Program of Studies
2024 - 2025



EASTHAMPTON HIGH SCHOOL

"Eagles for Excellence"

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EASTHAMPTON PUBLIC SCHOOLS

EASTHAMPTON HIGH SCHOOL

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William Evans, Principal
Susan M. A. Welson, Assistant Principal

Dear Students and Families:

Course selection for the 2024 - 2025 school year is upon us. Content area and academic departments have reviewed their courses, aligned them with Massachusetts State Curriculum Frameworks, and ensured that each course serves to move students towards college and career readiness.

It is vitally important that you read the program of studies thoroughly before selecting courses for next year. Be aware of pre-requisites and recommended courses for future studies when making choices. Be advised that 108 credits must be earned in order to graduate. As you make your selections, please note grade level promotion and subject-specific graduation requirements as well as courses you might want to study next year. Keep in mind what you need to take toward graduation and what courses might serve you best in your future goals for college and career.

It is also important to remember that time limits and deadlines will apply to your course selections and course changes. I suggest that you choose wisely the first time as choices become limited as the process for course selection moves forward.

Finally, it is critical that you seek input from your parents, teachers, and school counselors, who will guide you in ensuring your choices match your high school and post-graduation plans. Good luck to you.

Sincerely,

William Evans
EHS Principal

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MISSION STATEMENT

The mission of Easthampton High School is to educate and nurture our students to grow as active learners. Every student is encouraged and challenged to their full potential in meeting our academic, civic, and social expectations.

CORE VALUES AND BELIEFS

Nurture	**Value: Nurturing a Safe Inclusive and accepting Environment (social)** ***EHS community believes...*** Students learn best when they feel safe, both physically and emotionally, in a supportive, positive and affirming environment. Diversity and equality are valued and all are embraced through collective responsibility.
Encourage	**Value: Encourage Complex Learning with a Growth Mindset (academic)** ***EHS community believes...*** All students can engage in complex learning when given high expectations, appropriate supports and the opportunity to engage in relevant 21st century learning. Perseverance, risk-taking, self-assessment and academic integrity are skills necessary for developing a growth mindset. Students learn best when they are in an environment that models, encourages and practices growth mindset and can take an active role in their learning, discipline and future goals.
Support	**Value: Supporting School and Community Engagement (civic)** ***EHS community believes...*** Students will feel included, safe and valued when they take an active role in the classroom, school, and community.
Together	**Value: Together we Teach and Learn with Respect and Effective Practices** ***EHS community believes...*** Students learn best when faculty and staff engage in research-based, reflective, inclusive, and collaborative practices around teaching and learning. Students learn best when respect is embedded in school culture.

LEARNING EXPECTATIONS

Engaged Collaborative, Reflective and Flexible Learner

Demonstrates collaboration and flexibility and is self-reflective in an inclusive environment.

Active and Complex Thinker

Solves complex problems with multiple steps by accessing prior knowledge, choosing an appropriate method and using higher order thinking.

Growth Mindset Learner

Approaches learning tasks with a growth mindset that emphasizes effort, perseverance and skill over intelligence and innate ability. (e.g. revisions, retakes, staying for help, asking questions, taking risks, strategizing, self- assessing skills, not self-deprecating, using growth mindset language-yet, remediating assignments)

Logical, Effective and Creative Communicator

Communicates with clarity, creativity, and focus with consideration of audience.

Empathetic Community Member

Actively engages in and contributes to the school, virtual and/or local communities. Respects and keeps an open mind about other points of view.

Skilled Consumer/Processor of Information

Uses multiple forms of media, including technology, as a resource to access, analyze, and evaluate information, foster creativity, enhance communication and increase productivity.

ACCREDITATION STATUS

Easthampton High School has been awarded continued accreditation status through 2029 by the New England Association of Schools and Colleges, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post- graduate instruction.

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

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

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND
COLLEGES
209 Burlington Road
Bedford, Massachusetts 01730-1433
(781) 271-0022

The PROGRAM OF STUDIES presents the courses offered at Easthampton High School to assist students and parents in selecting appropriate courses of study. The student learning time regulations require that every student be scheduled into a minimum of 990 hours of structured learning time. The student, after consultation with his/her teachers, counselor, and parents, may select those courses that lead to the accomplishment of his/her academic goals. The last page provides a convenient worksheet for the student to use prior to the final selection of next year's program.

PLANNING YOUR HIGH SCHOOL PROGRAM

Planning your academic program involves making important decisions and requires a great deal of thought. Parents and students often experience confusion about how to properly prepare for admission to college. The Board of Higher Education in the Commonwealth of Massachusetts has adopted very specific minimum standards for entrance into the state universities and colleges, and although these requirements are the minimum, they may be used as a guideline by which a student can develop a high school program on which s/he can base an application to virtually any college in the country.

BOARD OF HIGHER EDUCATION MINIMUM REQUIREMENTS FOR ADMISSION TO THE MASSACHUSETTS STATE UNIVERSITY SYSTEM & UMASS

English	4 courses
Mathematics	4 courses (Algebra I, II, & Geometry or Trigonometry) including mathematics during the final year of high school
Sciences	3 courses (drawn from Natural Science, Physical Science, and/or Technology/Engineering), including 3 courses with laboratory work
Social Sciences	2 courses (including 1 course in U.S. History)
Foreign Languages	2 courses in a single language
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

RECOMMENDED COLLEGE-BOUND STUDENT TEST SCHEDULE

EHS's Code/CEEB: 220720

PSAT	October of sophomore & junior year
SAT	May, June and August of junior year (repeat fall of senior year if needed)

ADDITIONAL COLLEGE REQUIREMENTS

There is no magic formula when it comes to college admissions decisions. Admission factors may include rigor of courses taken, standardized test scores, personal statements/essays, recommendations, extra-curricular activities, and/or interview. Students are encouraged to discuss specific college admissions requirements with their counselor.

NCAA ELIGIBILITY FOR COLLEGE ATHLETICS

In order for a student to be eligible for participation in Division I and II athletic programs in college, the student must meet specific eligibility requirements found at www.eligibilitycenter.org.

