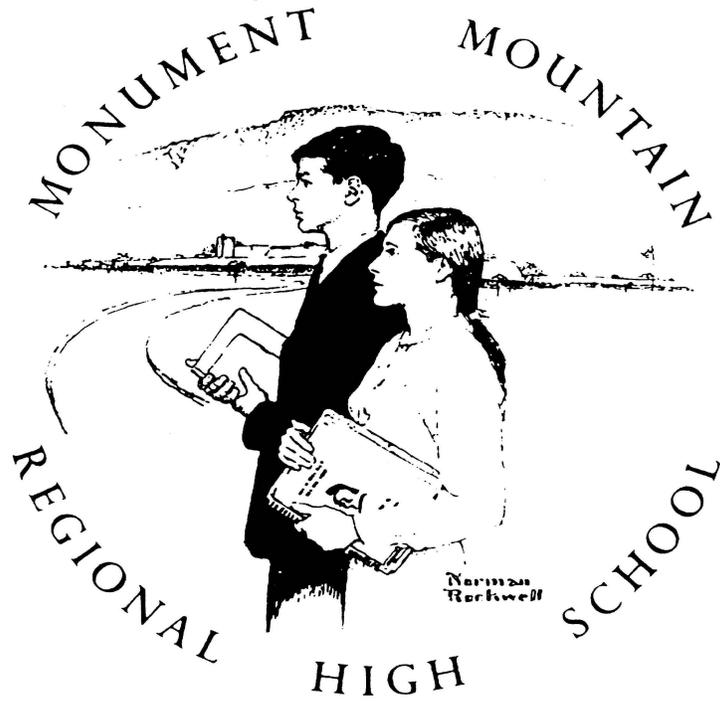


Program of Studies



2021 – 2022

for

Classes of 2022, 2023, 2024

BERKSHIRE HILLS REGIONAL SCHOOL DISTRICT

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Mr. Richard Dohoney, Vice Chairman
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BUSINESS ADMINISTRATOR

Ms. Sharon Harrison

DIRECTOR OF FACILITIES

Mr. Steven Soule

MONUMENT MOUNTAIN REGIONAL HIGH SCHOOL

Ms. Kristina Farina, Principal

Mr. Peter Falkowski, Assistant Principal

GUIDANCE DEPARTMENT

Mr. Michael Powell, Guidance Counselor

Mr. Sean Flynn, Guidance Counselor

Ms. Marcie Velasco-Simmons, Guidance Counselor

Ms. Pamela Morehouse, School Adjustment Counselor

CVTE COORDINATORS

Mrs. Heather Boyko

Mr. Thomas Roy

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PROGRAM OF STUDIES

Dear Monument Mountain Regional High School Students,

The faculty and administration at Monument Mountain are proud of the wide variety of excellent course offerings you will find outlined in this Program of Studies. Regardless of your interests and the resulting course selections, each teacher is dedicated to building a relationship with every student to best meet their needs and guide them on their own personal journey through high school.

As a Monument Mountain student, you assume the responsibility of designing your personal plan of study by choosing your courses wisely. Please take the time to carefully read through the course descriptions. It is a good idea to discuss your options with your parents or guardians so they reflect your long-range educational, vocational and personal goals. Please consider the distinctions between College Prep, Honors, Advanced Placement and courses with optional Berkshire Community College credit as referenced in the guide. Also note the variety of electives, as well as vocational and technical offerings, with Pathways leading to certifications and internships in the respective fields. The diversity of the Monument Mountain curriculum gives you a great amount of flexibility in pursuing your personal goals and plans for the future.

Your guidance counselors will work closely with you to support your selection process. You may also consult your current teachers to get their recommendations. We sincerely care about you and your success in high school and beyond. We strive to give each student our time and attention in order to ensure an excellent high school experience.

Sincerely,

*Kristina Farina
Principal*

EDUCATIONAL LEGISLATION

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

(Revised: August 14, 2020)

The Berkshire Hills Regional School District (“District”) has a commitment to maintaining a workplace and educational environment where bigotry and intolerance, including discrimination such as harassment on the basis of sex, sexual orientation, and gender identity or expression are not tolerated. Discrimination, including harassment, is contrary to the mission of the District and its commitment to equal opportunity in education.

