peter Falkowski, Assistant Principal

**GUIDANCE DEPARTMENT**

Mr. Michael Powell, Guidance Counselor

Ms. Libby Gray, Guidance Counselor

Ms. Marcie Velasco-Simmons, Guidance Counselor

Ms. Pamela Morehouse, School Adjustment Counselor

**CVTE COORDINATOR**

Mr. Sean Flynn

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## PROGRAM OF STUDIES

Dear Monument Mountain Regional High School Students,

With the reading of this Program of Studies, you begin the process of selecting and scheduling your educational program for the upcoming school year as well as setting a course of study for the years to come. Together with your parents and guidance counselor, you will be putting together an educational plan, a plan that can help to shape your future.

The MMRHS Program of Studies is developed through the cooperative efforts of all academic departments, guidance, and the administration. This Program of Studies outlines the courses that each department offers and graduation requirements as well. We are proud to be able to offer a wide range of academic, technical and vocational courses.

We encourage you to widen your scope of study to include both core courses and electives from a variety of disciplines to create a schedule that meets both our graduation requirements and your individual interests. It is our goal to provide you days at school in which you will find success and enjoyment in learning.

Again, give this Program of Studies your attention and consideration. The faculty, staff and administration of Monument Mountain Regional High School are committed to providing you a valuable and memorable educational experience.

Respectfully, and on behalf of the MMRHS Faculty and Administration,

*Douglas Wine*  
*Principal*

<b>EDUCATIONAL LEGISLATION</b>
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CHAPTER 766 / SPECIAL NEEDS REFERRAL POLICY

The Principal or Assistant Principal shall determine whether a referral should be made under Chapter 766 if any of the following conditions exist:

- a. Any child who at midyear presents a substantial risk of non-promotion. For purposes of this paragraph, a substantial risk of non-promotion shall be considered to exist if a child is failing in two or more non-elective subjects.
- b. Any child who fails to be promoted at the end of the year.
- c. Any child who has been suspended for more than five school days in any quarter or excluded from school.
- d. Any child who has been absent without a medical excuse for more than fifteen school days in any quarter.
- e. Any child, age sixteen through twenty-one, who is planning to leave school without a high school diploma.

TITLE IX / CHAPTER 622 REGULATIONS

In accordance with Title IX regulations of the Education amendments of 1972, and Chapter 622 of the General Laws of Massachusetts, Acts of 1971, the Berkshire Hills Regional School District restates its adherence to the following policies.

Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal Funds."

Chapter 622 of the General Laws states: "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

Information on Grievance Procedures for any of the above regulations is available as is any information relative to the regulations. For information, please contact:

**Mr. Peter Falkowski, Assistant Principal**

Title IX / Chapter 622 Coordinator  
Monument Mountain Regional High School  
Great Barrington, MA 01230  
Telephone: 413-528-3346

*Berkshire Hills Regional School District does not discriminate on the basis of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.*

## STATEMENT OF PHILOSOPHY

We, the faculty and administration of Monument Mountain Regional High School, seek to provide an educational experience that promotes intellectual growth, fosters a love of learning, and prepares students for the challenges, responsibilities and opportunities that they will face. Through cooperation with the home and the community, the school encourages students to know and understand themselves, their associates, their communities and the world. We nurture both individuality and respect for human dignity within a safe yet open environment.

The school offers diverse programs to cultivate our students' physical and mental awareness, to develop critical and creative thinking, and to encourage active involvement in society. Students have a voice in formulating school policies, in developing curricular and co-curricular activities and in designing independent learning experiences. Based upon the principles stated above, we believe that an important component of the educational process is to offer students the knowledge and experiences to empower them to shape their own values and conclusions.

## MISSION STATEMENT

The Monument Mountain Regional High School community creates opportunities that foster intellectual and personal growth and challenge all to become courageous learners, engaged citizens, and individuals of integrity.

## EXPECTATIONS FOR STUDENT PERFORMANCE

### ACADEMIC

1. Students will communicate effectively.
2. Students will locate, analyze, evaluate, and use information effectively and with integrity.
3. Students will make connections across disciplines and identify interrelations with life experiences.
4. Students will demonstrate creative and analytical thinking.

### SOCIAL:

1. Students will respect themselves and others.
2. Students will make informed decisions regarding their health and well-being.
3. Students will participate appropriately in school activities.

### CIVIC:

1. Students will contribute positively to the school community.
2. Students will contribute positively to the larger community.

## SCHOLASTIC INFORMATION

The course selection process for students at Monument Mountain Regional High School is one that is geared toward student growth. Students will select their program of study for the following school year in March. Prior to the actual selection, time is set aside for students to explore the various courses and to consult with teachers, counselors and parents.

Changes in programs can be accomplished in June and during the summer. Changes in programs, during the actual school year however, are difficult and many times impossible. Most course change requests will be made only for the following reasons: obvious scheduling errors, to meet graduation requirements and by administrator or teacher recommendation.

In planning your program each year, serious thought should be given to your post-high school plans. The kind of programs pursued in high school will affect school and college admissions as well as job opportunities available to you.

Students are strongly urged to select courses from all departments within the school rather than limiting your choices to one field. Experiencing a variety of programs may introduce you to a new area of interest never before considered as a possible career. Students in a college preparatory program, once college entrance requirements are fulfilled, are encouraged to take courses in art, business, family and consumer science and technology education. Business students, vocational students, and technology education majors should also explore possibilities within other departments of the high school. You will never know where your aptitudes or interests lie unless you allow yourself the opportunity to get involved in a variety of experiences.

Students who plan to enter college upon graduation must be certain that their courses reflect a challenge to their academic potential. Colleges look at the senior program carefully for signs of involvement in challenging courses of an academic nature.

### **COURSE CREDIT**

Any course that meets the equivalent of at least one period each day for five days each week for the full school year receives one unit of credit.

Any course that meets the equivalent of at least one period each day for five days each week for one-half of the school year receives .5 unit of credit.

Students who have successfully completed the following courses at Monument Valley Middle School or an equivalent middle school may receive credit toward high school graduation requirements as noted below:

Algebra I	1 Credit
Two years of French	1 Credit
Two years of Spanish	1 Credit

No credit will be given for completion of only one year of World Languages at the middle school level.

### **MINIMUM COURSE ENROLLMENT**

Insufficient enrollment may result in a course not being offered.

Students will enroll in a minimum of seven (7) courses each semester.

### **EQUAL ACCESS TO CURRICULUM**

All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.

Programs, services, and activities include, but are not limited to:

1. art and music;
2. vocational education, industrial arts, and consumer and homemaking education;
3. work study and employment opportunities;
4. counseling services available at all levels in the district;

5. health services;
6. transportation;
7. recess and physical education, including adapted physical education;
8. athletics and recreational activities;
9. school-sponsored groups or clubs;
10. meals.

<b>GRADUATION REQUIREMENTS</b>
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All students must earn a minimum number of credits in the following subject areas:

COURSES	CREDITS
English	4
Social Studies <sup>(1)</sup>	3
Science <sup>(2)</sup>	3
Mathematics	3
Health and Wellness	1.5
The Arts <sup>(3)</sup>	1
Career – Technical – Vocational (CVTE) <sup>(4)</sup>	1

Required Credits . . . . . 16.5

Elective Credits . . . . . 7

Total Credits Needed . . . . . 23.5

<sup>(1)</sup> *Social Studies 9 and U.S. History are required.*

<sup>(2)</sup> *All students must take biology, a physical science, and a third science of his or her choice. It is recommended that students take three lab courses during their high school career.*

<sup>(3)</sup> *One full credit must be attained in one or a combination of the following courses:*

<b>Art</b>	<b>Music</b>	<b>Drama</b>
Advanced Art	Band	Acting and Directing
Portfolio	Chorus	Advanced Drama
Ceramics I, II	Music Theory I, II	
Design & Computer Graphics	Orchestra	
Foundation Art I	Intro to Piano	
Sculpture/3D Design I		
Drawing		
Painting and Print Making		
Photography		

<sup>(4)</sup> *Students must earn 1 credit in one or more of the following CVTE courses:*

Computer Management	Exploring Childhood	Pre-K Program
Programming w/Python	Woodworking Tech I	Woodworking Tech II
Web Page Design	Culinary	Intro to Mechanics
Photography	Automotive Technology	Design & Computer Graphics
MMTV		

Elective credits may be earned in any of the courses of study offered at Monument.



<b>ADMISSION STANDARDS TO MASSACHUSETTS COLLEGES and UNIVERSITIES</b>
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**ADMISSION STANDARDS TO MASSACHUSETTS STATE INSTITUTIONS**

The admissions standards for the state universities and University of Massachusetts emphasize strong academic preparation while in high school. These standards represent minimum requirements; meeting them does not guarantee admission, since college officials consider a wide range of factors in admissions decisions.

The admissions standards for freshmen applicants to the state universities and University of Massachusetts have several components:

- fulfillment of all requirements for the high school diploma or its equivalent;
- submission of an SAT or ACT score when GPA is below 3.0 (see below for scale);
- 16 required academic courses; and
- minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application.

For a thorough guide to help understand the minimum standards for admission to the Commonwealth’s four-year public institutions go to: <http://www.mass.edu/rd2014/shared/admissions/admissionsstandards.pdf>

The following is the Conversion Table used for MMRHS students when computing a GPA:

98 – 100	A+	78 – 79	C+
93 – 97	A	73 – 77	C
90 – 92	A-	70 – 72	C-
88 – 89	B+	68 – 69	D+
83 – 87	B	65 – 67	D
80 – 82	B-	0 – 64	F

*Adopted 2008*

**Sliding Scale for Freshman Applicants to UMass whose GPA is **below a 3.0****

Weighted High School GPA	Combined SAT-I V&M Must Equal or Exceed (ACT Equivalent in Italics)
2.51-2.99	950 (20)
2.41-2.50	990 (21)
2.31-2.40	1030 (22)
2.21-2.30	1070 (23)
2.11-2.20	1110 (24)
2.00-2.10	1150 (25)

<b>COURSE DESIGNATIONS</b>
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Courses are weighted differently when determining the Grade Point average at Monument Mountain. Currently, there are four weights:

- Standard = 1.0,
- College preparatory = 1.05,
- Honors = 1.10, and
- Advanced = 1.15

The “weight” is a multiplier that identifies the level of rigor in a curriculum. The higher the level of the course often indicates a faster pace, more homework, or more independent time spent out of school to learn the curriculum.

Course placement for transfer students is determined by guidance counselors and the principal, using the student transcript and course descriptions outlined by the student's former school.

All courses below follow standards to prepare students for successful careers and college opportunities.

**STANDARD/FUNDAMENTAL**

**Independent Educational Experience**

Independent Study  
Internship  
Links  
WISE

**Art**

Ceramics I, II  
Foundation Art I  
Sculpture/3D Design  
Design and Computer Graphics

**Business**

Web Page Design

**Computers**

Programming with Python

**Social Studies**

Berkshire History  
Civics

**General**

Learning Lab

**Mathematics**

Financial Algebra I, II  
Fundamentals of Algebra 1  
Fundamentals of Geometry

**Science**

Biology  
Chemistry  
Physics

**Music**

Band  
Chorus  
Orchestra  
Intro to Piano

**P.E./Health and Wellness**

Physical Education  
Alternate PE  
People and Their Environment  
Discovering Wellness

**Family & Consumer Science**

Culinary  
Exploring Childhood  
Pre-K Program

**CVTE Vocational Education**

Automotive  
Horticulture

**CVTE Technology Education**

Wood Technology I  
Wood Technology II

## COLLEGE PREPARATORY

### Art

Drawing  
Advanced Art  
Painting and Printmaking

### Computers

Exploring Computer Science  
Computer Management  
Programming with Python  
PLTW - Computer Science Essentials

### English

English 9, 10 (Level 2)  
11th, 12<sup>th</sup> Grade Electives

### Independent Educational Experience

Independent Study  
The Independent Project

### Mathematics

Algebra I, II  
Geometry  
Pre-Calculus  
Calculus  
Accounting  
Probability  
Statistics

### English

English 9, 10  
Fact and Fiction  
11th, 12th Grade electives

### World Languages

French III  
French Culture  
Spanish II, III, IV, V  
Latin and Comparative Languages

### Math

Honors Algebra I, II  
Honors Geometry  
Honors Pre-calculus

### Music

Music Theory

### Science

Anatomy and Physiology  
Biology  
Chemistry  
Physics  
Science & Technology  
Introduction to Engineering Design

### Social Studies

Current Issues  
Life and Death  
Politics  
Psychology I  
Social Studies I (Level 2)  
U.S. History (Level 2)  
Social Studies Projects

### Drama

Acting and Directing I  
Advanced Drama

### World Languages

French I, II  
Spanish I, II

## HONORS

### Science

Honors Chemistry  
Honors Physics  
Honors Biology  
Honors Anatomy and Physiology

### Independent Educational Experience

Independent Studies

### Social Studies

Psychology II  
Social Studies I Honors  
Sociology  
U.S. History Honors  
Fact and Fiction  
Philosophy

## ADVANCED & ADVANCED PLACEMENT

### **Art**

Portfolio

### **English**

AP English Language and Composition

AP English Literature and Composition

Journalism II

### **World Languages**

AP French

AP Spanish

### **Science**

AP Biology

AP Chemistry

AP Physics

### **Social Studies**

Psychology III

AP United States History

Modern European History

### **Mathematics**

AP Calculus

## ART

The goal of the MMRHS Fine Arts Program is to prepare students to become competent visual thinkers, risk takers, and creative problem solvers. Students will discover their own personal aesthetic and will be able to communicate their own expression. Knowing how to communicate through art is important to every student's future. Our world is utilizing more and more visual communication in a variety of materials and media.