GRADUATION REQUIREMENTS

108 total credits (128 credits available to earn over four years at 32 credits per year)

English	16 credits
Mathematics	16 credits (one senior year class recommended)
Social Studies	16 credits (including U.S. History I, II, World History and one elective)
Science	12 credits
World Language	8 credits in a single language; 12 credits recommended for 4-year colleges
Physical Education	10 credits
Health	6 credits
Fine/Performing Arts	4 credits
Computer	4 credits
Technology	4 credits

In addition, students will be expected to complete the post-secondary planning process in Xello.

COURSE REQUIREMENTS FOR STUDENTS ATTENDING CTEC ALL FOUR YEARS

English	16 credits
Mathematics	12 credits
Social Studies	12 credits (including U.S. History I, II, & World History)
Science	8 credits
Fine/Performing Arts	4 credits
Computer	4 credits

In addition, students will be expected to complete the post-secondary planning process in Xello.

COURSE LEVELS & EXPECTATIONS

To assure the continuation of appropriately rigorous and meaningful educational programs, all courses have been identified as belonging to one of four levels:



Academic: College preparation classes common to the educational program of all students



Honor: Often offer the same curriculum as academic level classes, but are tailored for high- achieving students, covering additional topics or some topics in greater depth



Advanced Placement: Cover the breadth of information, skills and assignments found in corresponding college courses thus aligning with the standards and expectations of leading liberal arts and research institutions

MARKING SYSTEM

Students are graded on a 0-100 scale. The passing grade is 60. Some classes are Pass/Fail and are graded with a P or an F. Students are awarded credit for each successful passing of a course, however, if a student is absent from the course too many times, credits may be deducted. A grade of an "I" in any class means the student has work that must be made up in order to receive a grade. Students have 10 school days to make up incomplete work, after which time the student will receive the grade on record.

A (93-100)	**B+** (87-89)	**B-** (80-82)	**C** (73-76)	**D+** (67-69)	**D-** (60-62)
A- (90-92)	**B** (83-86)	**C+** (77-79)	**C-** (70-72)	**D** (63-66)	**F** (59 & below)

GRADING SCALE

Cumulative Grade Point Average (GPA): GPA is calculated at the end of each semester. GPA is calculated by first converting a final grade to the 4.0 scale (see scale below) then weighting it on the individual courses level (A, H, AP). That average is multiplied by the number of credits a student earned and then divided by the total number of possible credits for the course. The result is the student's weighted GPA. This process is repeated for each class and then the sum of all class GPAs is averaged to result in an overall cumulative GPA. It is possible to get over a 4.0 GPA once the weighting of the student's final grade has occurred.

Honor Roll: An honor roll is determined at the end of each marking period. Students with a 94% average or higher are considered 1st honor and an 83-93% is considered 2nd honor. Cumulative GPAs are calculated at the end of every semester and are reflected on the student's transcript.

Class Rank: Easthampton High School does not report class rank.

Grade	AP	Honors	Academic	Grade	AP	Honors	Academic
0-59	0.00	0.00	0.00	**80**	3.10	2.80	2.50
60	1.10	0.80	0.50	**81**	3.20	2.90	2.60
61	1.20	0.90	0.60	**82**	3.30	3.00	2.70
62	1.30	1.00	0.70	**83**	3.40	3.10	2.80
63	1.40	1.10	0.80	**84**	3.50	3.20	2.90
64	1.50	1.20	0.90	**85**	3.60	3.30	3.00
65	1.60	1.30	1.00	**86**	3.70	3.40	3.10
66	1.70	1.40	1.10	**87**	3.80	3.50	3.20
67	1.80	1.50	1.20	**88**	3.90	3.60	3.30
68	1.90	1.60	1.30	**89**	4.00	3.70	3.40
69	2.00	1.70	1.40	**90**	4.10	3.80	3.50
70	2.10	1.80	1.50	**91**	4.20	3.90	3.60
71	2.20	1.90	1.60	**92**	4.30	4.00	3.70
72	2.30	2.00	1.70	**93**	4.337	4.037	3.735
73	2.40	2.10	1.80	**94**	4.375	4.075	3.775
74	2.50	2.20	1.90	**95**	4.412	4.112	3.812
75	2.60	2.30	2.00	**96**	4.450	4.150	3.850
76	2.70	2.40	2.10	**97**	4.487	4.187	3.887
77	2.80	2.50	2.20	**98**	4.525	4.225	3.925
78	2.90	2.60	2.30	**99**	4.562	4.262	3.962
79	3.00	2.70	2.40	**100**	4.600	4.300	4.000

HIGH SCHOOL GRADUATION PLAN POLICY

In the Easthampton Public School District, college and career exploration and high school course planning begins in the 8th grade and continues through high school graduation. Upon entering EHS, the school counselors work with each student to create a four-year plan in Xello. The four-year plan is an online student directed, multi-year, dynamic planning tool that maps academic plans, personal/social growth, and career development activities. EHS students should utilize the Xello program to organize and record their progress. School counselors encourage students to set goals based on individual interests and strengths while identifying actions necessary to achieve those goals.

In Health & Wellness classes, students engage in activities such as a learning style inventory, career interest activity, and identification of field(s) of interest, EHS students learn to make course selections, extra-curricular choices, and engage in career development education activities that will support their preparation for post-secondary goals. This process recognizes a student's growth over time. In addition to Wellness classes, Xello lessons are also integrated into all of the English 11 classes. Students and parents should be familiar with Xello and use the program outside of school time.

ACADEMIC STANDING BY CLASS

Students will be considered members in good standing at each class level in September of the current year if they have accumulated the following credits: **26 credits for promotion to grade 10, 54 credits for promotion to grade 11, and 78 credits for promotion to grade 12**. Students who have not accumulated the necessary credits will not be promoted to the next grade. Each June, the report of students who have not attained the minimum credits are reviewed by the counselors and the students are notified of academic deficiencies. If the academic deficiencies are made up prior to the first day of school in August, the students will be promoted to the next grade. Students may also be promoted in January if sufficient credits have been attained.

SUMMER SCHOOL AND CREDIT RECOVERY

Students who receive a FINAL grade of 50 - 59 are eligible to enroll in on-line credit recovery classes, attend summer school, after school programs, or night school for credit recovery. Requests to enroll in on-line credit recovery classes, attend summer school or after school programs for credit recovery must be approved by the student's school counselor in advance of the student beginning the program. Students may not receive make-up credit for more than three major subjects in the same academic year. If credits are earned, they will be listed on the transcript with a for passing a numeric grade. The principal will make the final decision regarding the granting of credit(s). Most credit recovery options are subject to fees, which the student is responsible for.