The District will promptly investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school’s programs and activities, including locations, events, and/ or circumstances in which the school district exercises substantial control, in a way that is not deliberately indifferent.

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 each student 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 peers, 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 health, 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 future career opportunities.

Students are strongly urged to select courses from all departments within the school rather than limiting your choices to one field. All students are encouraged to explore the vast breadth of offerings at Monument Mountain. Experiencing a variety of programs may introduce you to an area of interest never before considered as a possible career. 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 will have complete interest inventories as part of their advisory program and work closely with their guidance counselor to chart a high school program that best meets their needs. A program of study should include fundamental coursework that meets college entrance requirements as well as courses in art, music, and our career and technical pathways. Career, technology and vocational programs offer both elective experiences as well as complete programs with pathways leading to certifications, internships and potential job placements. All students will be challenged to expand their academic potential and identify their areas of strength and interest as they progress through their four years of high school. Seniors should develop their schedule to best prepare for their postsecondary experience, whether it be a robust & challenging academic program geared toward competitive colleges and universities or an internship, WISE or independent experience that will lead to a community or technical college experience, each student can personalize the program to fit their needs.

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, drama, and music;
2. career, technical and vocational education;
3. work study and employment opportunities;
4. counseling services;

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

| |
|--------------------------------|
| GRADUATION REQUIREMENTS |
|--------------------------------|

All students must earn a minimum number of credits in the following subject areas:

| COURSES | CREDITS |
|---|---------|
| English | 4 |
| Social Studies ⁽¹⁾ | 3 |
| Science ⁽²⁾ | 3 |
| Mathematics | 3 |
| Physical Education and Wellness | 1.5 |
| The Arts ⁽³⁾ | 1 |
| Career – Technical – Vocational (CVTE) ⁽⁴⁾ | 1 |

Required Credits 16.5

Elective Credits 7

Total Credits Needed 23.5

⁽¹⁾ *SS9 and U.S. History are required.*

⁽²⁾ *All students must take biology, a physical science, and a third science of your choice.*

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

Art

- Advanced Art
- Portfolio
- Ceramics I, II
- Design & Computer Graphics
- Foundation Art
- Sculpture/3D Design
- Drawing
- Painting and Printmaking
- Photography
- Design and Build

Music

- Band
- Chorus
- Music Theory I, II
- Orchestra
- Intro to Piano

Drama

- Acting and Directing
- Advanced Drama

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

| | | |
|------------------------------------|----------------------------|-----------------------|
| PLTW - Computer Science Essentials | Computer Management | Exploring Childhood |
| PLTW - Computer Science Principles | Pre-K Program | Woodworking Tech I |
| Woodworking Tech II | Design & Computer Graphics | Automechanics |
| Web Page Design | Horticulture | Intro to Mechanics |
| Photography | MMTV | Vocational Automotive |
| Design & Build | | |

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

**ADMISSION STANDARDS TO
MASSACHUSETTS COLLEGES and UNIVERSITIES**

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 (contact admissions office to confirm - some state universities are now test optional);
- 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: <https://www.mass.edu/forstufam/admissions/admissionsstandards.asp>.

Please visit the [Massachusetts Department of Higher Education website](#) for the most up to date admission information.

COURSE DESIGNATIONS

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

Standard is used for a course that is only offered at one level - in other words - there is no distinction. For college prep, honors and advanced the "weight" is a multiplier that identifies the level of rigor and pace in a curriculum. The higher the level the more students are expected to demonstrate independence in their learning.

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 prepare students for successful college and career opportunities.