Students learn to develop skills needed to communicate visual ideas in an effective way. Specifically, students have an opportunity to explore and master visual skills through a broad range of sequential courses using a wide variety of traditional materials in drawing, painting, design work, ceramics, sculpture, as well as photography and computer graphics.

The interests of all students can be explored and mastered through a wide variety of art courses that we offer. Students in every course have the opportunity to submit their artwork to local, regional, and national art competitions.

One credit fulfills the graduation arts requirement.

### **FOUNDATION ART**

Grades 9-12

Credit: .5

Prerequisite: None

Foundation Art 1 is a 1 semester course that introduces students to a variety of fine art-making processes and materials. Students develop technical, conceptual and creative problem-solving skills. The course explores drawing, painting, sculpture, mixed media and clay. This course teaches an understanding of the elements of art and principles of design and color as well as teaching students to become familiar with art styles, history, criticism.

### **DRAWING**

Grades 10-12

Credit: .5

Prerequisite: Foundation Art I

In this course, students will expand on drawing techniques acquired in FA and will focus on pure drawing methods in all forms of media. Classic drawing techniques and methods of the Masters will be explored, with an emphasis on drawing from life. The first steps in drawing techniques will be on training the human eye to truly 'see' the subject being drawn. Emphasis will be on obtaining realism of the human form, gesture and action drawings, landscapes, technical and perspective drawings, still life and contour drawing, and line techniques. Students will work in pencil, pen and ink, charcoal, conte, oil sticks and pastels. Students will also maintain a sketchbook along with weekly drawing exercises.

### **PAINTING AND PRINTMAKING**

Grades 11-12

Credit: .5

Prerequisite: Approval by the Art Department

This one semester course will enable students to pursue painting and printing techniques and styles in an in-depth manner and will include working from observation and imagination. Understand techniques in both disciplines plus emphasis on color theory will be the core to this course. Students will be painting with acrylics, oil and water color. They will be doing hand printing and also using the printing press. We will also explore mono printing, dry point etching, embossing and collograph.

Students will be encouraged to experiment creatively throughout the course. In addition to developing their technical skills, students will be challenged to think critically and creatively about their own work and the work of their peers. They will be expected to participate actively in class critiques and discussions.

**ADVANCED ART**

Grades 10-12

Credit: .5

Prerequisite: Foundation Art I

In Advanced Art, students raise established basic art skills to a higher level through creative thinking and problem solving. An in-depth study of techniques and concepts is made in drawing and painting. In addition, students are exposed to 3-D design. There is an emphasis on technique, craftsmanship, and presentation of work in learning the process of making art. Through the process, a creative personal style emerges.

There is further study of art styles, history, and criticism as a source of inspiration, and to develop artistic judgment.

Advanced Art students are invited to attend professional level workshops in addition to experiencing enrichment activities mentioned in the introduction to art courses.

An introduction to art career opportunities is also presented.

**SCULPTURE/3D DESIGN I**

Grades 10-12

Credit: .5

Prerequisite: Foundation Art I

In this course, students design, imagine, solve, experience, and produce through their hands. Students first learn how to create sculptural objects based on the basic art concepts learned in Foundation I and II. Then students additionally learn three-dimensional concepts and the techniques to control materials such as paper, wire, straws, thread, plaster, wood, and other materials in the 3D form.

This course teaches students to make different materials suit various needs in a variety of projects. For inspiration, students study sculptors from ancient to modern times.

**CERAMICS I**

Grades 10-12

Credit: .5

Prerequisite: Foundation Art I

In this course students learn to appreciate the process of building, coloring, and firing clay based on concepts learned in Foundation Art I and II. Students learn hand-building techniques using the methods of coil/additive, molds, slab, and pinching in creating practical and sculptural pieces. A focus is made on the technical processes of glazing and firing clay.

**CERAMICS II**

Grades 10-12

Credit: .5

Prerequisite: Ceramics I

Ceramics II allows time for the dedicated ceramist to further develop and refine the skills begun in Ceramics I. Students continue to utilize slab, coil, and reductive process while also incorporating new techniques such as slip molds, stackable structures, and larger mosaics. Alternative styles of coloring ceramics are also explored such as oxide stains and slip glazes.

The creative process is emphasized and stretched as the student risks failure to find success. Students are invited to explore the unlimited possibilities of ceramics.

**DESIGN COMPUTER GRAPHICS**

Grade 10-12

Credit: .5

Prerequisite: 1 Credit of Visual Art

This course focuses on the role of design in visual communication and the use of the computer as a design tool. We begin with a comprehensive study of design elements and principles as a basic means of organizing two-dimensional space. We also look at how the world of advertising uses the elements and principles to communicate and persuade its

audience. Using Adobe Creative Suite we learn the basics of both vector and raster based images. We spend most of our time with Illustrator and Photoshop. One project will use InDesign a page layout program. In addition, the class often works with local businesses and organizations, to produce promotional materials to support the mission of the business or organization.

**INTRODUCTION TO PHOTOGRAPHY**

Credit: .5

Grades 10-12

Prerequisite: 1 Full Credit Visual Art

Introduction to Photography students learn how cameras capture light, how to compose a compelling photograph that communicates effectively, how to use any digital camera, and how it use Photoshop, iPhoto and internet based photo storage websites. Students start with a brief lesson on the history and evolution of Photography and how the technology has changed and shaped the society in which we live. They will explore analogue (use of a darkroom) photography through a “pinhole” camera project. The majority of the course will focus on digital cameras, photographic concepts such as composition, storytelling and image perception. As a final project, students will create a body of photographs that illustrate their photographic skills and knowledge. The “body of work” will have a theme that visually investigates an idea, event, place or thing that they find meaningful. Although not required, it would be helpful to have use of a digital camera or smartphone. Students who do not have access to a camera may borrow one from the school.

**PORTFOLIO**

Credit: .5

Grades 11-12

Prerequisite: 2 Credits of Visual Art, or approval by the Art Department

Portfolio is a course for Architecture, Fine Art and Photography students that are interested in creating a significant body of artwork. Students will choose their own ideas, define the parameters, necessary medium and techniques to effectively communicate what it is that they are expressing. Emphasis will be put on evolution and development of ideas and creative problem solving within their own defined parameters.

The course is designed to start in the spring semester of your junior year and continue through the fall semester of your senior year so that portfolios are ready for college applications. Summer work will be expected. Art teacher permission is required.

<b>MUSIC</b>
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The objective of the music program is to offer a variety of opportunities for students to become involved with music. One of the best ways to experience music is through participation in a performing group such as Chorus, Band or Orchestra. While excellence in performance is indeed an important goal for these groups, their primary function is the development of MUSICIANSHIP in each student. This includes the various skills needed for successful music making, as well as a basic knowledge of music composition and history.

In addition to the performing groups, the music department offers a number of academic courses in music. These courses will offer the students who do not sing or play an instrument a chance to learn something about the art of music, as well as giving the opportunity for performing musicians to broaden their knowledge and widen their understanding of music.

It should be noted that, according to Massachusetts Music Educators Association bylaws, any student wishing to audition for Honors Ensembles, such as Western Massachusetts District and All-State performing groups must be a member of their school's respective group for which they are auditioning.

**BAND**  
Grades 9-12

Credit: 1  
Prerequisite: None

The band offers the student an opportunity to study instrumental music through participation in a performing group. The band performs at a variety of events including concerts, festivals, parades and football halftime shows. Each band member is expected to practice on a regular basis in addition to attending rehearsals, sectionals and performances. Private study is encouraged whenever possible. The goal of the band program is to provide each student with the best possible experience with music through the pursuit of group excellence.

**CHORUS**  
Grades 9-12

Credit: 1  
Prerequisite: None

This course provides students with the opportunity to study vocal music through participation in a performing ensemble. The chorus performs repertoire in a variety of language and styles. Students will work on developing skills for proper vocal technique and sight-reading and will also learn the fundamentals of music theory. Attendance at all scheduled concerts and rehearsals is expected and concert dress is required for all scheduled performances. The goal of the choral program is to provide each student with the best possible musical experience.

**ORCHESTRA**  
Grades 9-12

Credit: 1  
Prerequisite: None

Orchestra provides the student musician the opportunity to study and perform a wide variety of music from the standard orchestral repertoire, as well as arrangements of compositions taken from folk music, jazz, Broadway and popular idioms. Emphasis will be placed on learning bowing, phrasing and listening skills. More advanced wind and brass players have the opportunity to develop their solo and small ensemble skills by joining with the strings to perform full orchestra compositions.

**MUSIC THEORY I, II**  
Grades 9-12

Credit: 1  
Prerequisite: Music Theory I - None  
Music Theory II – Music Theory I or Pre-approval

Music Theory teaches music literacy through the study of pitch, rhythm, intervals, harmony, ear training and composition. Students will also work in the technology lab and will have exposure to the music notation software, *Sibelius*.

**INTRO TO PIANO**  
Grades 9-12

Credit: .5  
Prerequisite: None

Intro to Piano is a semester-long music course open to any students interested in learning to play the piano. Students will learn basic piano skills through teacher-guided lessons and daily individual practice. They will learn to read pitches and rhythms, to write and play major scales, and to write and play chord progressions. Students will study melodic and harmonic structure and will begin to learn music arranging and composition.



## ENGLISH

In an increasingly complex world, the ability to read and evaluate information is essential. The English department's goal is to develop our students' skills in a variety of areas, including reading, writing, and public speaking, discussion, and media analysis.

All ninth and tenth grade students will receive a complete course in English including work on literature, writing, discussion, public speaking, grammar, and vocabulary. Acting and Directing, Advanced Drama, and Journalism are electives. Eleventh and twelfth graders choose from a variety of electives to fulfill their third and fourth years of required English credits.

### 9<sup>th</sup> and 10<sup>th</sup> GRADE COURSE OFFERINGS

#### **ENGLISH 9**

Credit: 1

Prerequisite: English 8

The ninth grade English course provides students with skills in many aspects of English including reading, writing, grammar, speaking and listening. The first year will give students a foundation for the next three years of English.

#### **ENGLISH 10**

Credits: 1

Prerequisite: English 9

In grade 10 English, students will continue to develop the skills begun in grade 9. American novels, plays, poetry, short stories and non-fiction will be assigned. Composition skills are emphasized in preparation for the MCAS test in the spring of the tenth-grade year.

#### **FACT AND FICTION: THE HISTORY AND LITERATURE OF AMERICA**

Grade 10

Credits: 1 English, 1 Social Studies

Prerequisite: None

Fact and Fiction is a team-taught, double-period course staffed by one English and one Social Studies teacher. It offers an integrated approach to the study of American history and literature from the colonial period up through contemporary times—focusing primarily on the study of historical texts, essays, short stories, novels, poems, and plays, and including film, the fine arts, music, television, emerging media, and the performing arts. The topics are organized chronologically, beginning with the colonial experience, followed by a study of the revolutionary era, antebellum America, the Civil War and Reconstruction period, the modernization of America that took place in the late 19<sup>th</sup> century, and ending with a comprehensive examination of 20<sup>th</sup> century American history, society, and culture. The particular materials, texts, and approaches will be distributed in a balanced manner so that the students are able to examine and explore the American experience and condition from a wide variety of perspectives.

### 11<sup>TH</sup> and 12<sup>TH</sup> GRADE COURSE OFFERINGS

#### **CONTEMPORARY FICTION AND GRAPHIC NOVELS**

Grades 11 - 12

Credits: .5

Prerequisite: English 10

College Prep Students will explore contemporary fiction and the graphic novel from the three angles of reading, critical writing, and creative writing. They will identify and analyze points of view, patterns of imagery, symbolism, themes, mood and tone. They will relate the fiction to the seminal ideas of our time. They will analyze, evaluate and apply

knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes. They will engage in different types of writing: analytical essays, journals and creative pieces.