SCHEDULE CHANGE POLICY

After the master schedule has been created, requests for changes can only occur under special circumstances. This could include situations in which a student does not meet a course's prerequisites; a course was cancelled; a scheduling conflict exists; a teacher recommends a change; or a student was improperly placed. All changes are based on space and availability.

SCHEDULE ADD/DROP POLICY

Changes in student schedules are difficult to obtain and are discouraged by administration and school counselors. Any changes to the full year schedule must occur within five school days of the beginning of semester one. Students who change a course after the first five school days of a semester will receive a "W" (Withdrawal), "WP" (Withdrawal/Passing), or a "WF" (Withdrawal/Failing) for the course that is dropped. The grade and attendance records from the dropped class will carry to the course into which the student transfers. Teachers, parents, students, and counselors must work together to make a reasonable change to a student's schedule, but any schedule change made after the five day add/drop window must be approved by the principal.

EARLY GRADUATION

Students may request approval to graduate early (January). Long-range planning is essential. The student must meet with the school counselor by the end of junior year to discuss the possibility. Approval of the principal is required. A student who graduates early may participate in extra-curricular activities, senior activities and graduation ceremonies, but not athletics. Students must have passed the 10th grade MCAS exams to be eligible for early graduation. Students qualifying for early graduation may elect to receive their diploma in February or June and attend the graduation ceremony in June.

SCHOOL COUNSELING DEPARTMENT

Mission Statement

The mission of the Easthampton School Counseling Program is to advocate for the provision of planned, data driven academic, career and personal/social experiences for all students K-12. As a result of school counseling programs and services, all Easthampton youth will be challenged and supported in their development as they become prepared, informed, responsible participants in an ever-changing world (Adopted: July, 2011).

Meeting the Challenge

Secondary school counselors and social workers/school adjustment counselors are professional educators who understand and respond to the challenges presented by today's diverse student population. They provide proactive leadership in the delivery of programs and services to help the student achieve success in school. School counselors align and work with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. The Massachusetts Standards, the Common Core, and the ASCA Model are the foundation for this work. The Massachusetts Model for Comprehensive School Counseling, the ASCA National Model (A Framework for School Counseling Programs), and the School Social Work Association of America provide school counselors with data- driven, results-based focus and serves as a guide for EHS's school counseling team.

Contact Information

The School Counseling Department is comprised of two school counselors, two school social worker/ adjustment counselors and a department administrative assistant. Students, with the help of the administrative assistant, may arrange an appointment to meet with their counselor. The phone number for the School Counseling Department is (413) 529-1585 ext. 2037.

Ms. Kathleen Collins
School Counselor (student last names A-L)

Mrs. Christine Soverow
School Counselor (student last names M-Z)

Ms. Jennifer Guedes Metzger, LICSW

School Adjustment Counselor

Ms. Hannah Fleischmann, LICSW

School Adjustment counselor

Ms. Lisa McCullough
Administrative Assistant

COLLEGE AND CAREER READINESS OPPORTUNITIES

The Lower Pioneer Valley Educational Collaborative Career & Technical Education Center (CTEC)
Grades 9 – 12
8 credits/semester
***Requirements**: 8th grade students submit the tuition application to the EPSD superintendent prior to April 1st. Completed application submitted to C-TEC prior to April 1st.*

CTEC offers exploratory and vocational programs. Enrolled students attend academic classes at EHS and attend vocational classes at CTEC. A completed online application must be submitted to CTEC for consideration. Students interested in this program must become familiar with specific graduation requirements in making their educational and career plans. Applications are accepted for students entering 9th and 10th grades only. Acceptance is competitive and is not guaranteed. The district deadline to apply to CTEC is determined by the superintendent of schools. Applications and program information are found at: www.lpvec.org.

Dual Enrollment
Grades 11 & 12

***Requirements:** A minimum EHS GPA of 2.5. Colleges may have additional GPA requirements. Students must meet deadlines and follow the expectations established by individual colleges and sign the EHS dual enrollment contract.*

Students may enroll in three credit or four credit university/college level full term courses at area colleges. Classes may be taken online or on campus during Semester 1, Semester 2 and/or the summer. Costs for these classes are with the student. Students are not allowed to take winter intersession courses or half-term classes for EHS credit.

Students complete online applications directly with the college, register for the college placement exam and meet with the college advisor to select the course. Students must meet the entrance requirements and deadlines specified by the university/college. These deadlines are available on the dual enrollment websites of the individual colleges.

The dual enrollment class will be added to the EHS schedule once the student shows proof of enrollment to their EHS school counselor. Students are responsible for providing an official transcript of mid-term and final grades to the School Counseling Office for recording on high school transcript. College courses approved for 100 level classes or higher and are weighted on the EHS transcript at the Advanced Placement level.

Dual enrollment will not be approved if the AP course is offered at EHS in the same semester. Any student who fails a dual enrollment class will not be approved for additional dual enrollment courses through EHS. The EHS add/drop policy applies to dual enrollment classes.

All communication regarding academic progress in dual enrollment classes happens in the college portal student email systems. Due to FERPA laws, colleges cannot communicate with the high school counselor. It is the student's responsibility to communicate their grades to their EHS counselor and to their caregivers.
https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

993 Independent Study
Grades 11 & 12
2 credits

Requirements: *The student must submit a proposal to an EHS teacher, receive teacher approval, and provide a signed contract to the School Principal for final approval. Deadline for submission to the School Principal is June 1.*

Independent Study is designed to allow students to study advanced levels and explore specific areas of interest under the supervision of a faculty member or community resource person. The independent study is supervised and overseen by the cooperating teacher or community resource person. Pass/Fail grading is given. Credits will be issued upon completion of the mid-term and final evaluations.

746TA Teacher Assistant
Grades 12
2 credits

Requirements: *Completed Prep Packet, resume, and signed contract by June 1.*

The Teacher Assistant course gives students an opportunity to take on a leadership role and support their peers and faculty in the classroom. This course offers students opportunities to build on leadership skills, by way of learning classroom administrative and organization skills, building positive relationships with peers/staff and exposure to effective teaching strategies of classroom curriculum. Students will be required to abide by school attendance policy.