STANDARD

Independent Educational Experience

Independent Study
Internship

General

Learning Lab

Family & Consumer Science

Exploring Childhood
Pre-K Program

Links
WISE

Art

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

Computer Technology

Web Page Design

Social Studies

Berkshire History
People and Their Environment

Music

Band
Chorus
Orchestra
Intro to Piano

P.E./Health and Wellness

Physical Education

Science

People and Their Environment

CVTE Vocational Education

Automechanics
Horticulture
Vocational Automotive

CVTE Technology Education

Wood Technology I
Wood Technology II
MMTV
Photography
Design & Computer Graphics

COLLEGE PREPARATORY

Art

Drawing
Advanced Art
Painting and Printmaking
Design and Build

Computers

WebPage Design
Computer Management
PLTW - Computer Science Essentials
PLTW - Computer Science Principles

English

English 9, 10, 11, 12
Journalism

Independent Educational Experience

Independent Study
WISE

Music

Music Theory I

Science

Anatomy and Physiology
Biology
Chemistry
Physics
PLTW - Introduction to Engineering Design
PLTW - Principles of Engineering

Social Studies

U.S. History I
U.S. History II
Psychology I
Social Studies Projects
Berkshire History
People and Their Environment
Humanities Seminar
Social Science Seminar

Mathematics

Algebra I, II
 Geometry
 Pre-Calculus
 Calculus
 Accounting
 Statistics

World Languages

French I, II
 Spanish I, II

English

English 9, 10, 11, 12
 Journalism

World Languages

French II, III, IV
 Spanish II, III, IV, V

Math

Algebra I, II
 Geometry
 Pre-calculus

Music

Music Theory II

Drama

Acting and Directing
 Advanced Drama

CVTE Technology Education

Design & Build

HONORS**Science**

Chemistry
 Physics
 Biology
 Anatomy and Physiology

Independent Educational Experience

Independent Studies

Social Studies

U.S. History I
 U.S. History II
 Psychology II
 Social Studies Projects
 Humanities Seminar
 Social Science Seminar

ADVANCED & ADVANCED PLACEMENT**Art**

Portfolio

English

AP Literature and Composition
 AP Language and Composition

Science

AP Biology
 AP Chemistry
 AP Physics

Social Studies

Modern European History
 AP United States History

World Languages

AP French

AP Spanish

Mathematics

AP Calculus

THE ARTS

FINE ARTS

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.

FOUNDATION ART

Grades 9-12

Credit: .5

Prerequisite: None

Foundation Art is a 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 9-12

Credit: .5
Prerequisite: Foundation Art

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 10-12

Credit: .5
Prerequisite: Foundation Art AND either Drawing or Advanced Art

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 9-12

Credit: .5
Prerequisite: Foundation Art

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 9-12

Credit: .5
Prerequisite: Foundation Art

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 9-12

Credit: .5
Prerequisite: Foundation Art

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
Grades 10-12

Credit: .5
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 to 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
Grades 11-12

Credit: .5
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.

DESIGN AND BUILD

Credit: .5

Grades 11-12

Prerequisite: Foundation Art

Design/Build Introduces students to the role that design plays in creating things that we use and interact with everyday - architecture, furniture, interiors, and consumer products. Students will gain an understanding of the process of defining and solving design problems, and learning how tools and materials are used to execute that design. Students will meet local designers and understand the nature of their business, how they use design and what role their work plays in our community. Students will create models, design work on computers and create actual products. This course is considered an art or tech credit.

MUSIC

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 several elective 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

Credit: 1

Grades 9-12

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

Credit: 1

Grades 9-12

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. This is an introductory course and it is not appropriate for advanced piano students or just for piano practice.

DRAMA

The goal of the MMRHS Drama Program is to prepare students to become skilled in the dramatic arts through hands-on, performance-based learning. Theatre students work as an ensemble to build shared trust and to hone their capacity for self-expression. Specifically, students develop the skills needed to interpret dramatic texts, critique and analyze performances by others and themselves, and to effectively communicate their ideas. Many chances are offered to master theatrical proficiency through the exploration of a broad range of plays and technical opportunities such as lighting, set design, stage management and direction.

In addition to drama classes, MMRHS offers opportunities to participate in the Fall Festival of Shakespeare, the Spring Musical, and several non-musical theatre productions each year.

ACTING AND DIRECTING
Grades 9-12

Credit: 1.0
Prerequisite: None

In this beginning Theatre Arts course students become acquainted with basic stagecraft. The class provides a thorough background in acting and performance, from improvisation to stand-up comedy and from scene work to complete plays. Students will hone their directing and technical skills, from set design to lights, costumes and sound design. Theatre

history and varied approaches to movement, voice and technique are covered through performance, text analysis, peer critiques, and the creation of original dramatic works.