**CONTEMPORARY NON-FICTION**

Grades 11 - 12

Credits: .5

Prerequisite: English 10

Students will explore contemporary non-fiction from the three angles of reading, critical writing, and creative writing. They will read selections of different kinds of non-fiction: biography, autobiography, travel, memoir, science and nature writing, journalism, etc. They will identify, analyze and evaluate the logic and use of evidence in an author's argument, characteristics of genre, and an author's use of rhetorical devices. They will write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs and logical argumentation. They will use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience and form when completing expressive, persuasive or literary writing assignments.

**POETRY**

Grades 11 - 12

Credits: .5

Prerequisite: English 10

Students in this course will explore poetry from the three angles of reading, critical writing, and creative writing. Students will read a range of both formal and free verse from different eras and cultures, learning to identify poetic techniques and exploring the genre of poetry through a range of lenses, including theme, imagery, aural effects, and form. Memorization and oral delivery of poems (one's own and others') will also be addressed. Students will develop their critical vocabulary and skills, and learn strategies for interpreting others' text, generating one's own ideas, developing personally meaningful material, and revising effectively.

**SCIENCE FICTION AND FANTASY**

Grades 11 - 12

Credits: .5

Prerequisite: English 10

Students in this course will explore science fiction and fantasy literature from the three angles of reading, critical writing, and creative writing, considering them as a way to enter the discussion on change/future and hopefully become tomorrow's problem solvers. This course will expose students to texts rich in storytelling and speculative imaginings. Students will read works of Wells, Verne, Tolkien, Lewis, and others, and consider the role of science fiction/fantasy from time past – as if exploring another world. Students will predict possible alternatives for the future and think about their own futures and the effects of change upon their own lives.

**SHORT FICTION**

Grades 11 - 12

Credits: .5

Prerequisite: English 10

Students in this course will explore Short Fiction from the three angles of reading, critical writing, and creative writing. Students will study the "brief prose tale" as Edgar Allen Poe referred to the genre in order to gain a better understanding of the elements of fiction (plot, setting, character, structure, and idea or theme), perfect writing skills in both analytical and creative styles, and develop an appreciation for the language and skill necessary to craft a short piece of fiction that reflects the human experience. The course will expand students' critical vocabulary and their skills of constructive criticism, and will teach strategies for interpreting others' text, generating one's own ideas, developing personally meaningful material, and revising effectively.

**MYTH, FOLKLORE, & STORYTELLING**

Grades 11 - 12

Credits: .5

Prerequisite: English 10

The course will feature a range of folklore and myths from across the globe. The students will be viewing the selected myths and folklore through multiple critical lenses, and from the three angles of reading, critical writing, and creative writing. Students will also research the societies from which the myths and folklore grew. After the students have built a solid foundation in myth and folklore, the course will then focus on how core mythological themes, concepts, and patterns are imbedded in creative fiction in various forms. Students will gain an understanding and appreciation of the evolution of mythology and folklore. They will be able to synthesize the crucial shared storytelling attributes that link together handed-down oral legends, classic authors such as Shakespeare, de Vega and Goethe, and modern film sagas and television programs. Students will hone their writing skills, assemble a thorough critical vocabulary, and strengthen their understanding of salient concepts, by engaging in a variety of formal and informal assessments and other activities.

**FILM, MEDIA, AND DRAMA**

Grades 11 - 12

Credits: .5

Prerequisite: English 10

Students in this course will explore how stories are transformed into affecting emotional and intellectual experiences for the viewer. Students will study a range of films, plays, and non-fiction documentaries while honing their analytical and creative writing abilities. Students will also take an active role in shaping their research projects in the areas of film study and collaborative filmmaking.

**ADVANCED ENGLISH PROJECTS**

Grades 11 - 12

Credits: .5

Prerequisites: 2 successful semesters of English at the 11<sup>th</sup>/12<sup>th</sup> grade level, and a serious interest in pursuing an independent writing project.

This is a semester course (0.5 credits) for 11<sup>th</sup> and 12<sup>th</sup> graders, offered for Honors or Advanced level credit, by contract with the student. Students opting for Advanced credit would be expected to complete an additional critical research paper on work within the genre of their projects.

Students in this course will pursue independent writing projects, while participating in a collaborative class experience that will use reading, discussion, critical writing, conferencing, and peer critical workshops to develop skills and understanding. The projects may be poetry, fiction, non-fiction, or drama. Students will develop critical vocabulary and skills, as well as strategies for interpreting others' text, developing personally meaningful material, and revising effectively.

To be eligible to take the course for Advanced credit, students must submit a letter describing their intended project and its genesis and importance to them (letters to be reviewed by the prospective teacher) and meet at least two of the following three criteria: 1. strongest recommendation of current teacher; 2. strongest rating on project proposal letter; 3. at least the following current grade average in English: 85 in AP, 90 in Honors, or 95 in CP.

**JOURNALISM I**

Grades 11 - 12

Credits: .5

Prerequisite: English 10

The journalism elective provides basic training in all the fundamentals of text journalism, and in some elements of broadcast journalism. Students begin by learning interviewing basics and the vocabulary of journalism. They then proceed to read and write each kind of major journalistic story, including Q&A's, profiles, features, reviews, op-eds, sports stories, hard news, and soft news. Meanwhile, the students of the journalism course also serve as the principal reporters for *The Maroon Tribune*, providing regular content for the web site [www.maroontribune.com](http://www.maroontribune.com). Throughout the course of the semester, students also practice broadcast journalism through a newsroom activity, and through the production of their own television feature story.

**JOURNALISM II**

Grades 11 - 12

Credits: .5

Prerequisite: Journalism I

This semester or year long course is for those students who have excelled in journalism, and who want to continue their practice of journalism in a more advanced capacity.

Some students in this course will serve as editorial staff members of *The Maroon Tribune* (as editors in chief, for instance, or as copy editors or section editors). Their responsibilities will range from writing pieces of their own, to overseeing and maintaining their sections at large, to assigning and editing stories. Other students in this course will not work in a managerial capacity, but will instead pursue their own individual interests in the field of journalism. This could range from creating television feature stories, to writing a political or technology column, to creating and editing photography. All pursuits, of course, will contribute directly to *The Maroon Tribune*.

To be eligible to take the course for Advanced credit, students must submit a letter describing their intended project and its genesis and importance to them (letters to be reviewed by the prospective teacher) and meet at least two of the following three criteria: 1. strongest recommendation of current teacher; 2. strongest rating on project proposal letter; 3. at least the following current grade average in English: 85 in AP, 90 in Honors, or 95 in CP.

**ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

Grades 11 - 12

Credits: 1

Prerequisite: English 10

AP Language and Composition is a full-year course offered to eleventh and twelfth grade students at Monument Mountain. The emphasis of the course is on developing an advanced understanding of writers' rhetorical tools, learning how to do close-reading rhetorical analysis and to use these techniques in students' own analytical, persuasive, and creative writing. This is a college level course, and students are asked to undertake rigorous exercises in analysis and effective expression. Summer reading and writing are required in advance of the course. Students are encouraged to take the Advanced Placement Exam in May.

**ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**

Grades 11 - 12

Credits: 1

Prerequisite: English 10

AP Literature and Composition is a full-year course offered to eleventh and twelfth grade students at Monument Mountain. A student who elects this course should demonstrate superior aptitude for reading literature perceptively and for cogently expressing his or her responses to that literature. The primary reading material for the course includes novels, short fiction, poetry, and drama. This is a college level course, and students are asked to undertake rigorous exercises in analysis and effective expression. Summer reading and writing are required in advance of the course. Students are encouraged to take the Advanced Placement Exam in May.

**DRAMA ELECTIVES****ACTING AND DIRECTING**

Grades 9-12

Credit: 1

Prerequisite: None

In this course, students will become acquainted with basic theater arts and stagecraft. The class gives students a thorough background in acting and performance, from improvisation to stand-up comedy and from scene work to complete plays. Participants will also hone their directing and technical skills, from lights to set design and costumes to props. The history of theatre and varied approaches to movement, voice and technique are covered through text analysis, peer and teacher critiques, and the creation of original theatrical works.

**ADVANCED DRAMA**

Credit: .5

Grades 10-12

Prerequisite: Acting and Directing or Permission of Instructor

This is an advanced course in Theatre Arts. The expectation is that students taking the course are familiar with and experienced in various aspects of the theatre, from acting expertise to production excellence. Students are required to produce one play per semester. Plays will range in style from the tragic to the comic and from the classical to the modern.

Note: Any interested student may elect Acting and Directing or Advanced Drama in addition to his/her regular English course.

**ENGLISH LANGUAGE EDUCATION (ELE) PROGRAM**

There are students enroll in school whose native language is not English. This program is designed for students known as English Learners (ELs). An EL is defined as: a child who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.

- 1.) A student who does not speak English or whose native language is not English, and
- 2.) A student who is not currently able to perform ordinary classroom work in English.

The goal of the ELE Program is to support the progress of Limited English Proficient students in the four language domains of reading, writing, listening and speaking in English so that they will be able to perform successfully in the classroom, pass the MCAS, and graduate from high school.

The ELE Program assesses non-native speakers of English in English Language Proficiency, placing students into one of five levels: Level 1 - Entering, Level 2 - Beginning, Level 3 - Developing, Level 4 - Expanding, or Level 5 - Bridging.

**Seal of Biliteracy**

If a student speaks another language at home and has earned either a level 4 on the placement test or a 240 or higher on the English MCAS, the student may attempt to earn the Seal of Biliteracy by taking the AAPPL test in the world language they speak at home to determine the level of proficiency according to the The American Council on the Teaching of Foreign Languages (ACTFL) Guidelines. Upon achieving a score of Intermediate-High or greater, the student will be awarded a Seal of Biliteracy on the diploma.

**ENGLISH AS A SECOND LANGUAGE**

Credit: 1

Grades 9-12

Prerequisite: none

Skills are developed in the four domains of reading, writing, speaking, and listening through instruction from a certified English as a Second Language teacher. All instruction and materials are in English. The number of hours of instruction per day varies according to English proficiency level and instruction continues until students reach proficiency as defined by state assessment.

**ENGLISH AS A SECOND LANGUAGE SUPPORT**

Credit: .5

Grades 9-12

Prerequisite: none

Classes are conducted to assist the English Learner in content area class work. Assistance may be provided in research, writing, computer, citation, and other areas in order to help students understand and participate in their academic subjects. Classroom teachers work in consultation with the ESL teacher to assist the student in class work.

## MATHEMATICS

The Mathematics Department of MMRHS believes a strong mathematics program emphasizes problem solving, communicating, reasoning and making connections to real life problems. The curriculum offers students opportunities to learn important mathematical concepts and procedures with understanding. Our teachers help students make, refine, and explore conjectures on the basis of evidence and use of a variety of reasoning techniques to confirm or disprove those conjectures. Students are expected to work productively and reflectively, whether alone or in groups, with the guidance of their teachers.

Sequence leading to post-secondary options including the workforce, certificate programs, technical schools and associate degrees:

Fundamentals of Algebra I  
Fundamentals of Geometry  
Financial Algebra

Sequence leading toward a 4-year college program:

Algebra I  
Geometry  
Algebra II  
Pre-calculus

Sequence leading toward Math and Science related careers:

Algebra I (8th grade)  
Honors Geometry (9th grade)  
Honors Algebra II  
Honors Pre-calculus  
Advanced Placement Calculus or Calculus

Electives:

Probability  
Statistics  
Accounting

**ALGEBRA I**  
Grades 9-12

Credit: 1  
Prerequisite: None

The first mathematics course for college-bound students, Algebra is taught through systematic instruction emphasizing skills and reasoning and provides a strong background for all future mathematics.

**GEOMETRY**  
Grades 10-12

Credit: 1  
Prerequisite: Algebra I

This course is designed to build on basic algebraic concepts in order to give students a background in basic geometry. Topics include coordinate geometry, congruence and similarity, right triangle trigonometry, and polygon measurement. Supplemental concepts include informal proof and conic sections. Students will explore geometric concepts and relationships with hands-on activities and the use of technology.

**ALGEBRA II**  
Grades 11-12

Credit: 1  
Prerequisite: Algebra I

This course is designed to review and delve more deeply into topics from Algebra I. The course explores systems of linear equations, matrices, quadratics, polynomials, rational expressions, and exponential functions. Additional topics include logarithms and rational functions.