Work Based Learning (WBL)

746FA (Fall Semester)

746SP (Spring Semester)
Grades 11 & 12
Credits determined by contract (maximum 8 credits/semester)

Requirements*: Completed Prep Packet, resume, and signed contract by June 1 for Semester 1 Work Based Learning placements, and Nov. 1 for Semester 2 Work Based Learning Placements. WBL is available in Periods 3 & 4 only.*

The goal of Work Based Learning is to give students an opportunity to assume the role of a responsible worker in a company or organization. This is a supplement to formal classroom instruction. Its intent is to significantly add to the vitality of the instructional program and to impact the courses that a student has taken or will take.

A Work Based Learning Plan will be developed for the student in cooperation with the placement supervisor and the student. Credit and grades are assigned after the student completes all hours required and has a completed evaluation. A student may complete two WBL's each school year. They may occur in the fall, spring, summer, or any combination.

ENGLISH DEPARTMENT

The Easthampton High School English program is aligned to the English Curriculum Frameworks and is designed to help students acquire effective communication skills for the 21st century. Students will achieve proficiency in writing, reading, listening, speaking, and the analysis of fictional and informational texts. As a school graduation requirement, students are enrolled in an English class each year and must successfully complete all four classes before being eligible to graduate. Each year's course offerings build upon the skill set acquired during the previous year. Philosophically, the Easthampton High School English Department contends that, "lifelong learners engage in constructing and conveying meaning by assessing, analyzing, synthesizing, evaluating, and applying knowledge and experiences for a variety of purposes, audiences, and situations."

Learning Expectations
Students will:

- *Demonstrate their technological skills with lessons designed for the 21st century learner: accessing, analyzing and evaluating multiple forms of media.*
- *Exhibit in all forms of communication clarity and focus, with consideration of audience, and exhibit in their writing the use of Standard English usage and conventions.*
- *Analyze information for relevance, reliability and validity, while exhibiting traits of a higher order thinking complex learner, who solves multistep problems, accessing prior knowledge and choosing an appropriate method of approach.*
- *As an active member of classroom community, interact successfully with others in small groups inorder to participate in projects/demonstrations and take part in peer editing activities; in process exhibit respect and tolerance for others and nurture the skills of collaboration flexibility and self- reflection.*
- *Approach all tasks related to reading, writing and communication with a growth mindset, which focuses on effort and motivation and perseverance as a means to making significant progress, rather than perceived intelligence or innate ability*

English Overview of Expectations

Homework: All levels of English classes have regular scheduled homework, and depending on the unit of study, may involve reading, writing, or other work tasks such as vocabulary development. The main differences between Academic, Honors, and Advanced Placement (AP) classes with regard to homework have to do with the amount of work assigned and the level of difficulty of the material.

Reading Quizzes: Since English is essentially about building analytical skills in expository reading and writing, it is essential for teachers to assess home reading assignments for completion and comprehension. Frequent quizzes on reading assignments are designed as quick assessments of independent reading. Teachers can then use the results of the quizzes to gauge how quickly and to what extent they can move students to more in-depth analysis of important abstract concepts beyond the simple plot, and to be sure that students can complete written tasks that are based on the reading. These quizzes are appropriate for the level of class being taught.

Focus on Writing as a Process: In general, focus of writing required in any English course; whether it be tests, journal entries or extended essays, is upon the writing process and providing feedback on the steps leading to acceptable final products. Scaffolding, use of graphic organizers, and guided questions

for class discussion points are just some of the ways focusing on process allows students to create polished final products. Academic level courses have more levels of scaffolding than Honors level courses, and Honors level will have more than AP courses.

Other General Information: All English courses including Academic, Honors and AP are one semester long. Every course culminates with a final exam, while AP courses rely on the AP assessment test. Summer reading recommendations are often given by teachers, but there is no set requirement for summer reading assignments.

Courses Offered

Creative Writing
Film & Literature (not offered in 2023-2024)
Pop Music as Literature
Musical Showstoppers: Literature Alive!
Contemporary Literature & Storytelling (not offered in 2023-2024)
English 9
English 10
English 11
English 12
AP English Language & Composition
AP English Literature & Composition

AC

145 Creative Writing
Grades 10 – 12
4 credits/semester

The student will investigate, both in his/her reading and writing and in a culturally diverse selection of texts, the many forms of creative expression in poetry and prose. Students will respond orally and in writing to a variety of written texts. Student writing will be submitted on a weekly basis, and students will also keep a writer's journal. Each student will receive a copy of all student writing submitted for discussion and reviewed by the class and the instructor. Students will be required to write in a variety of forms. Students will demonstrate proficient English usage in oral and written communication to garner preparedness for college and career readiness, Students will exhibit correct standard English usage in oral and written communication. Vocabulary will be generated by student writing. Students' skills and understanding will be assessed by a review of journals and portfolios of written assignments, evaluation of group discussion, and required submission of original writing to a class publication. Cumulative skills and understanding will be demonstrated by publication of an original work and a final portfolio. Creative writing is an elective and should not take the place of the 9^{th}, 10^{th}, 11^{th}, or 12^{th} grade core English courses.

AC

145A Film & Literature
Grades 10 – 12
4 credits/semester

Students taking this course can expect to get an introduction course in film studies within the context of film as it intersects with literature and how literature is adapted for film. Students will learn to recognize various elements of film studies including types of camera shots, angles, focus, transitions, lighting, sound, soundtrack, *mise en scene,* etc. and determine how filmmakers use these devices to influence audiences. Students will learn about or review common literary devices such as plot, characterization, point of view, setting, motif, symbolism, flashback, flash forward, irony, parody, and satire. Literature for study will come from a selection of various excerpts, short, and major literary works. In addition to the historical contexts which surround each literary piece in focus, highlights of the history of film and various film genres will be studied throughout. As films studied in this course have the possibility of including sensitive content, students will be required to submit written parental approval at the beginning of the course.