ADVANCED DRAMA

Grades 10-12

Credit: .5

Prerequisite: Acting and Directing or Permission of Instructor

This is an advanced Theatre Arts course. The expectation is that students taking the course have some experience in the theatre, from acting and directing to technical production. One play or film is rehearsed and performed per semester. After reading from a selection of plays, students democratically select one, then cast it and play an important part in the direction of the production. Plays range in style from the tragic to the comic and from the classical to the modern in order to offer a variety of dramatic opportunities.

| |
|----------------|
| ENGLISH |
|----------------|

The English Department at MMRHS understands that the ability to read, write and evaluate information is essential to a good life. Critical thinking and questioning the world around us, while also exploring our own purpose and meaning as individuals, are the fundamental building blocks of a rich education in the humanities. We champion respect for diversity and diverse voices, social-emotional growth, social justice, global awareness and the power of empathy in an increasingly complex world. Each year we support students in developing skills in a variety of areas, including reading, writing, listening, public speaking, discussion and debate, media analysis, and habits of work and learning in preparation for college, career, and life after graduation. We encourage students to partner with us in taking the lead in their own education.

ENGLISH 9

Credit: 1.0

Prerequisite: English 8

English 9 connects reading instruction with writing for multiple purposes. With Massachusetts Common Core Grade 9-10 Reading, Writing, Listening, and Speaking standards guiding the curriculum, students will read from a variety of sources and learn to draft, revise, and edit their writing. The course will provide students with opportunities to listen, share, and explore their own and others' ideas. The first year of study will give students a foundation for the next three years of English and anchor them in the transferable, essential life skills of Communication, Problem Solving, Informed Thinking, Self Direction, and Collaboration.

ENGLISH 10

Credits: 1.0

Prerequisite: English 9

English 10 students will continue to develop the skills begun in grade 9. Massachusetts Common Core Grade 9-10 Reading, Writing, Listening, and Speaking standards guide the curriculum, as do essential ideas regarding American Identity and Social Justice. American novels, plays, poetry, short stories and nonfiction will be assigned. Reading Comprehension and Composition skills will be emphasized in preparation for the MCAS test in the spring of the tenth-grade year. The second year of study continues to foster the transferable, essential life skills of Communication, Problem Solving, Informed Thinking, Self Direction, and Collaboration to prepare students for English 11 and beyond.

11TH and 12TH GRADE COURSE OFFERINGS

ENGLISH 11

Credit: 1.0

Prerequisite: English 10

English 11 is designed for students to progressively strengthen a range of skills in accordance with the Massachusetts Common Core Grade 11-12 Standards in Reading, Writing, Speaking and Listening. Students will be immersed in a curriculum anchored in the transferable, essential life skills of Communication, Problem Solving, Informed Thinking, Self Direction, and Collaboration and will engage with a variety of texts including nonfiction, fiction, social criticism, poetry, drama, and cinema. Students will develop their writing and language acquisition skills through producing a range of creative and analytical pieces. The third year of study supports students in progressing as individuals and as members of a collective through participation in a range of activities intended to foster independence, accountability, critical thinking, resilience, empathy, expressive communication, and collaboration.

ENGLISH 12

Credits: 1.0

Prerequisite: English 11

English 12 is designed for students to establish college, career and adult readiness through steadily maturing engagement with the transferable, essential life skills of Communication, Problem Solving, Informed Thinking, Self Direction, and Collaboration. The fourth year of study finalizes student work with the Massachusetts Common Core Grade 11-12 Standards in Reading, Writing, Speaking and Listening. Students plan and prepare for the future through the creation of narrative essays, college essays, supplemental essays, resumes, cover letters, and personal statements that culminate in a final Senior Portfolio.