**PRECALCULUS**  
Grade 11

Credit: 1  
Prerequisite: Algebra II

This course is the fourth course of the CP sequence in mathematics. It is designed to prepare students for college mathematics and is writing intensive. Topics in the first half of the year include polynomial and rational functions and asymptotic behavior, sequences and series, and logarithmic equations. Topics in the second half of the year include basic trigonometry, the unit circle, trigonometric equations and identities, and graphing of trigonometric functions.

**FUNDAMENTALS OF ALGEBRA I**  
Grades 9-12

Credit: 1  
Prerequisite: None

Fundamentals of Algebra I teaches the basic concepts of algebra in a step-by-step approach and meets the standards set by the National Council of Teachers of mathematics. Students will be given time and support to build a solid understanding of concepts that will be explored further in future classes as well as developing an understanding of how algebra connects to the real world.

**FUNDAMENTALS OF GEOMETRY**  
Grades 10-12

Credit: 1  
Prerequisite: Algebra I

Fundamentals of Geometry is designed to teach students informal geometry. Students will explore geometric concepts and relationships with hands on activities and the use of technology.

**FINANCIAL ALGEBRA I: PERSONAL FINANCE**  
Grades 11-12

Credit: 1  
Prerequisite: One credit in mathematics

This course consists of a series of topics that emphasize the application of mathematical principles in the context of personal finance. The course covers employment, paystubs, banking and banks, budgeting, credit cards, income taxes, retirement and other topics. The goal of the course is to empower students to be able to make informed everyday financial decisions.

**FINANCIAL ALGEBRA II: CONSUMER AND BUSINESS**  
Grades 11-12

Credit: 1  
Prerequisite: One credit in mathematics

Consumer and Business Finance is designed to help students understand the mathematical principles in the marketplace. The course covers: money, types of businesses, making predictions, law of diminishing returns, unemployment, consumer price index, GDP, business cycles, and other related topics. Over the entire course, students will develop a fictitious business plan that will be used as a final exam.

**ACCOUNTING**

Grades 10-12

Credit: 1

Prerequisite: None

As owners and employees in the business world, a background in accounting and finance is essential to build a strong foundation for your career. Topics include payroll, taxes, preparing financial statements, understanding financial concepts (annuities, depreciation, amortization, rate of return) and statement analysis. College preparatory students interested in Business Administration and Finance should take this course to obtain skills/experience for continuance in business careers.

**HONORS GEOMETRY**

Grades 9-12

Credit: 1

Prerequisite: Honors Algebra I

This full year course will help the student make the transition from concrete to conceptual mathematics. Comprehensive in scope, this course explores mathematical proof techniques. Problem-solving strategies develop vital reasoning skills and help students prepare for college entrance exams.

**HONORS ALGEBRA II**

Grades 10-12

Department Recommendation

Credit: 1

Prerequisite: Algebra I in 8th Grade or

Algebra I skills are further developed to explore the concepts involved in more advanced mathematics studies. After a thorough review of Algebra I principles in greater complexity, the concepts of function and functional notation are applied to quadratic, exponential and logarithmic relations. Additional topics include an introduction to conic sections, sequences and series, and probability and statistics.

**HONORS PRECALCULUS**

Grades 11-12

Credit: 1

Prerequisite: Honors Algebra II

This is a full year course in introductory analysis for the mathematically-inclined and a preparation for Calculus. The course content includes elementary functions and their limits, trigonometry, sequences, series, data analysis and probability. Graphing calculators are used extensively in this course.

**CALCULUS**

Grade 12

Credit: 1

Prerequisite: Advanced Mathematics or Pre-calculus (88 average or above)

This course is designed for the above average mathematics student in their senior year. Students will learn to use derivatives and integrals to solve a wide variety of problems. This course will cover many of the topics in AP Calculus but done on a less rigorous basis. No advanced placement credit will be given for this course.

**ADVANCED PLACEMENT CALCULUS**

Grade 12

Credit: 1

Prerequisite: Advanced Mathematics

AP Calculus is an advanced placement course offering the mathematically talented student opportunity for a college level course. It consists of an academic year of work in calculus and related topics comparable to courses on the college level. Most colleges grant college level credit for this course, providing the advanced placement scores are adequate.



**PROBABILITY**

Grade 11-12

Credit: .5

Prerequisite: Algebra I

Probability is a one-semester course that covers basic introduction to probability. Students will:

- Explore, summarize, and display data
- Design experiments
- Use probability to understand random behavior
- Make inferences about populations by looking at samples from those populations.

Students will use graphing calculators or statistical software for data analysis. This course is strongly recommended for students who will pursue studies in the social sciences, psychology, sociology, education, business, economics, the humanities, the physical sciences and communication.

**STATISTICS**

Grade 11-12

Credit: .5

Prerequisite: Algebra I

Statistics is taught within a computer lab and formatted as an online class. Students will use Fathom Statistical Software to complete many projects throughout the semester. The course covers: types of data, displaying data, linear regression, collecting data, drawing conclusions, random sampling, measures of center, measures of spread, and normal distributions.

**SCIENCE**

The Science Department offers a solid selection of the core physical and biological sciences. Inquiry and laboratory work is emphasized in each course. Students will study some of the interrelationships between the physical and biological environments. Scientific and environmental problems facing mankind will be examined.

All students must take biology, a physical science, and a third science of his or her choice. It is recommended that students take three lab courses during their high school career.

**RECOMMENDED COURSE SEQUENCES**

*Post-secondary Training and Employment, Technical School, Allied Health or 2-year College*

- 9th: Biology,
- 10th: Biology, Chemistry, Introduction to Engineering Design - PLTW
- 11th: Chemistry, Introduction to Engineering Design - PLTW
- 12<sup>th</sup>: Physics, Introduction to Engineering Design - PLTW
- 11<sup>th</sup> or 12<sup>th</sup>: Anatomy and Physiology (strongly recommended for students interested in Allied Health)

*Four-year College*

- 9th: Biology,
- 10th: Biology, Chemistry, Introduction to Engineering Design - PLTW
- 11th: Chemistry, Physics, Introduction to Engineering Design - PLTW
- 12th: AP Physics, AP Biology or AP Chemistry, Introduction to Engineering Design - PLTW
- 11<sup>th</sup> or 12<sup>th</sup>: Anatomy and Physiology, Physics

*Four-year College (Science Intensive -by application only)*

- 9th: Biology
- 10th: Chemistry, Introduction to Engineering Design - PLTW
- 11th: AP Chemistry, Introduction to Engineering Design - PLTW
- 10th or 11th: Anatomy & Physiology, Introduction to Engineering Design
- 12th: AP Biology and Physics or AP Physics, Introduction to Engineering Design - PLTW

**BIOLOGY**  
Grades 9 -12

Credit: 1  
Prerequisite: None

Through laboratory experiments and current readings, students study ecology, evolution, DNA and genetics, cell organization and chemistry, and cell processes such as meiosis and mitosis, protein synthesis, photosynthesis, and cellular respiration. Also investigated are microbiology, the three domains, body systems, and current biological technology.

**ADVANCED PLACEMENT BIOLOGY**  
Grades 11-12

Credit: 2.0  
Prerequisite: See below

This is an Advanced Placement Biology course. The course will include topics usually covered in a college biology course for majors. The major themes of the course are: Science as Process, Energy Transfer, Relationship of Structure to Function, Regulation, Continuity and Change, Evolution, Interdependence in Nature, Science, Technology and Society.

Primary emphasis in the course will be in developing and understanding concepts rather than memorizing terms and technical details. Students should have completed a first year biology course and a first year chemistry course with an 85 average or better and have the recommendation of their biology teacher. (Suggested Honors Biology and Honors Chemistry).

Although not required to take this course, students expecting to take the AP Biology exam to earn college credits, should also take Anatomy and Physiology.

**CHEMISTRY**  
Grades 10-12

Credit: 1  
Prerequisite: College Prep Mathematics

This course is a survey of topics regarding the structure and properties of matter with an emphasis on inquiry lab work.

Through emphasis on lab experimentation, this course provides a firm foundation for the understanding of principles underlying basic chemical concepts of matter, stoichiometry, the periodic table and the dynamics of chemistry.

**ADVANCED PLACEMENT CHEMISTRY**  
Grades 11-12

Credit: 2.0  
Prerequisite: Chemistry I and recommendation of Chemistry I instructor

This is an advanced chemistry course that gives the advanced science student an opportunity to continue studying the principles and concepts developed in Chemistry I. The course includes physical chemistry, organic chemistry, qualitative, and quantitative analysis.

(Please visit [www.collegeboard.com](http://www.collegeboard.com) for a detailed list of topics covered.)

**INTRODUCTION TO ENGINEERING DESIGN - PLTW**  
Grades: 10 - 12

Credit: 1.0  
Prerequisite: Algebra I      Co-requisite: Geometry

Introduction to Engineering (IDE) is a high school-level Project Lead the Way survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a post secondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. IDE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Used in combination with a teaming approach, learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning.

**PHYSICS**

Grades 11, 12

Credit: 1

Prerequisite: Algebra I and Geometry are recommended

Honors Prerequisite: Enrollment in Calculus

This course surveys the physical laws governing the universe. Through lab studies, consequences of these laws are examined and concepts in motion, energy and light are developed.

**ADVANCED PLACEMENT PHYSICS**

Grade 12

Credit: 2.0

Prerequisite: Concurrent enrollment in Calculus

This course focuses on mechanics and electricity and magnetism. Our approach to the analysis of systems is calculus based, emphasizing analytical skills and recognizing symmetries within systems. Since this is an intensive analytical college-level course, motivation and mathematical achievement are important prerequisites.

**ANATOMY & PHYSIOLOGY: BODY IN MOTION**

Grades 10-12,

Preference given as follows:

First semester: 12<sup>th</sup> graders, then 11<sup>th</sup> graders and then 10<sup>th</sup> gradersSecond semester: 11<sup>th</sup> graders, then 10<sup>th</sup> graders and then 12<sup>th</sup> graders

Credits: 0.5

Prerequisite: Biology

*Anatomy and Physiology: Body in Motion* examines the structure and function, as well as the inter-relatedness, of the cardiovascular, muscular and skeletal systems, as well as the anatomical regions. Students will explore the body in motion by performing dissections and online simulations, participating in case studies of patients with both normal and abnormal physiology as well as developing their own knowledge via group learning. The program is highly recommended for students interested in health-related careers. Anatomy and Physiology does not fulfill the life science graduation requirement. Students enrolling in this course **do not** need to have already taken A&P Internal Dynamics.

**ANATOMY & PHYSIOLOGY: INTERNAL DYNAMICS**

Grades 10-12

Preference given as follows:

First semester: 12<sup>th</sup> graders, then 11<sup>th</sup> graders and then 10<sup>th</sup> gradersSecond semester: 11<sup>th</sup> graders, then 10<sup>th</sup> graders and then 12<sup>th</sup> graders

Credit: 0.5

Prerequisite: Biology

*Anatomy and Physiology: Internal Dynamics* examines the structure and function, as well as the inter-relatedness, of the integumentary, digestive, excretory and reproductive systems. Students will explore these systems by performing dissections and online simulations, participating in case studies of patients with both normal and abnormal physiology as well as developing their own knowledge via group learning. The program is highly recommended for students interested in health-related careers. Anatomy and physiology does not fulfill the life science graduation requirement. Students enrolling in this course **do not** need to have already taken A&P Body in Motion.

## SOCIAL STUDIES

The Social Studies Department is dedicated to the goal of creating an environment in which serious conversation and careful thought become a habit, a daily rhythm and a way of life for students as they study individuals and societies. Our courses present students with a variety of intellectual activities including writing thesis-oriented essays, creating collages and other artistic projects and presentations, engaging in debates, simulations and student-centered discussions, and conducting oral history projects. Central to all of these activities is careful thought. Students are asked to be imaginative, empathetic and honest, to be aware of their own biases and the biases of the people they study, to consider all the information at their disposal, to raise and consider obvious antithetical ideas, to avoid unsupported claims, and to develop a complex view of the meaning and implications of the key terms they use to structure their work. They are repeatedly asked to let detail lead them to honest and logical conclusions and to be specific, concise, precise and profound in their written and oral conversation.

Our courses are centered on Story, Ideas, and Introspection, and by raising deep, universal human concerns, they give students repeated opportunities to activate their own sense of morality and their own respect for life. Paperback histories, historical essays, philosophical essays, old and current newspapers and periodicals, poems, plays, novels, movies, guest speakers and autobiographical works are all used to present students with stories and ideas to study .