AC

146B Pop Music as Literature
Grades 10 – 12
4 credits/semester

This course is designed to be a survey of popular music spanning almost five centuries. We will explore the music, history, and culture of the Middle Ages, Renaissance, Baroque, Classical, Romantic periods. In addition, we will investigate Rag time, Opera, Blues, Jazz, Folk, Rock, Rap, and Punk music. For each period/genre of music, students will be introduced to the quintessential artist of that style, their biography, and their most famous works. In addition, we will study the lyrics of each artist when applicable in order to make inferences about the culture of that time period. During this course, students will learn numerous poetic devices and different musical

forms. In addition, students will be asked to emulate these forms by lyrically creating a new composition based on the chosen form. Finally, students will have two independent reading projects during the semester focused on reading and writing about the biographies of important musicians or composers.

AC

158 Musical Showstoppers: Literature Alive!
Grades 10 – 12
4 credits/semester

In this course, students will learn how musical theatre has evolved from the mid-1800s to today. Students will read the scripts of several musicals, analyze their literary elements, and watch their film adaptations. They will also analyze how live performance impacts their interpretations of the texts. Texts include: "In the Heights" by Lin-Manuel Miranda, "Little Shop of Horrors" by Howard Ashman, "Grease" by Jim Jacobs and Warren Casey, "Rent" by Jonathan Larson, and "West Side Story" by Jerrome Robbins.

AC

159 Contemporary Literature & Storytelling [Not offered in 2024-2025]
Grades 10-12
4 credits/semester

This course aims to advance students' reading, listening, writing & speaking skills through new forms of media in language & literature, including listening to live performances from *The Moth*, YouTube stories, poetry, captivating music, and new modes of storytelling; all of which explore the variety and commonalities of the human experiences. In addition to reading and listening to a variety of authors, we will also practice writing in a variety of formats. The writing assignments are designed to prepare students for a wide range of post-secondary options, and to enhance their ability to communicate their thoughts and experiences.

AC

113 English 9
Grade 9
4 credits/semester

This course, aligned to the English Curriculum Frameworks, will focus on the rules of conventional English (grammar, punctuation, and spelling). Writing will be emphasized as well as reading comprehension. Students will study and demonstrate proficiency in expository, persuasive, and research paper writing. The study of figurative language and vocabulary will be generated from the reading of short stories, plays, and Epic literature and other world folklore is incorporated. The study of Greek and Roman mythology includes reading *The Iliad*, and *The Odyssey*. Course content includes a "Coming of Age," theme with perspectives of diversity reflected in works reviewed and issues of gender and race explored. Students will be introduced to the elements of research, which includes creating slide shows and an oral presentation. Assessment will include written assignments, quizzes, journals, projects, demonstrations, group work, and tests. Completing the research work is a requirement of the course.

H

114 English 9 Honors
Grade 9
4 credits/semester

Students will immerse themselves in the rich worlds of Greek and Roman mythology, with exposure to other world folklore. This course, aligned to the English Curriculum Frameworks standards, will focus on the rules of grammar, spelling, and mechanics in order to assist students with the advancement of their writing skills. Students will study and demonstrate proficiency in expository, persuasive, and research paper writing. Vocabulary and figurative language are emphasized and generated from the epic works of *The Iliad* and *The Odyssey*, plays, poetry, and many short stories and novels. Analysis of literature and various genres studied is ongoing via class discussion, homework, quizzes, essays, and tests. The content of literary pieces incorporates "Coming of Age" themes and includes a survey of pieces reflecting diversity and issues of race and gender. Other units include reflection of the experience of Native Americans as well as issues of persons with disabilities. One fully developed research project on the Victorian era will follow study of four time period literary pieces. This project will include all parts of the research process and culminate in a visual presentation via slide show. One Shakespearean play will also be read and fully discussed and analyzed.

AC

123 English 10
Grade 10
4 credits/semester

This course, aligned to the English Curriculum Frameworks, will focus on improving writing skills and understanding literature. Literature will include comprehensive survey of short stories, drama, fiction, nonfiction, poetry, and historical documents. Students will be expected to use conventional English usage in their writing and be proficient in identifying parts of speech. Daily writing in directed journals will include developing topic sentences into well-organized and logical paragraphs and essays. Reading comprehension will also be assessed through directed journals. Students will study figurative language in order to define, understand, use, and identify examples found in prose and poetry. Weekly writing practice will be generated from reading selections and will include responding to multiple choice and open response questions in conjunction with the English Curriculum Frameworks. Student skills and understanding will be assessed by quizzes and/or tests, review of journals, expository and analytical writing assignments, research projects, and oral presentations. In addition to various themed units, cultural diversity will be explored through a rich selection of readings along with one novel unit that explores the historical oppression of indigenous Mexican people.

H

124 English 10 Honors
Grade 10
4 credits/semester

This course, aligned to the English Curriculum Frameworks, will provide students with a strong foundation in developing paragraphs and essays that relate to a clear, well-defined topic sentence or thesis statement. Students will be expected to use conventional English usage in their writing and be proficient in identifying parts of speech. The reading portion of this course is rich covering a variety of genres such as fiction, nonfiction, poetry, drama, and historical documents. A comprehensive survey of short stories, a contemporary classic novel, a film unit, as well as stylistic elements of poetry will be covered in depth. One novel unit explores the historical oppression of indigenous Mexican people. Another in depth unit explores African American literature as it reflects issues of racism, which is followed by a racism research project connecting content of the core novel to US history. Short stories surveyed in class include selections reflecting experiences in other cultures such as Africa and Russia. Writing will be a part of the students' daily class activities to show comprehension of outside reading and to develop essays generated from open-response questions. Figurative language will be studied in conjunction with poetry and other prose so that students will be able to define, understand, use, and identify examples found in their reading. Student skills and understanding will be assessed by quizzes and/or tests, review of journals and writing assignments, responses to open-ended questions, research projects, and oral presentations. Additionally, students will read two Shakespearean plays during the semester.