JOURNALISM

Grades 11 - 12

Credits: 1.0

Prerequisite: English 10

Journalism provides basic training in all the fundamentals of text journalism, and in some elements of broadcast journalism. Students begin by learning interviewing basics, the vocabulary of journalism and basic journalistic history. They then proceed to read and write each kind of major story, including Q&As, profiles, features, reviews, op-eds, sports stories, hard news, and soft news. To discern fact from opinion, study style and technique, develop media literacy, and stay informed, students read daily from local and national news sources. Journalism students serve as the principal reporters and editorial staff members for *The Maroon Tribune*.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Grades 11 - 12

Credits: 1.0

Prerequisite: English 10

AP Language and Composition is a full-year course offered to eleventh and twelfth grade students. 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 may be 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: 1.0

Prerequisite: English 10

AP Literature and Composition is a full-year course offered to eleventh and twelfth grade students. Students who elect this course should demonstrate superior aptitude for reading literature perceptively and for cogently expressing their 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 may be required in advance of the course. Students are encouraged to take the Advanced Placement Exam in May.

ENGLISH LANGUAGE EDUCATION (ELE) PROGRAM

This program is designed for students known as English Learners (ELs) whose native language is not English. 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 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

Grades 9-12

Credit: 1

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

Grades 9-12

Credit: .5

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:

Algebra I
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:

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. This course may be taken for Honors or College Preparatory credit.

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 logarithmic equations as well as 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, and sequences and series. Topics in the second half of the year include basic trigonometry, the unit circle, trigonometric equations and identities, and graphing of trigonometric functions.

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. Students are able to earn college credit when proper paperwork is filled out and approved by Berkshire Community College.

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. Students are able to earn college credit when proper paperwork is filled out and approved by Berkshire Community College.

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 or approval of High School Math Department

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

Credit: 1

Grades 10-12
Department Recommendation

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.

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.

STATISTICS

Grade 11-12

Credit: 1

Prerequisite: Algebra I

Statistics is an introductory course taught with computers and formatted as a blended technology class. Students will use Google Sheets to complete many projects throughout the year. The course covers: Types of Data, Displaying Data, Linear Regression, Collecting Data, Drawing Conclusions, Random Sampling, Measures of Center, Measures of Spread, Normal Distributions, Z-Scores, T-Scores, Statistical Inference, Analysis of Variance, Discrete Probability and Hypothesis Testing. Students are able to earn college credit when proper paperwork is filled out and approved by Berkshire Community College.

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

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

Four-year College

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

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

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

Credit: 2

Grades 11-12

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 for a detailed list of topics covered.)

PLTW - INTRODUCTION TO ENGINEERING DESIGN

Credit: 1

Grades: 10 - 12

Prerequisite: Algebra I

Co-requisite: Geometry

Introduction to Engineering Design (IED) 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.

PLTW - PRINCIPLES OF ENGINEERING

Credit: 1

Grades: 11-12

Prerequisite: PLTW - Introduction to Engineering Design

Principles of Engineering (POE) is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a post secondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science and technology.

PHYSICS

Credit: 1

Grades 11, 12

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

Credit: 2

Grade 12

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

Credits: 1

Grades 11-12

Prerequisite: Biology

Anatomy and Physiology examines the structures and functions of the human body. Students will explore the body systems by performing dissections, interactive labs and by examining case studies. This course will view how the body

systems are interrelated and how they work together to maintain homeostasis. The program is highly recommended for students interested in health-related careers. Anatomy and Physiology does not fulfill the life science graduation requirement of Biology.

PEOPLE AND THEIR ENVIRONMENT

Grades 11-12

Credit: .5

Prerequisite: None

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 four day hike as part of the course so students need to have solid time management skills and realize there is a eight 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.

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|-----------------------|
| SOCIAL STUDIES |
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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 U.S. History I, U.S. History II, and at least one full credit of Social Studies electives (two .5 -credit electives or one full-credit elective).

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.

BERKSHIRE HISTORY

Grades 10-12

Credit: .5

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 research "tools" including local history books, 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

Grades 11 – 12

Credits: 1

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?

People—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 U.S. History I & II.

MODERN EUROPEAN HISTORY Credit: 1
Grades 11-12 Prerequisite: None

“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.

SOCIAL STUDIES PROJECTS Credit: .5
Grades 11 – 12 Prerequisite: Successful completion of 9th and 10th 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.