While our curriculum encourages students to think at a high level, it is designed to include all of our students. Thus we offer a variety of courses in order to ensure that students are asked to engage in activities and complete tasks that are appropriate to their own needs and abilities.

Factual knowledge is fundamental to any study of human life and an integral part of the units we teach, but the amount of historical information is far too vast for any person to master. True learning comes with meaningful experiences repeated over a period of years and is best developed when students have a passion to understand. Thus we offer a variety of social science electives, and we build all of our courses around in-depth units rather than broad surveys. It is through these units that we offer students the opportunity to develop the desire, the habit and the skills necessary to investigate the human past and present for themselves.

To meet graduation requirements for Social Studies each student must earn a passing grade in Social Studies I, United States History, and at least one full credit of Social Studies electives (two .5 -credit electives or one full-credit elective).

### RECOMMENDED SOCIAL STUDIES COURSE SEQUENCES

The Social Studies department strongly suggests that each student select from the elective courses available and appropriate for his/her future academic plans.

Modern European History	Berkshire History
Politics	Current Issues
Psychology II, III	Life and Death
Sociology	Politics
U.S. History	Psychology I
AP US History	Civics
Fact and Fiction	
Philosophy	
Social Studies Projects	

## REQUIRED COURSES — FULL YEAR

### **SOCIAL STUDIES I**

Grade 9

Honors

College Prep

Credit: 1

Prerequisite: None

This course examines individuals in a variety of fictional and actual situations and explores the personal, psychological, societal and economic influencers that shape their perception and behavior. Topics studied in this course include Individual in Society, Twentieth Century Russia, World War I, the Rise of Hitler and the Holocaust, Gandhi and India's Struggle for Independence, and "Brave New World."

During the course, each student will discuss or write about the following concepts: Ethics, Status, Role and Norms, Rationalization, Prejudice and Racism, Feudalism, Capitalism and Imperialism, Democracy, Revolution, Fascism, Communism and Totalitarianism, Faith and Freedom.

### **U.S. HISTORY**

Grade 10

Credit: 1

Prerequisite: None

This course examines individuals in a variety of fictional and actual situations from the American past and explores the personal, psychological, societal, economic and political influences that shaped their perception and behavior. The majority of units in the course focus on United States History after 1865, although attention is given to essential aspects of the American Revolution, the Constitution and the Civil War.

### **FACT AND FICTION: THE HISTORY AND LITERATURE OF AMERICA**

Grade 10

Credits: 1 English, 1 Social Studies

Prerequisite: None

Fact and Fiction is a team-taught, double-period course staffed by one English teacher and one Social Studies teacher. It offers an integrated approach to the study of American history and literature from the colonial period up through contemporary times—focusing primarily on the study of historical texts, essays, short stories, novels, poems, and plays, and including film, the fine arts, music, television, emerging media, and the performing arts. The topics are organized chronologically, beginning with the colonial experience, followed by a study of the revolutionary era, antebellum America, the Civil War and Reconstruction period, the modernization of America that took place in the late 19<sup>th</sup> century, and ending with a comprehensive examination of 20<sup>th</sup> century American history, society, and culture. The particular materials, texts, and approaches will be distributed in a balanced manner so that the students are able to examine and explore the American experience and condition from a wide variety of perspectives.

## SOCIAL STUDIES ELECTIVES

### **POLITICS**

Grades 10-12

Credit: .5

Prerequisite: None

Politics looks at the effects of human interactions within our government. These essential questions for students as we go through the semester is: Why does my vote matter? Students will focus on this question as they progress through units including Elections, the Electoral College, and the Federal Budget. The course culminates in a project that encourages young people to be lifelong voters.

**SOCIOLOGY**  
Grades 10-12

Credit: .5  
Prerequisite: None

The course focuses on the study of human social behavior: how individuals and groups of individuals behave in relation to one another, what sociological forces influence their behavior, and why those forces have such a strong influence on our individual and collective ways of being. The course opens with an introduction to sociology and those that shaped it as a social science. We will examine theorists such as Durkheim, Marx, Weber and Du Bois and how each shaped the study of sociology. The next unit focuses on the individual and society and we will cover topics such as culture, socialization, norms, crime and deviance. Social institutions and social inequalities will be the focus of the second half of the course. Issues such as race, gender, and inequality will be covered through a variety of texts and documentaries. Throughout the course, students will have the option to pursue an aspect of sociology of their choice and write a research paper to present for their final projects.

**PSYCHOLOGY I**  
Grades 10-12

Credit: .5  
Prerequisite: None

This course deals with a variety of psychological topics that will introduce students to the study of psychology. It is a hands on course that will explore the foundations of psychology and how they relate to everyday life. Our topics will include:

- A brief history of psychology and introduction to the various perspectives
- States of Consciousness
- Sleep and Dreams
- Sensation and Perception
- Personality
- Emotions
- Motivation
- Inner workings of the Brain

**PSYCHOLOGY II**  
Grades 11-12

Credit: .5  
Prerequisite: Psychology I or permission of the teacher.  
Also open to sophomores with the permission of the instructor.

This course goes beyond what was taught in Psych I and explores, on a deeper level, the neuroscience and theories behind our greatest and worst actions. Throughout the course, students will read the book *Subliminal* by Leonard Mlodinow, which offers a detailed and fascinating examination of how much of an impact our unconscious has on our behavior. We begin the course with an examination of how we become the people that we are, and the influence of nature and nurture on development. This leads us into our unit on developmental psychology, as we learn the theories of Erikson, Kohlberg, Piaget and others. Social psychology and morality will then be studied and we will answer questions such as why do we do what we do and why do those around us have such a major impact on our actions. We then examine abnormal psychology, including mental illness, personality disorders and psychopathy. To conclude the year, students conduct their own research and experiments on a psychological topic of their choice.

**CURRENT ISSUES** Credit: .5 or 1. May be taken one or two semesters.  
Grades 10-12 Prerequisite: None

This course is designed to further one's understanding of the world as it is today. It is structured as an examination of "current issues" through various lenses, which will vary depending on the region of the world we are covering. We will spend time discussing current events, but will also delve deeper into global affairs through an examination of the international stage. Themes we will use to examine the world will include inequality, nationalism, conflict, overpopulation, environmental degradation, religion, climate change and others as they arise. As we learn about the world, the basics of each region's geography, economics, and history will be covered, as it is impossible to separate these entities from current affairs.

**LIFE and DEATH** Credit: .5  
Grades 10-12 Prerequisite: None

Life and Death asks two questions: How do we value life? How do we add value to our lives and the lives of others? Throughout the course, students are asked to consider these essential questions as we move through units such as Assisted Suicide, Suicide Prevention, Cultural Attitudes of Life and Death. Ultimately, students are asked to demonstrate their knowledge about their own beliefs and form a plan to move toward the people and practices that will add value to their lives and the lives of others based on what they have learned about themselves.

**BERKSHIRE HISTORY** Credit: .5  
Grades 10-12 Prerequisite: None

This course will focus on Berkshire County, past and present, particularly its people and its many "claims to fame." Students will learn how to use as "tools" not only books but also interviews, old records, newspapers, cemeteries and buildings.

The goal is to develop the ability to understand and evaluate the economic, geographic, and historical background of Berkshire County.

Units will be covered pertaining to Native Americans, the Shakers, early settlers, Monument Mills, and the development of the South Berkshire area.

**ADVANCED PLACEMENT US HISTORY** Credits: 1  
Grades 11 – 12 Prerequisite: Successful completion of US History

AP US History is designed to be a yearlong, college level course exploring American history from 1491 to the present. In this course, students will be taught historical thinking skills such as chronological reasoning, comparison and contextualization, historical interpretation and synthesis, and the creation of historical arguments from historical evidence.

Students will focus on seven themes as the course travels through time. These themes and their central questions are: **Identity**—what does it mean to be an American? How has American identity changed over time? How have gender, class, religion, and other group identities changed in different eras?

**Work, Exchange, and Technology**—how have changes in markets, transportation, and technology affected American society over time? Why have different labor systems developed in Canada and the United States? How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy and the environment?

**Peopling**—why have people migrated to, from, and within North America? How have changes in migration and population patterns affected American life?

**Politics and Power**—how and why have different political and social groups competed for influence over society and government in what would become the United States? How have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?

**America in the World**—how have events in North America and the United States related to contemporary developments in the rest of the world? How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

**Environment and Geography**—how did interactions with the natural environment shape the institutions and values of various groups living on the North American continent? How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

**Ideas, Beliefs, and Culture**—how and why have moral, philosophical, and cultural values changed in what would become the United States? How and why have changes in moral, philosophical, and cultural values affected U.S. history?

This course is recommended for juniors and seniors who were highly successful in Fact and Fiction or Honors US History.

### **MODERN EUROPEAN HISTORY**

Credit: 1

Grades 11-12

Prerequisite: 88 or higher average in Honors U.S. History or Fact and Fiction

“Modern Euro” deals with Philosophy and Revolution in Modern Europe. It is an intensive course designed for people who are interested in great ideas and great revolutions. Students will explore the ideas of major philosophers including Descartes, Rousseau, Hegel, and Sartre, great authors including Dostoyevsky and Camus, and major revolutionary leaders such as Danton, Robespierre, and Lenin. The final unit in the course will focus on World War II.

### **PHILOSOPHY**

Credit: .5

Grades 10-12

Prerequisite: None

This course will serve as an introduction to the study of philosophy. Philosophy is the study of commonly asked questions about our experience as human beings, questions about the nature of existence, the boundaries of knowledge, the origin of values, the limits of freedom of the will, and the bases of moral responsibility. Those who practice philosophy are simply attempting to put into words that which they intuitively sense are the best answers to those questions—and to then test the accuracy and trustworthiness of those answers through collective critical discourse and rational thought. The course will offer students the opportunity to engage in such work, to explore the ideas of leading ancient, modern, and contemporary philosophers, and to assess their answers to these common and fundamental questions about the human condition. Students can take the class for either an honors or a college preparatory credit. All students will be expected to complete the reading assignments, write a number of analytical essays, and be prepared to participate in class discussions. Students seeking honors credit will be expected to write essays that meet more demanding criteria, and to write a final paper at the end of the semester.

### **SOCIAL STUDIES PROJECTS**

Credit: .5

Grades 11 – 12

Prerequisite: Successful completion of 9<sup>th</sup> and 10<sup>th</sup> grade Social Studies requirements

Students signing up for this course will be engaged in independent work, either individually or in small groups, that allows them explore, in substantial detail and depth, any topic that falls generally within the humanities and social sciences. The course’s primary objectives are to 1) allow students to engage in meaningful and substantive work on topics that they have determined have genuine value and interest to them, and 2) allow the teacher to work as a mentor and collaborator.



**CIVICS**  
Grades 10 – 12

Credit: .5  
Prerequisite: None

Civics considers the rights and responsibilities of United States citizenship through the essential question: What does it mean to be an engaged citizen? Citizenship is considered at all levels: federal, state, and local with a focus on our immediate communities. Every effort is made to get students out into the community several times during the semester for the purpose of engaging with different people and groups who are active in the local community. The goal of Civics is to help students see themselves as participating, engaged citizens when they leave MMHRS.

**PEOPLE AND THEIR ENVIRONMENT**  
Grades 11 and 12

Credit: .5  
Physical Education or Social Studies Elective  
Prerequisite: Successful Application

This class educates students about the natural world, basic first aid, and backcountry survival skills. It seeks to create connections between students and their environments. There is a one, three and five day hike as part of the course so students need to have solid time management skills and realize there is a nine day commitment when all other parts of their busy lives are put on hold. This course also focuses on team building, building leadership and communication skills, and there are a number of physical challenges during the semester. There is an application process to get into the course. See Mr. Powell in the Guidance Office for more details.

**PSYCHOLOGY III**  
Grades 11 & 12

Credit: .5  
Prerequisite: Successful completion of Psych I and II & recommendation by the teacher.

The objective of this course is to continue the study of psychology beyond what was taught in Psych I and II. The course is designed to allow students to pursue psychology topics of their choice and to challenge students to think as teachers as well as learners. The course will begin with a study of a recently published psychology text, *Behave* by Robert Sapolsky, which explains why we do what we do and combines numerous aspects of psychological thought, from neuroscience to developmental psychology to evolutionary psychology. Following this, students will be introduced to Bloom's Taxonomy and theories of learning and teaching. They will then work in partners to create multi-day units on topics of their choice, in which they will be responsible for teaching and assessing the class. Past topics have included sports psychology, neuroeconomics, psychopathy, language acquisition, the psychology of cults, substance abuse counseling, and marketing.

**WORLD LANGUAGES**

All individuals have the potential to communicate effectively in another language and to develop cultural understanding. It is our job to help each student attain his/her personal best proficiency level in another language and improve his/her appreciation for the richness of the cultures that we study.