AC

133 English 11
Grade 11
4 credits/semester

This course, aligned to the English Curriculum Frameworks, will enable students to demonstrate the skills necessary to analyze and understand, write critically about and exhibit an appreciation of literature in order to facilitate success in college and career. American literature is studied thematically and includes culturally fiction and nonfiction. The student will demonstrate an understanding of various genres: novel, short story, drama, poetry, biography, autobiography, and essay. Students will respond orally and in writing to a variety of oral, visual, and written texts; use effective strategies to read, write, speak, listen, view, and present; engage productively in discussions; use and produce a variety of media; and utilize a variety of resources for research. Essays are assigned on a regular basis, and students write directed journal entries. Students will exhibit correct standard English usage in oral and written communication and will demonstrate an understanding of the expository essay. Vocabulary is generated from the literature. Student skills and understandings will be assessed by a review of journals, essays, and other written assignments; evaluation of group and individual demonstrations and projects; and quizzes and tests. A typed, researched, comparative literature term paper is a requirement of the course.

H

134 English 11 Honors
Grade 11
4 credits/semester

This course, aligned to the English Curriculum Frameworks, will focus on students' proficiency in the use of standard English, paragraph development, and essay writing. Students will be competent readers who are prepared to study American Literature in depth. They are independent workers cognizant of research techniques. English 11 H is for college-bound students who demonstrate the skills necessary to analyze and understand, write critically about, and exhibit an appreciation of literature. American literature is studied thematically and includes culturally diverse fiction and nonfiction. The student will demonstrate an understanding of various genres: novel, short story, drama, poetry, biography, autobiography, and essay. Students will respond orally and in writing to a variety of oral, visual, and written texts; use effective strategies to read, write, speak, listen, view, and present; engage productively in discussions; use and produce a variety of media; and utilize a variety of resources for research. Essays are assigned on a regular basis, and students write directed journal entries daily. Students will exhibit correct standard English in oral and written communication and will demonstrate an understanding of the expository essay. Vocabulary is generated from the literature. Student skills and understandings will be assessed by a review of journals, essays, and other written assignments; evaluation of group and individual demonstrations and projects; and quizzes and tests. Student skills and understandings will be demonstrated with a final portfolio and a typed comparative literature term paper.

AC

143 English 12
Grade 12
4 credits/semester

This course, aligned to the English Curriculum Frameworks, will explore the cultures and themes represented in English and World Literature from the period of the earliest invasions of the British Isles to the 20th century. Students will read selections from the Anglo-Saxon Period: the epic *Beowulf*, *The Seafarer*, assorted riddles, literature from the Medieval Period, selections from *Chaucer's Canterbury Tales*, Shakespeare's *Macbeth*, and the satire of Swift. In addition to the above, students will read selections and historical documents from various authors and poets from across the globe during various time periods. Assessment, geared towards college and career readiness, will include, but is not limited to, expository writing assignments, analytical essays, journals, projects, tests, quizzes, and presentations.

AP

154 Advanced Placement English Language & Composition
Grade 11
4 credits/semester

Using the *Language of Composition* as the core text, students will read, discuss, and write a variety of types of essays, including analysis, argument, and synthesis. This course will prepare the student for the Advanced Placement Language and Composition Exam, as well as writing throughout the rest of their education through college and career. In addition, diverse works of fiction will be used as exemplar models of proper and compelling rhetoric and to enhance the study of non-fiction. Students are required to take and pay for the AP Language and Composition Exam.

AP

149 Advanced Placement English Literature & Composition
Grade 12
4 credits/semester

Students will explore a wide range of literature focusing on close reading and analysis as prescribed by the College board for the study of World Literature. During the semester, students will develop their writing skills focusing on literary analysis, diction, syntax, and persuasion. In addition, students will participate in numerous timed writing activities and mock AP tests in order to bolster students' preparedness for the AP exam. In order to ensure college and career readiness, expository writing, including a research component, will be the primary focus of the writing portion of this course. Students are required to take and pay for the AP Literature and Composition Exam.

ENGLISH LANGUAGE LEARNERS DEPARTMENT

The English Language Learner Department promotes mastery of the English language in the domains of listening, speaking, reading and writing in a culturally and linguistically sensitive environment.

ELL Educational Goals
Students will:

- *Work towards fluency in all areas of the English language;*
- *Acquire 21st century skills;*
- *Communicate using various methods;*
- *Demonstrate community involvement through project-based learning;*
- *Actively participate in the mainstream educational program; and*
- *Convey awareness of diverse cultures and backgrounds.*

How is Success Measured?

Teachers measure success in multiple ways. Data and evidence used for assessment includes coursework, ACCESS for ELLs test scores, WIDA MODEL scores, and classroom performance. Portfolios are kept for all ELL students to serve as running records and evidence of each student's social and academic language development. The level of English language performance expected depends upon the proficiency level of each student.

Educational Approach

The ELL curriculum is both meaningful and comprehensible to the student and aligned with the Massachusetts State Frameworks, the World Class Instructional Design and Assessment (WIDA), the English language development (ELD) Standards, and the district curriculum.

Program of Services Overview

All ELL students placed into the district's ELL program develop English language skills and have the opportunity for meaningful participation in the educational program. In accordance with the State law,

G.L.c. 71A, which requires that most Limited English Proficient students be educated in a Sheltered English Immersion (SEI) program, this is the program we have chosen to use in Easthampton. SEI consists of both English language development (ELL instruction) and sheltered subject matter instruction in English. Because we are a "low incidence district," we face unique challenges in implementing this program, and it may look different than large-scale implementation. All English language learners are placed in classrooms with English speakers who serve as peer models. Instruction is based on the benchmarks of the standards-based curriculum of the MA Curriculum Frameworks in each content area in conjunction with the WIDA English Language Development Standards. Students master academic content while they are learning social skills needed to compete in the 21st century.

Program Offerings

Students' progress from one level to the next as they acquire more proficiency in English. Under the new WIDA assessment system, there are 6 levels of English language proficiency: Levels 1-6 (Entering, Emerging, Developing, Expanding, Bridging, and Reaching). ELL students receive ELL instruction until they are proficient in listening, speaking, reading, and writing. At that point, they are exited from the program and monitored for four years by the ESL Teacher. All ELL courses are for one full semester and count toward the sixteen credit English graduation requirement.