PEOPLE AND THEIR ENVIRONMENT Credit: .5 (can be taken for Social Studies or Science)
Grades 11-12 Prerequisite: None

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 four day hike as part of the course so students need to have solid time management skills and realize there is a eight 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.

HUMANITIES SEMINAR Credit: .5
Grades 11-12 Prerequisite: None

Humanities Seminar is a semester-long elective course that will focus on a selection of fields of study that fall within the social studies, including sociology, philosophy, law, politics, and social justice. The purpose of the course is to serve as an introduction to the major topics, questions, and problems that make up each of these fields of study. The typical unit of study will last three to four weeks, and during each unit the students will read, watch, discuss, and write about the topics, questions, and problems at hand. Each unit will combine work done by the class as a whole and work done independently by individual or small groups of students. And each unit will close with a final project that could take the form of an academic essay, a piece of creative writing, a video or work of art, or a presentation to the class.

SOCIAL SCIENCE SEMINAR Credit: .5
Grades 11-12 Prerequisite: None

Social Science seminar is a semester-long elective in which students will examine a multitude of the social sciences including world history, economics, sociology, and politics. The course will explore the complex relationship between these fields by asking and considering fundamental questions of each. Students will begin with a seminar in world history which will then lead into roughly month long examinations of each of the other social sciences listed. Students will read, watch, listen and gather resources in order to deepen their understanding of the questions and subtopics that interest them, and then present their findings in written, oral and expressive form.

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. 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. Instruction balances communicative facility with linguistic accuracy, and makes connections with other disciplines through the study of geography, history, science, literature, and the arts. MMRHS World Language teachers strive to use the target language 90%+ of the time in all levels.

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 with parents speaking 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.

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.

FRENCH OR 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)

Credit: 1

Grades 10-12

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.

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.

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 PE/Wellness, 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.

PE/Wellness 9 (ST)

Grade 9

Credit: .5

Prerequisite: None

An introduction to Physical Education and Wellness. Students will learn the foundation for physical, social and emotional skills that will set them up for a lifetime of health and wellness. This program is designed to help students build relationships with their peers and their teachers while promoting an environment that is centered around wellness at

Monument. Students will engage in a variety of team, individual, and lifetime wellness activities. Railroad Street Youth Project will collaborate with the PE/Wellness teachers for a sexual health and education unit.

PE/WELLNESS 10 (ST) Credit: .5
Grade 10 Prerequisite: None

Students will continue building relationships, focusing on team, individual, and wellness skills. Students will be introduced to more sport specific skills and activities. Students will be able to apply the teamwork and cooperation skills learned in 9th grade to more physical activities and games. Fitness and nutrition topics will become more prominent and applicable.

PE/WELLNESS 11/12 (ST) Credit: .5
Grade 11-12 Prerequisite: None

Students will be applying all concepts for their final PE/Wellness credit. Students will be engaged in more physical activities and sports. Nutrition and fitness will continue to be a focus to ensure the students are equipped with tools for a lifetime of health and wellness. Students will complete a final project for Physical Education and Wellness.

CVTE – COMPUTERS

COMPUTER MANAGEMENT Credit: .5
Grades 9-12 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.

PLTW - COMPUTER SCIENCE ESSENTIALS Credit: 1
Grades 9-12 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.

PLTW - COMPUTER SCIENCE PRINCIPLES Credit: 1
Grades 10-12 Prerequisite: PLTW - Computer Science Essentials

PLTW CSP aims to develop computational thinking, generate excitement about career paths that utilize computing and introduce professional tools that foster creativity and collaboration. PLTW CSP will help students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity and simulation.

CVTE – FAMILY and CONSUMER SCIENCE

EXPLORING CHILDHOOD Credit: .5

Grades 10-12

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

Credit: 1 or 2

Grades 11-12

Prerequisite: Exploring Childhood or permission of the teacher

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

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

Credit: 1

Grades 9-12

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

Credit: 1

Grades 10-12

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.

DESIGN & BUILD

Grades 11-12

Credit: .5

Prerequisite: Foundation Art

Design/Build Introduces students to the role that design plays in creating things that we use and interact with everyday - architecture, furniture, interiors, and consumer products. Students will gain an understanding of the process of defining and solving design problems, and learning how tools and materials are used to execute that design. Students will meet local designers and understand the nature of their business, how they use design and what role their work plays in our community. Students will create models, design work on computers and create actual products. This course is considered an art or tech credit.