Multilingualism is a fundamental goal for all BHRSD students. Proficiency in both linguistic and cultural communication develops over time, ideally opportunities beginning in pre-Kindergarten and continuing through twelfth grade. Through the study of at least one western or non-western language other than English, students deepen their understanding of their own language and culture and develop their ability to participate fully in local and global multilingual communities with appreciation and respect. In addition, the study of world languages builds confidence, and the ability to think clearly and critically. Instruction balances communicative facility with linguistic accuracy, and makes connections with other disciplines through the study of geography, history, science, literature, and the arts.

## Program Goals

Upon their successful completion of the world language program, students will:

- Communicate effectively in at least one other language
- Understand what others are communicating in another language
- Possess a basic understanding of the cultures who use the target language in order to communicate effectively and function appropriately in these cultures
- Use the understanding of another language and culture to reinforce and expand knowledge of other disciplines and vice versa
- Demonstrate an understanding of the similarities and differences across languages and cultures
- Use knowledge of language and culture to enrich life and broaden opportunities.

## Requirements and Recommendations

The World Language department recommends a minimum of two years of consecutive world language study of the same language for all high school students. This is the standard set by the Massachusetts Core Curriculum and is a prerequisite for most colleges and universities. More selective colleges and universities recommend at least four consecutive years of world language study of the same language.

Because world language is a sequential field of study, it is necessary for students to demonstrate mastery of material before advancing to the next course. For that reason, students must meet or exceed minimum grade requirements in order to be recommended to advance to the next level.

### Heritage Speakers

Heritage speakers (students whose parents speak the target language at home) are strongly encouraged to take a world language other than the language spoken at home for the first two years of study. Afterwards, if they have successfully completed two years of study in the other language, they may take a placement test to enter into more advanced levels of the language spoken at home, beginning with level III. If they would like to take an advanced level in ninth or tenth grade, they need to meet with the Principal and the Department Coordinator.

### Seal of Biliteracy

After completion of level IV, V, or A.P., a student who has achieved a level of Proficient or higher on the ELA MCAS may take the AAPPL test in the world language they are studying, to determine their level of proficiency according to the The American Council on the Teaching of Foreign Languages (ACTFL) Guidelines. Upon achieving a score of Intermediate-High or greater, the student will be awarded a Seal of Biliteracy on the diploma.

The American Council on the Teaching of Foreign Languages (ACTFL) recommends that all language teachers and their students use the target language 90%+ of the time at all levels of instruction.

Meaningful understanding of a language and culture involves using the language in everyday settings and experiencing life in cultures that use the target language. For that reason, the World Language Department organizes international travel opportunities.

At the end of each course description there is a classification of the ACTFL skill level that students should have achieved by the conclusion of that course. A detailed description of the ACTFL levels of communication in reading, writing, speaking, and listening can be found at:

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english>

**FRENCH OR SPANISH LEVEL I**

Grades: 9-12

Credit: 1

Prerequisite: None

This course is the introductory level of world language classes and is the prerequisite for entry into Level II. It is designed to lay the foundation for communication and language learning, by introducing thematic vocabulary, parts of speech, and the conjugation of verbs in the present tense. At the conclusion of Level I, students will be able to: reply to simple, direct questions in the target language, give a 1-2 minute presentation in the target language with comprehensible pronunciation, comprehend structured audio/audio-visual activities, write short compositions of 75+ words in 30 minutes, and read and comprehend thematic readings and short passages. ACTFL Level: Novice-Mid in reading, writing, speaking, and listening.

**FRENCH OR SPANISH LEVEL II (CP)**

Grades 9-12

Credit: 1

Prerequisite: Successful completion of Level I with a minimum grade of 75, and recommendation of the instructor.

This course builds upon what was learned in Level I. It is designed to continue the development of the four communication skills of listening, speaking, reading and writing. Skill development will emphasize communication in both the present and past tenses. Cultural similarities and differences will be integrated throughout the course. At the conclusion of Level II (CP), students will be able to: reply to direct questions in both the present and past tenses in the target language, give a 2-3 minute presentation in the target language with comprehensible pronunciation, comprehend structured audio/audio-visual activities, write short compositions of 100+ words in 30 minutes, read and comprehend thematic readings and short passages. ACTFL Level: Novice-High in reading, writing, speaking, and listening.

**SPANISH LEVEL II (HONORS)**

Grades 9-12

Credit: 1

Prerequisite: Successful completion of Level I with a minimum grade of 80, and recommendation of the instructor.

This course is designed for students who are planning to continue language study beyond Level II. It will be faster paced and more rigorous than the Level II CP. This course is designed to continue the development of the four communication skills of listening, speaking, reading and writing with an increased emphasis on speaking and writing. Communication tasks will utilize the present and past tenses. Cultural literacy and appreciation will be integrated throughout the course. At the conclusion of Level II (Honors), students will be able to: reply to questions in the present and past tenses in the target language in a thorough manner, give a 3+ minute presentation in the target language with comprehensible pronunciation, comprehend structured audio/audio-visual activities, write short compositions of 125+ words in 30 minutes, and read and comprehend thematic reading and short passages. ACTFL Level Intermediate Low in reading, writing, speaking, and listening.

**FRENCH OR SPANISH LEVEL III (HONORS)**

Grades 10-12

Credit: 1

Prerequisite: Successful completion of Level II with a minimum grade of 80. Students advancing from Spanish Level II (CP) will additionally be required to complete a placement test.

Level III reviews and reinforces previously learned language skills while introducing more sophisticated language and structures appropriate to intermediate language learners. Students will be required to demonstrate their ability to comprehend and actively use the target language with their classmates and teachers in a variety of tenses and moods. Lesser known cultures that use the target language will be introduced to further develop students' cultural literacy. At the conclusion of Level III, students will be able to: reply to questions in multiple tenses and moods in the target language in a manner that sustains conversation, give a 3-4 minute presentation in the target language with accurate pronunciation, comprehend the majority of audio/visual prompts by native speakers with clear pronunciation, write

compositions of 150-200 words in 30 minutes, and read and comprehend excerpts of writing in all genres. ACTFL Level Intermediate High in reading, writing, speaking, and listening.

**FRENCH OR SPANISH LEVEL IV (HONORS)**

Grades 11- 12

Credit: 1

Prerequisite: Successful completion of Level III with a minimum grade of 80, and recommendation of the instructor.

This course is designed for students who are interested in becoming both conversant and literate in the target language. The primary objective of Level IV is to reinforce communication skills that were introduced in previous courses, with greater emphasis on the productive skills of writing and speaking. Cultural exposure comes primarily through music, film, and literature designed for native speakers. At the conclusion of Level IV, students will be able to: reply to questions in all tenses and moods in the target language in a manner that elicits further conversation, give a 4+ minute presentation in the target language with accurate pronunciation, comprehend the majority of short audio/visual prompts designed for native speakers and full length audio/visual prompts with subtitles in the target language that are designed for native speakers, write compositions of 250+ words in 30 minutes, and read and comprehend authentic literature with functional comprehension using reference help as needed. ACTFL Level Advanced Low in reading, writing, speaking, and listening.

**SPANISH LEVEL V (HONORS)**

Grade 12

Credit: 1

Prerequisite: Successful completion of Spanish Level IV with a minimum grade of 80, and instructor recommendation.

This course is designed for students who are interested in continuing to perfect their communication skills in Spanish, but who are either not planning to take the AP exam, prefer to continue their studies at a less rigorous level than AP, or who have not met the requirements to continue their studies at the AP level. This course will involve an intensive review of grammar concepts introduced at lower levels, the study of literature from around the Spanish-speaking world, and activities designed to help students understand contemporary issues facing Hispanic cultures. At the conclusion of Level V, students will be able to: reply to questions in all tenses and moods in the target language in a manner that elicits further conversation, give a 4-5 minute presentation in the target language with accurate pronunciation, comprehend the great majority of short audio/visual prompts designed for native speakers and full length audio/visual prompts with subtitles in the target language that are designed for native speakers, write compositions of 300 words in 30 minutes, and read and comprehend authentic literature with generally accurate comprehension using reference help as needed. ACTFL Level Advanced Low-Mid in reading, writing, speaking, and listening.

**FRENCH OR SPANISH AP**

Grade 12

Credit: 1

Prerequisite: Successful completion of Level IV with a minimum grade of an 85, and the recommendation of the instructor.

This course is designed for advanced students who have a strong understanding of the language and who are planning to take the AP language test in either French or Spanish. It is the equivalent of a third year college course and demands a great deal of effort both in and out of class. This course will involve an intense review of grammar concepts introduced at lower levels, the study of literature from diverse regions of the world, and activities that will help students attain a better understanding of contemporary issues facing speakers of the target language. Many colleges and universities will grant college credit to students who take the AP test administered in May and earn a score of 3 or higher. At the conclusion of AP French or Spanish, students will be able to: reply to questions in all tenses and moods in the target language in a manner that elicits further conversation, give a 5+ minute presentation in the target language with pronunciation approaching fluency, comprehend the majority of audio/visual prompts designed for native speakers and full length audio/visual prompts with subtitles in the target language that are designed for native speakers, write compositions of 300+ words in 30 minutes, and read and comprehend authentic literature with accurate comprehension using reference help as needed. ACTFL Level Advanced Mid-High in reading, writing, speaking, and listening.

## LATIN AND COMPARATIVE LANGUAGES

Grades: 11-12  
permission

Credit 1

Prerequisite: French or Spanish Level III or instructor

Latin and Comparative Languages is a one-year, stand-alone enrichment elective. The course is an introduction to language: what it is and how it works. Using a comparative approach, students develop an understanding of the relationships among various languages, historically and linguistically, as well as learning the concepts and terminology of syntax. The first semester builds these skills through the study of the fundamentals of Latin. The second semester provides an introduction to two or three other languages (usually Lithuanian, Japanese, and Greek). Throughout the year, the class also explores other topics relating to language, through activities, readings, visits from guest speakers, and a semester-long individual research project.

## P.E./HEALTH AND WELLNESS

Health related issues among our young people, concerns such as anxiety, depression, diabetes and obesity, are on the rise and will impact their future. Drug and alcohol use and abuse remains a prominent concern. By expanding our focus from Physical Education to Wellness Education, our students will have a better understanding of their personal wellness with the goal of improved health and physical well-being.

Massachusetts has adopted the *Comprehensive Health Curriculum Framework* which includes four strands:

**Growth and Development** addresses the study of the structure and function of body systems, including how body systems function as a whole and their interdependence, throughout the human life cycle.

**Physical Activity and Fitness** addresses physical development. Knowledge about how the body functions increases awareness of the benefits of physical activity and fitness.

**Nutrition** addresses the development of a healthy body composition through the balance of food intake and physical activity and the relationship between food sources and behaviors and growth, current health needs and chronic disease, and healthy behaviors.

**Reproduction/Sexuality** encompasses emotional and social elements with a focus on factual knowledge about physical development.

**The Physical Health Strand** is designed to provide a foundation for good health. The maintenance of the body is related to the development of positive health care behaviors and habits. The purpose of this Strand is to enable students to recognize decisions that all individuals will make with respect to their bodies in daily living and to identify the relationships among actions, conduct, and wellness.

For the past several years, our PE teachers have been creating innovative and meaningful curriculums to address these strands, and they continue to include community partners in their programming. Successful initiatives already begun include:

The Health and Wellness curriculum offers a combination of required and elective activities to all students. Students are required to participate in three semesters of H&W/PE, for which .5 credit is earned per semester. Students receive a numerical grade which is weighted into the G.P.A. This grade is based on preparation, attitude and attendance.

## PHYSICAL EDUCATION

Grades 9-12

Course topics include:

Credit: .5 per semester

Prerequisite: None

## MUSCULAR FITNESS:

The course is offered in either ninth or tenth grade. Students learn the principles of weight training, machines and free weights and circuit training. Pre and post assessment allows students to chart their progress. Students complete the course by designing a personal strength program.

**ADVENTURE:**

The course is offered in either ninth or tenth grade. The course is designed to develop teamwork, cooperative skills, trust and responsibility for one another. Students perform problem solving initiatives both in the gym and on the adventure course. Students are challenged to take risks and to learn the value of working together to achieve a goal.

**CARDIOVASCULAR FITNESS:**

The course is offered in either ninth or tenth grade. The course is designed to teach students the value of cardiovascular endurance as a means of conditioning one physically as well as for disease prevention. Students perform cardiovascular exercise on equipment and in circuits. Students complete the course by designing a personal program for attainment and maintenance of cardiovascular fitness.