COURSE DESCRIPTIONS

AC **119 ELL 1 Listening and Speaking and Literature & Composition**
Grades 9 – 12
4 credits/semester

Listening and Speaking/Literature and Composition is a full semester course for students with little or no proficiency in English. In the Listening and Speaking segment of the course students learn to communicate their daily personal needs and converse about fundamental and familiar topics through the use of highly scaffolded interactive role-plays, dialogues, total physical response exercises, games, and more. Students are introduced to the building blocks of English grammar. Multimedia is used to reflect on the U.S. culture as well as many cultures from around the world. In the Literature and Composition segment of the course students develop literacy skills and master vocabulary through reading a mix of genres. Students also learn to express their ideas through the writing process beginning with vocabulary words to simple and complex sentences and progressing to well-developed paragraphs. Students' reading may include multicultural narratives, poetry, historical fiction, and science texts. Students learn practical strategies that are the building blocks for more academic vocabulary and concepts. Students must achieve proficiency at this level in order to advance to the next course(s).

AC **121 ELL 2 Literature and Composition**
Grades 9 – 12
8 credits/semester

Literature and Composition is a full year, intermediate-advanced course for students to increase their English vocabulary, improve reading, writing, and thinking strategies in English, and write about literature they read. Multicultural selections may include high-interest novels, non-fiction, narratives, mythology, short stories, dramas, and film. Students also work on improving pronunciation. Students must achieve proficiency in ELL 1 or equivalent to advance to this course. The curriculum is adjusted based on the students in the class.

HEALTH/PHYSICAL EDUCATION/EARLY CHILDHOOD EDUCATION DEPARTMENT

The Wellness program at Easthampton High School provides students with a comprehensive education in Health, Physical Education, and Early Childhood Education. 21st Century Learning skills that focus on creativity, critical thinking, communication, and collaboration are embedded throughout the courses. Our classes are guided by the core values of the EAGLES NEST. Students must earn 10 credits in physical education. All ninth-grade students, except those enrolled in CTEC, are required to take 9th grade Physical Education and Wellness. This meets the physical education and health requirement for 9th grade. This is the only PE course that 9th graders can take. Sophomores, juniors, and seniors will choose physical education classes that best complement their schedules. Intro to Early Childhood Education can be used as a health credit. All other Early Childhood Education classes are electives and count toward graduation requirements.

Learning Expectations
Students will:

- *Students will reflect critically on personal issues that require decision making.*
- *Students will appreciate diversity and become more aware, respectful, and understanding of differences in fellow students through the establishment of a community environment.*
- *Students will demonstrate proficiency by successfully completing oral, written, and physical demonstrations of tasks assigned through role playing, journal writing, and discussion.*
- *Students will come to a better understanding of character and forms of effective communication.*
- *Students will engage in social and interpersonal interactions in the classroom setting, using personal examples to increase awareness.*
- *Students will understand the skills needed for a wellness lifestyle and to practice self-management with an emphasis on taking risks, strategizing, and self-assessment skills.*
- *Students will demonstrate the ability to advocate for personal, family, and community health.*

Courses Offered

Contemporary Issues for Young Adults
Intro to Child Development
Early Childhood Practicum I, II, III, IV
Life 101
College & Career Readiness
Low Impact Physical Education
Low Impact Physical Education for Band/Chorus
Conditioning for Sports and Life
Physical Education
9th Grade Physical Education
9th Grade Wellness

AC

H834 Contemporary Issues for Young Adults [Not offered in 2024-2025]

Grades 10 – 12
4 credits semester

This course is designed for students who want to research and discuss contemporary issues facing young adults today. It is intended to foster mature discussion and decision-making as it relates to pertinent issues facing society today. Students will conduct in-depth research on issues such as mental health and addiction, social and economic equity, current political topics, etc. Students will be expected to participate in group and one-on-one debates in addition to other classroom formats for presenting information. The course will involve a significant amount of discussion and in-class participation. As a result, students will have ample opportunities to develop effective public speaking skills.

AC

805 Intro to Child Development

Grades 9 – 12
4 credits/semester

Early childhood is a fascinating period of learning and growth. Never again in life do we change so much, so quickly! This course is designed to provide an overview of early childhood growth and development. We will explore child development from birth to two years of age (physical, cognitive, emotional, and social development), as well as how to care for/educate children ages two to five. Students will have the opportunity to work directly in the preschool classroom two days per week to test out theory and understandings as related to young children; three days a week will be devoted to more traditional academic inquiry. Each student is required to participate in the "RealCare Baby" assignment: students take home a computerized infant simulator and write about the experience. **Students are graded on class participation, classwork, supervision of preschoolers, journals, projects, and quizzes**. There is a final exam that allows the student to demonstrate acquired knowledge and reflect on what they have learned.

AC

806 Early Childhood Practicum I

Grades 10 – 12
4 credits/semester

Prerequisite: Intro to Early Childhood Education or recommendation of counselor (Seniors without the prerequisite will be allowed to take the class)

This course continues the study of child development with an emphasis on children ages two to five years old. The cognitive development that is exhibited in children this age is astonishing; it is fascinating to learn about this period of development as well as be a part of it as a student-teacher. Students will work in a preschool setting three days per week; two days a week will be devoted to more traditional academic inquiry. All students are expected to participate in all areas of the preschool program. A strong desire to work with children is essential. *Students are graded on class participation, classwork, supervision of preschoolers, journals, projects, quizzes, and written lesson plans*. There is a final exam that allows the student to demonstrate acquired knowledge and reflect on what they have learned.

AC

807 Early Childhood Practicum II *Grades 10 – 12*

4 credits/semester

Prerequisite: Intro to Early Childhood Education and Early Childhood Practicum I or teacher permission

In this class, students work with preschoolers four days a week and become more active in planning activities, teaching lessons and conducting observations; we reflect on our studies and see how they unfold in the classroom. We delve deeper into early childhood development and begin a study of Children's Literature. Student teachers will take an active part in assisting the first-year teachers. All student teachers are expected to participate in all areas of the preschool program. A strong desire to work with children is essential. *Students are graded on class participation, classwork, supervision of preschoolers, journals, projects, quizzes, and written lesson plans and observation.* There is a final exam that allows the student to demonstrate acquired knowledge and reflect on what they have learned.

AC

809 Early Childhood Practicum III

Grades 11 & 12

4 credits/semester

Prerequisite: Intro to Early Childhood Education and Early Childhood Practicums I & II.