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 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

Credit: .5

Grades 9-12

Prerequisite: None

Intro to Mechanic is a prerequisite to Vocational Automotives. 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

Credit: .5

Grades 10 -12

Prerequisite: None

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.

VOCATIONAL AUTOMOTIVES

Credit: 1 or 2

Grades 10-12

Prerequisite: Intro to Mechanics

Vocational Automotives is a one or two period, intensive vocational course aligned with the Automotive Service Excellence Education Foundation and it meets the Automotive Service Excellence (ASE) standards. The course is designed for students who want to go into the automotive profession and it provides the training to diagnose problems and repair automobiles. Students are taught to operate state of the art equipment available in today's modern repair facilities. Students will complete courses in brakes, electrical systems, suspension and steering, heating and air conditioning and engine repair.

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| INDEPENDENT EDUCATION EXPERIENCES |
|--|

INDEPENDENT STUDY

Credit: .5

Grades 11-12

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. The 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 courses

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.

INTERNSHIP PROGRAM

Credit: 1.5 semester

Grades 10-12

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

Credit: 2

Grade 12

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

Credit: 1 .5

Grades 10-12

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

Credit: .5

Grades 10-12

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. Information about courses offered at Monument may be obtained from your guidance counselor.

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.

MULTI TIERED SYSTEMS OF SUPPORT

MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, MTSS has emerged as the new way to think about both disability identification and early intervention assistance for the "most vulnerable, academically unresponsive children" in schools and school districts (Fuchs & Deshler, 2007, p. 131, emphasis added).

Monument Mountain Regional High School offers multi-tiered systems of support for student needs related to mental health, social emotional learning, and academics. Students are served at one of three tiers based upon their unique needs, and students are evaluated weekly. Success at tier 2 or tier 3 means that students may transition to a lower tier. Continued student struggle may cause a student to move to a higher tier so that the student may access more intensive, targeted support.

Tier one is defined as the services that are both available and accessible to all such as teacher support and advisory period. At the second tier, students access more targeted supports that are available to all students but accessed by few- approximately 10% of the student population. A study hall with targeted support is an example of a tier two support. Finally, students have access to intensive services which are available to all students but accessed by fewer students than at tier two. These services include Monument Mountain Regional High School's BRYT program.

EARLY GRADUATION POLICY

The BHRSD School Committee acknowledges that most students will satisfy 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 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:
 - i. Academic credit check.
 - ii. Document reasons for early graduation that align with post-high school plans.
 - iii. Set up a tentative final schedule.
 - iv. Complete the Early Graduation Request Form and return it to the principal by February 1st of student's junior year.
 - v. Schedule a conference with the guidance counselor, the principal, the student and the parents/guardians.
5. A conference with the Principal is mandatory. The Principal will approve or deny the student's request for early graduation. If the student disagrees with the recommendation of the Principal, the decision may be appealed to the Superintendent.

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| Early Graduation Request Form |
|--------------------------------------|

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 oversubscribed, students will complete the attached application. Students will be selected according to the following criteria:

- Grade/Year (11th and 12th 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 or 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 | Kristina Farina | kristina.farina@bhrsd.org |
| Secretary to the Principal | Doreen Hughes | doreen.hughes@bhrsd.org |
| Assistant Principal | Peter Falkowski | peter.falkowski@bbhrsd.org |
| Secretary to the Assistant Principal | Heather Ralph | heather.ralph@bhrsd.org |
| Guidance Counselors: | Mike Powell | michael.powell@bhrsd.org |
| | Marcie Velasco | marcie.velasco@bhrsd.org |
| | Sean Flynn | sean.flynn@bhrsd.org |
| Guidance Secretaries | Rebecca Campetti | becky.campetti@bhrsd.org |
| | Dede Norton | dede.norton@bhrsd.org |
| CVTE Coordinators | Heather Boyko - internship coordinator | heather.boyko@bhrsd.org |
| | Thomas Roy - program coordinator | thomas.roy@bhrsd.org |