**COMMUNITY SAFETY AND FIRST AID:**

The course is offered to all students. Students receive certification upon successful completion of the class.

**ACTIVITY CLASSES:**

Activity classes are scheduled throughout the semester. The activities offered can include: team games such as basketball or floor hockey, volleyball, cooperative games and individual sports such as: tennis, golf and archery. The activities vary from semester to semester and from year to year. The choices are based on student interests and overall value as a leisure time pursuit.

**DISCOVERING WELLNESS**

Grades 11 and 12

Credits: .5

Prerequisite: Completion of two classes of Physical Education

Discovering Wellness is a course that is designed to bring higher level wellness concepts to the classroom. We have 10 topics including: Introduction/Team Building, Learning to Lead, Yoga, Meditation/Mindfulness, Personal Advocacy/ Decision Making, Strength & Conditioning/Recovery, Sport Psychology, Positive Psychology/Coping Skills, and Gift Making/ Agriculture/Conservation/ Ecological Living. This is a semester long course aimed to give students tools they can use for lifelong wellness. We utilize a number of instructors who specialize in their areas of wellness. Throughout the semester, we have a number of guests come in to present their information and take part in the class to create a community based approach.

**ALTERNATIVE PHYSICAL EDUCATION**

Grades 11 and 12

Credits: .5

Prerequisite: This course is designed to address scheduling conflicts – limited space.

This course is designed as a semester course that is available to juniors and seniors. It is designed for students who have a full schedule and are not able to fulfill the PE requirement in a regular school day. Students will participate in five full-day Physical Education activities that involve lifelong activities. Students will participate in these activities on half days during the semester. Attendance is mandatory for all days, in order to fulfill the requirement. Examples of activities include the Albany rock climbing wall, hiking Mt. Greylock, kayaking on Stockbridge bowl, a day at Berkshire South, etc. Students are only allowed to take Alternative PE once in order to fulfill the PE credit.

**PEOPLE AND THEIR ENVIRONMENT**

Grades 11 and 12

Credit: .5

Physical Education or Social Studies

Prerequisite: Successful Application

This class educates students about the natural world, basic first aid, and backcountry survival skills. It seeks to create connections between students and their environments. There is a one, three and five day hike as part of the course so students need to have solid time management skills and realize there is a nine day commitment when all other parts of their busy lives are put on hold. This course also focuses on team building, building leadership and communication skills,

and there are a number of physical challenges during the semester. There is an application process to get into the course. See Mr. Powell in the Guidance Office for more details.

## CVTE – COMPUTERS

### **COMPUTER MANAGEMENT**

Grades 9-12

Credit: .5

Prerequisite: None

Computer Management focuses on the use of G-Suite and Google Classroom as well as data analysis using spreadsheets to follow stocks and do comparative analysis when purchasing cars, houses, etc. We also do an eight week program of personal finance using the H & R Block Budget Challenge and a blended compilation from 3rd party sources like Banzi and NEFE.

### **PROGRAMMING with PYTHON**

Grades 9-12

Credit: .5

Prerequisite: None

Are you new to programming? Learn the basics of Python programming through simple game creation. Python offers clear syntax, easy access to functional and object-oriented programming styles and runs on everything from a UNIX server to a desktop PC running Windows. Python is a very popular language in Web development circles, the scientific community and the world of 3D graphics and animation.

### **PLTW - Computer Science Essentials:**

Grades 9-11

Credit: 1

Prerequisite: None

PLTW CSE introduces students to coding fundamentals through an approachable, block-based programming language. As you progress, you will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, you will learn the power of text-based programming as you are introduced to the Python® programming language.

## CVTE – FAMILY and CONSUMER SCIENCE

### **CULINARY**

Grades 9-12

Credit: .5

Prerequisite: None

The Culinary class includes a study of fundamental concepts, skills and techniques involved in basic cookery. The course includes cooking theories, ingredients and procedures for preparing stocks, soups, thickening agents, grand sauces and small sauces. Breakfast and lunch cookery as well as organizational skills and knife skills will be studied. The student will be able to take Culinary II at BCC after successfully completing this first course.

### **EXPLORING CHILDHOOD**

Grades 10-12

Credit: .5

Prerequisite: None

This course involves the study of young children from embryo to age 8. Focus will be on social, emotional, physical and intellectual development. This course stresses the understanding of major theories of development and how they relate to children. This course will be taught using a variety of techniques that include lecture, small group discussion, group activities and discussion of readings and observations. The student will be able to be a part of the Pre-K program after successfully completing this course.

**PRE-KINDERGARTEN PROGRAM**

Grades 11-12

(Full year course with lab component: 1 period or 2 periods)

Credit: 1 or 2

Prerequisite: Exploring Childhood or permission of the teacher

Students in this course will get an overall view of programs for young children and learn about resources to keep up with current issues and trends. The focus will be on all the developmental areas that were covered in the Child Development Class. The course covers the history of early education programs. It focuses on the developmental perspective on the young child and definition of teacher, setting and curriculum. The students will be responsible for planning and implementing lessons for the pre-k students. The students will be responsible for the care and cleaning of the pre-k environment and work diligently in a professional manner. Students are able to obtain BCC credit for the class when proper paperwork is filled out. If you choose to take the class for 2 years only 1 year is available for the college credit.

**CVTE – TECHNOLOGY EDUCATION**

Recognizing that individuals have native potential for reasoning and problem solving, for imagining and creating, for constructing and expressing with tools and materials, Technology Education capitalizes on this rich potential. It develops content and learning experiences to contribute to this growth and development of human beings commensurate with their potential. Technology Education is a basic and fundamental study for all persons, regardless of their educational or career goals.

Technology Education will help students:

- know and appreciate the importance of technology
- apply tools, materials, processes, technical concepts and safety principles
- uncover and develop individual talents
- apply problem solving techniques
- apply other school subjects (math and sciences etc.)
- apply creative abilities (the arts)
- deal with forces that influence the future (change)
- make informed career choices

**WOOD TECHNOLOGY I**

Grades 9-12

Credit: 1

Prerequisite: None

This is an introductory course available to all students interested in the design and construction of various woodworking projects. Emphasis will be placed on the safe and proper use of hand and power tools as well as construction techniques and procedures. Each student will produce both assigned projects as well as self-designed chosen projects.

**WOOD TECHNOLOGY II**

Grades 10-12

Credit: 1

Prerequisite: Woodworking

The goal of this course is to provide the student with the opportunity to further refine and develop the skills introduced in Wood Technology I. Emphasis will be placed on the technical and more advanced procedures relating to woodworking designs and construction. Students will need to design, draw and estimate some projects. Machinery operation, maintenance and repair will also be a focus of study.



**WEB PAGE DESIGN**

Grades 10-12

Credit: .5

Prerequisite: None

This course will provide students an opportunity to learn HTML programming, the basic programming language that is the basis for World Wide Web communications. Students would learn about Web page creation, design, and publishing. Students would integrate many applications (MS Word, MS Excel, MS PowerPoint, and CorelDraw) and technology tools (scanners, digital cameras, and video) in the making of Web pages.

**PLTW - Computer Science Essentials**

Grades 9-11

Credit: 1

Prerequisite: None

PLTW CSE introduces students to coding fundamentals through an approachable, block-based programming language. As you progress, you will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, you will learn the power of text-based programming as you are introduced to the Python® programming language.

**CVTE – VOCATIONAL PROGRAMS**

Vocational-Technical education is designed to educate and prepare students for employment and continuing academic and occupational preparation through a balance of classroom instruction, supportive services and occupational experience to develop lifelong skills so that upon completion of vocational-technical programs, students are qualified to pursue opportunities emanating from such vocational-technical programs. Students enrolling in a vocational program should be aware of the daily time commitment required for each program.

Based on emerging technology impacting on vocational education, the following experiences are considered essential components of a comprehensive program. Individual student career goals should be considered in structuring a schedule of study.

**HORTICULTURE (GREENHOUSE)**

Grades 9-12

Credit: .5

Prerequisites: None

This program provides occupational preparation and exploration in plant science and environmental fields, as represented by the following areas:

- Greenhouse Operations/Floriculture
- Landscaping/Turf management
- Environmental Conservation/Forestry

Students in the program gain skills and knowledge through the learning-by-doing process. Class activities in the greenhouse and outdoor areas are complemented by other selected activities during the year.

**INTRODUCTION TO MECHANICS**

Grades 9-12

Credit: .5

Prerequisite: None

Intro to Mechanic is a prerequisite to Automotive Technology. Intro to Mechanics is a half year course designed to teach students about automotive safety, tool recognition and usage and general automotive service. This class can be beneficial to all students even those who are not planning on pursuing a career in automotive technology.

**AUTOMOTIVE TECHNOLOGY**

Grades 10 -12

Credit: .5

Prerequisite: Intro to Mechanics

This program will expose the students to all phases of mechanics including automotive, recreational and the commercial areas. Students will possess entry level skills for employment upon graduation.

<b>INDEPENDENT EDUCATION EXPERIENCES</b>
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**INDEPENDENT STUDY**

Grades 11-12

Credit: .5

Prerequisite: Departmental and administrative approval

The Independent Study Program is designed to allow any student in Grade 11 and 12 to study an area that is not offered in the regular curriculum. The student is assigned to a teacher who is most proficient in the field being studied. The student works on his/her own, and by meeting with the teacher and writing papers, demonstrates what he or she has been doing. The program offers a unique opportunity for a student to become involved in a subject which interests him/her. A student must receive approval of the department to participate.

The following steps must be followed in applying for an Independent Study:

1. Student contacts a teacher or member of a department to discuss the initial Independent Study topic.
2. Upon preliminary approval, the student selects a teacher with whom to work.
3. The student and teacher meet to discuss the proposed program and negotiate the contract.
4. The student, with the aid of the teacher, writes and signs the contract and has parents sign it.
5. The contract is reviewed and approved by the teacher, student, department and principal.
6. A copy of the contract is distributed to the student, teacher, guidance counselor and principal.

It should be noted that an independent study option is less structured than a traditional classroom situation. For this reason, an independent study, in some ways, is more demanding of the student. A student who qualifies for independent study must have exhibited in his or her classroom performance the necessary interest, aptitude and motivation to succeed. The teacher and/or department representative who approves a student for independent study, therefore, will consider the following: grades which the student has received, ability of the student to meet established coursed expectations, class participation, and interest exhibited in the subject by the student. In short, to succeed, it should be understood that the student is mature, motivated and a "self-starter."

All Independent Studies will be given a numerical grade, and credit designation will be determined by the principal.

**THE INDEPENDENT PROJECT**

Grades 11 and 12

4 Credits

Prerequisite: Completion of application and interview process

Students will study four disciplines: science, history, math, and reading and writing. They will also work on an individual endeavor and a collective endeavor as a group. In each of the four disciplines, students will work the way someone working in that field would work (they would work like a scientist, a historian, a writer, etc.). For example, in science, a student might explore the natural world, make observations (and in so doing break down basic assumptions), and *design* and conduct experiments. In reading and writing, students will simply read and write. Each student selects a book they have never read but have always wanted to. Every student reads that book and then the group has a discussion facilitated by the one who chose the book. Finally, each student writes a piece that could be a reaction to the book, the next chapter of the book, or maybe something completely different but in the author's tone. The best way to learn to write is to write often and to write things you care about. The best way to become an astute reader is to read things that

interest you and explore them with other readers. The individual endeavor will entail each student picking something they are interested in becoming an expert in. This could mean writing a novel, building a shed, designing computer programs, starting a social movement, or writing a play. Each student will connect with a mentor who is an expert in that field.

The collective endeavor will entail the group picking a serious issue in the world, be it the financial crisis, water, education, or the environment, and pool together what they have gained from history and their individual endeavors to tackle the problem collaboratively.

The program will last one semester and will be all day. The program will be open to any upperclassmen, and will be made up of 10 to 12 students. Interested students will write a preliminary application to the program, answering one or two questions. Guidance counselors will be encouraged to seek out students who would benefit from the program but who might not write an application by their own volition.

### **INTERNSHIP PROGRAM**

Grades 10-12

Credit: 1.5 semester

Prerequisite: None

This program provides individual training to students with professional or vocational interests in a specific field. It is based on the apprenticeship philosophy whereby students are placed with tradespeople and professionals who follow contract outlines and specific objectives. Because it is a training situation, students are not paid. Students are expected to provide their own transportation to and from the internship site. - not in course explanation

### **WISE**

Grade 12

Credit: 2

Prerequisite: See below

WISE (Wise Individualized Senior Experience) offers all levels of students the opportunity to complete an extensive, in-depth project of their own creation and choice. The WISE opportunity empowers students to shape their own education outside the walls of school. The project can be academic, creative, service or career oriented, and the students spend about 20 hours a week on WISE. WISE students meet once a week with a staff mentor of their choosing and meet regularly with other WISE students. Students keep daily journals describing their progress. All WISE students, whether they are involved in a research project, an apprenticeship, or an artistic creation, work toward an oral and written presentation before the public and members of the WISE Task Force. The WISE Task Force is the steering committee for the program, and is composed of students, faculty, parents and community members. Members of the WISE Task Force in cooperation with the mentor evaluate students through the presentation. Mentors evaluate by reading student journals and interim reports. Mentors submit a written evaluation to the WISE coordinator. A WISE student will earn a pass or a fail for a grade.

Prerequisite: In the spring of their junior year, students must present a written proposal for approval of a WISE project before members of the WISE Task Force.

### **LINKS**

Grades 10-12

Credit: 1 .5

Prerequisite: Pre-approval of committee

Links is an alternative educational experience for students who have been identified by a meeting, consisting of an administrator, guidance counselor, parents, the student, and if necessary, special education liaison and/or school psychologist, to be eligible for this program. The student will spend part of the school day at an approved job training site for each term that is approved for the program.

### **VIRTUAL HIGH SCHOOL**

Grades 10-12

Credit: .5

Prerequisite: Permission of guidance counselor and available seats

Virtual High School offers over 200 full semester online courses in arts, business, English, language arts, world language, life skills, math, science, social studies and technology. In addition, VHS offers 15 Advanced Placement full year courses.

Information about the Virtual High School may be obtained at [www.govhs.org](http://www.govhs.org). Information about courses offered at Monument may be obtained from your guidance counselor.

### LIBRARY MEDIA CENTER

The mission of the library media center at Monument Mountain Regional High School is to be a student-centered facility that promotes reading for both pleasure and academic pursuits and that supports the learning and teaching at Monument Mountain by maintaining a current and vibrant collection of print, electronic, and media resources.

The library media center seeks to be an integral and important part of the educational process by providing students and staff with a comprehensive and current collection of print, electronic, and media resources. The library staff seeks to be a technological leader in the school through a dynamic program of promotion of educational technology and its uses, as well as maintaining a collection of 21st century media equipment. Reading is a lifelong pursuit, and the library seeks to encourage that by constantly developing a current collection of books and supporting reading through organized book clubs. Information is everywhere, and the library at Monument Mountain Regional High School seeks to be a true instructional partner to students and staff alike on becoming effective and discriminating users of information.

### COURSE ACCELERATION REQUEST PROCEDURE

In order to accelerate course enrollment, a student must complete a general and department specific application. The following procedures will be followed when a student requests acceleration:

1. It is recommended that students indicate their intention to enroll in courses other than the typical grade level course by May 1<sup>st</sup> of the previous school year.
2. A cumulative grade point average of 90 with no grade lower than a 90 in the specific discipline is recommended for course acceleration.
3. The student and parents/guardians will set up a meeting with a guidance counselor and complete the following:
  - a. The student will submit a written request including his/her rationale for the acceleration and why he/she is a strong candidate for acceleration.
  - b. The parent(s) will provide a written statement supporting the request.
  - c. Students requesting acceleration in:

**Art** will submit a sketchbook and portfolio of at least five (5) pieces of work, three (3) of which should be drawings. Additionally, students will submit a letter of recommendation from his/her previous art teacher addressing academic, social and emotional readiness for the acceleration.

**English** will provide a portfolio of writing samples along with a list required and independent reading completed during the most recent school year. Students will submit will also provide a written recommendation from his/her previous English teacher addressing academic, social and emotional readiness for the acceleration.

**Mathematics** will consult with the current teacher to discuss the academic, social and emotional readiness for the acceleration. The student will provide a written summary of the discussion, signed by the teacher.

**Science** will submit a written request and a letter of recommendation from his/her previous science teacher addressing academic, social and emotional readiness for the acceleration. Students seeking course acceleration in science must complete Algebra I or equivalent before 9<sup>th</sup> grade.

**Social Studies** will submit a written request and a letter of recommendation from his/her previous social studies teacher addressing academic, social and emotional readiness for the acceleration.

**World Languages** will submit a portfolio of writing samples and oral recordings (MP3 file) along with a letter of recommendation from his/her 8<sup>th</sup> grade World Languages teacher addressing academic, social and emotional readiness for the acceleration.

4. Members of the academic department will meet to review all applications and make a recommendation to each student's guidance counselor. Based on the recommendation of the academic department and the guidance counselor, the Principal will approve or disapprove each request for course acceleration. If a student disagrees with the recommendation of the Principal, the request may be appealed to the superintendent.

*Please note: other than mathematics and World Language, as stated on page 8 in this document, course acceleration does not change the credit requirements for students enrolled at MMRHS.*

### EARLY GRADUATION POLICY

The BHRSD School Committee acknowledges that most students will satisfactorily complete the requirements for graduation as set forth by the Department of Elementary and Secondary Education and the Berkshire Hills Regional School District in the traditional four years, while other students may satisfactorily complete the requirements in three or five years. Therefore, the BHRSD School Committee will accept modification to the traditional four-year high school attendance requisite for high school graduation provided the student has satisfactorily met all standards and expectations.

Students planning to graduate early must notify the Principal by December 1 of their junior year.

In order to graduate early, a student must complete six (6) semesters or three years of high school attendance and have successfully completed the terms of the Berkshire Hills Regional School District Graduation Requirements.

The following procedures must be followed when a student requests early graduation:

1. It is recommended that students indicate their intention to graduate early to a counselor any time during their sophomore year, but must do so before the deadline of December 1 of their junior year.
2. A cumulative grade point average of 80 is recommended to apply for early graduation.
3. The student must have met the Massachusetts Comprehensive Assessment Program (MCAS) requirement.
4. The student and parents/guardians will set up a conference with the counselor to complete the following:
  - a. Academic credit check.
  - b. Document reasons for early graduation that align with post-high school plans.
  - c. Set up a tentative final schedule.
  - d. Give parental/guardian permission form for early graduation, which must be completed before February 1 of their Junior year. This form is returned to the Principal.
  - e. Instruct student to have parent/guardian and student request conference with counselor, Principal, student and parent/guardian after the permission form is completed.

5. A conference with the Principal is mandatory. The Principal will approve or disapprove the student's request for early graduation. If the student disagrees with the recommendation of the Principal, the request may be appealed to the superintendent.

<b>Early Graduation Request Form</b>
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**To the Principal of Monument Mountain Regional High School:**

Regarding the early graduation of \_\_\_\_\_, we, the parent/guardian of the student named above, have discussed the pros and cons of early graduation from Monument Mountain Regional High School. We request that our student named above be allowed to graduate early, upon completion of all requirements.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

I, \_\_\_\_\_, hereby request the privilege of graduating from Monument Mountain Regional High School after three years of attendance. I assume full responsibility for meeting all the requirements and deadlines. My parent/guardian approves my plan and will set up a conference with the high school principal.

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

**NOTE:** A conference including the student, parent/guardian, counselor and high school principal is mandatory. It is the parent/guardian responsibility to contact the principal to schedule this conference.

The principal will approve or disapprove the request. If the student disagrees with the recommendation of the principal, the request may be appealed to the superintendent.

***THIS DOCUMENT WILL BE PLACED IN THE STUDENT'S PERMANENT FILE***

## Admissions to CVTE and Chapter 74 Programs

### **Monument Mountain Regional High School Mission**

The Monument Mountain Regional High School community creates opportunities and challenges that ensure intellectual growth and empower all to become courageous learners, involved citizens, and individuals of integrity.

### **Introduction**

#### **Career, Vocational and Technical Education (CVTE)**

CVTE courses are open to all MMRHS students. In the event that a course is over-subscribed, students will complete the attached application. Students will be selected according to the following criteria:

- Grade/Year (11<sup>th</sup> and 12<sup>th</sup> graders will be given priority);
- Statement of Interest including post-secondary goals/plans;
- Teacher and/or guidance counselor recommendation.

Recognizing that individuals have native potential for reasoning and problem solving, for imagining and creating, for constructing and expressing with tools and materials, technology education capitalizes on this rich potential. It develops content and learning experiences to contribute to this growth and development of human beings commensurate with their potential. Technology education is a basic and fundamental study for all persons, regardless of their educational or career goals. *(MMRHS Program of Studies)*

Vocational-Technical education is designed to educate and prepare students for employment and continuing academic and occupational preparation. Through a balance of classroom instruction, supportive services and occupational experiences that develop life-long skills, upon completion of vocational-technical programs students are qualified to pursue opportunities emanating from such vocational-technical programs. Students enrolling in a vocational program should be aware of the daily time commitment required for each program.

Based on emerging technology impacting on vocational education, certain experiences are considered essential components of a comprehensive program. Individual student career goals are considered in structuring a schedule of study. *(MMRHS Program of Studies)*

Students enrolled in CVTE programs will:

- know and appreciate the importance of technology,
- apply tools, materials, processes, technical concepts and safety principles,
- uncover and develop individual talents,
- apply problem solving techniques,
- apply other school subjects (math and sciences, etc.),
- apply creative abilities (the arts),
- deal with forces that influence the future (change), and
- make informed career choices.

MMRHS has a published admission policy that is made available to all applicants and parent(s) and/or guardian(s) as part of the registration process and in our Program of Studies and our websites. [www.bhrsd.org](http://www.bhrsd.org) or [www.mmrhs.org](http://www.mmrhs.org).





**Application for Admissions to CVTE and Chapter 74 Programs**

**Applicant Section (PLEASE PRINT)**

Applicant Name: Last: \_\_\_\_\_ First: \_\_\_\_\_ Middle (Full): \_\_\_\_\_

Home Address: Street and Number: \_\_\_\_\_

Mailing Address (If Different): \_\_\_\_\_

City/Town: State: Zip Code: \_\_\_\_\_

Town of Residence: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Current School: \_\_\_\_\_ Current Grade \_\_\_\_\_

Current Guidance Counselor's Name: \_\_\_\_\_

Date of Birth: MM/DD/YY \_\_\_\_/\_\_\_\_/\_\_\_\_

**Parent/Guardian Section (PLEASE PRINT)**

Parent/Guardian Name: Last: \_\_\_\_\_ First: \_\_\_\_\_ Middle (Full): \_\_\_\_\_

Home Address: Street and Number: \_\_\_\_\_

Mailing Address (If Different): \_\_\_\_\_

City/Town: State: Zip Code: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

CVTE Area of interest: Horticulture  Automotive  Early Childhood  Culinary/Foods   
Business/Technology  Woodworking Technology  Computer Technology

**Student Statement of Interest:** (include post-secondary goals/plans)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_  
Parent/Guardian Signature: \_\_\_\_\_  
Program Instructor Signature: \_\_\_\_\_  
Guidance Counselor Signature: \_\_\_\_\_

*Monument Mountain Regional High School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, religion, national origin, gender identity, sexual orientation, disability or homelessness.*

**MONUMENT MOUNTAIN REGIONAL HIGH SCHOOL  
PHONE NUMBERS**

Main Office:	(413) 528-3346
Main Office Fax:	(413) 528-9267
Guidance Office Fax:	(413) 528-8509

**EMAIL CONTACT INFORMATION**

Principal	Douglas Wine	<a href="mailto:doug.wine@bhrsd.org">doug.wine@bhrsd.org</a>
Secretary to the Principal	Doreen Hughes	<a href="mailto:doreen.hughes@bhrsd.org">doreen.hughes@bhrsd.org</a>
Assistant Principal	Peter Falkowski	<a href="mailto:peter.falkowski@bbhrsd.org">peter.falkowski@bbhrsd.org</a>
Secretary to the Assistant Principal	Heather Ralph	<a href="mailto:heather.ralph@bhrsd.org">heather.ralph@bhrsd.org</a>
Guidance Counselors:	Mike Powell	<a href="mailto:michael.powell@bhrsd.org">michael.powell@bhrsd.org</a>
	Marcie Velasco	<a href="mailto:marcie.velasco@bhrsd.org">marcie.velasco@bhrsd.org</a>
	Libby Gray	<a href="mailto:libby.gray@bhrsd.org">libby.gray@bhrsd.org</a>
Guidance Secretaries	Rebecca Campetti	<a href="mailto:becky.campetti@bhrsd.org">becky.campetti@bhrsd.org</a>
	Dede Norton	<a href="mailto:dede.norton@bhrsd.org">dede.norton@bhrsd.org</a>
CVTE Coordinator	Sean Flynn	<a href="mailto:sean.flynn@bhrsd.org">sean.flynn@bhrsd.org</a>