This class is designed for those who wish to delve deeper into the study of education: we learn and critique the different theories of early childhood education (Montessori, Waldorf, etc)., as well as visiting an off-site preschool. Students will work in the preschool setting four days a week; the fifth day will consist of more traditional academic inquiry. Student teachers will take an active part in assisting the first- and second-year teachers. Students continue to take an active role in the *planning and the running of the preschool, including a newsletter for Tiny Tots parents. Students are graded on class participation, classwork, supervision of preschoolers, journals, projects, quizzes, and written lesson plans and observations.* There is a final exam that allows the student to demonstrate acquired knowledge and reflect on what they have learned.

AC

745 Early Childhood Practicum IV

Grade 12

4 credits/semester

Prerequisite: Intro to Early Childhood Education and Early Childhood Practicums I, II, & III.

This class is designed to meet the needs and interests of those students who are seriously considering a career involving young children: teacher, counselor, pediatrician, nurse, physician's assistant, psychologist, parent, etc, including interviewing specialists in these fields. Students will work in the preschool setting four days a week; the fifth day will consist or more traditional academic inquiry. Student teachers will take an active part in assisting the first, second, and third year teachers as well as assisting the classroom teacher in the planning and running all aspects of the program. *Students are graded on class participation, classwork, supervision of preschoolers, journals, projects, quizzes, and written lesson plans and observations.*. There is a final exam that allows the student to demonstrate acquired knowledge and reflect on what they have learned.

AC

602 College and Career Readiness for Juniors
Grade 11
4 credits/semester

Over your lifetime, a college degree can provide you with more career options, a higher income, and better decision-making skills. These are all important in our changing and complex world. Studies show that the earlier a student begins preparing for college, the more likely he or she is to attend college and succeed. The focus of this course is on post-secondary planning, with emphasis on the college process. Through a systematic approach, students learn strategies to simplify the college search process. The importance of investigating, visiting, and applying to a wide range of colleges is covered. Other topics include the college search, SAT's vs. ACT's, the college essay, a finalized resume/activity sheet, the college visit/interview, and letters of recommendation. Prior to the close of the quarter, juniors must submit the following: student resume/activity sheet, parent brag sheet, and college search results with application deadlines. Xello (online post-secondary program) will be a required tool for students to utilize.

AC

837 Life 101
Grade 10 - 12
4 credits/semester

This course is about you and your lifestyle choices. This course will expand upon concepts learned in the 9th grade wellness class. Current topics in health and society will be explored. Students will spend time completing assignments that ask them to evaluate their personal behavior and explore topics that are relevant to teenagers today. Learning experiences related to health concepts may include topics such as, relationships, sexuality, mental and emotional health, nutrition, disease prevention, and substance abuse. This class is project and skill based. Students will demonstrate success in goal setting, decision making, interpersonal communication, self-management, and advocating for oneself.

PE838 Low Impact Physical Education
Grades 10 – 12
4 credits/semester

This course will offer a variety of activities, which are designed to help students understand the importance of physical activity in maintaining healthy lifestyles. This course will include activities such as walking, yoga, and weight training. Students will understand the five components of fitness, create a personal fitness plan, set short- and long-term goals and strive towards self-management of that plan. In addition, students will engage in team and individual activities throughout the semester.

467 Low Impact PE for Band & Chorus Students
Grades 10 – 12
4 credits/year A/B

Designed for 10th-12th grade Chorus and/or Band students, this course will offer a variety of

activities, which are designed to help students understand the importance of physical activity in maintaining healthy lifestyles. This course will include activities such as walking, yoga, and weight training. Students will understand the five components of fitness, create a personal fitness plan, set short- and long-term goals and strive towards self-management of that plan. In addition, students will engage in team and individual activities throughout the semester.

839 Conditioning for Sports and Life

Grades 10 – 12
4 credits/semester

This course is designed for the student who wishes to increase his/her cardiovascular condition and strength. Students will be challenged daily through extremely vigorous activities in the areas of cardiovascular fitness, strength training, and circuit training. These activities will include lifting weights in the fitness room, circuit training, running sprints, and going for (up to) four-mile runs. Students participating in this class should come with some conditioning experience, but it is not necessary. Most important is a willingness to work hard and get better. Students will be expected to push themselves beyond their perceived limits.

844 Physical Education

Grades 10 – 12
4 credits/semester

This course offers many traditional PE activities combined with an emphasis on cardiovascular fitness and strength training. This course is designed to introduce students to a number of lifetime activities that they can participate in well into adulthood. The goal of this course is to help students gain an understanding and appreciation for a healthy and active lifestyle. This course is for the student who is interested in a variety of activities.

833 9th Grade Physical Education

Grade 9
2 credits/semester

This 9th grade course is broken into three parts; team sports, fitness, and individual sports. This course incorporates a range of skill and sport development as well as fitness activities that a student can use throughout his/her lifetime to stay healthy. Students will be introduced to the skills, strategies, and rules of a variety of sports. In addition, students will be exposed to our fitness center where emphasis will be placed on personal fitness. Students will be introduced to what constitutes fitness over a lifetime. This is the only physical education course freshman are eligible for. The class is intended to give an overview of classes that they are able to take to meet their physical education requirement over the ensuing three years. Students will be trained with "CPR in Schools Training Kit" which is a hands only CPR.

832 9th Grade Wellness

Grade 9

2 credits/semester

The intent of this 9th grade course is to give students a basic understanding of wellness concepts, to assess personal lifestyles, understand human needs, and develop goals for growth. The course is designed to provide opportunities for students to develop health knowledge, skills, and attitudes necessary for practicing lifelong, healthy behaviors. Life skills such as decision making, communication, and building self-esteem will be addressed. Topics include: Managing stress, substance abuse, analyzing media and technology, depression and suicide prevention, healthy relationships, conflict resolution, and healthy sexuality including, same sex relationships, gender identity, sexually transmitted infections, pregnancy, and pregnancy prevention. Students will be introduced to Xello, the post-secondary planning program.

MATHEMATICS DEPARTMENT

The EHS Mathematics Department embraces the Massachusetts Mathematics Curriculum Frameworks Standards as outlined in the 2017 Massachusetts Curriculum Framework document. The department understands that the new standards call for rigor as well as a focus on conceptual understanding and depth of learning. In order to achieve these goals, teachers will plan and deliver their instruction utilizing the Standards of Mathematical Practice. Teachers will provide students with opportunities for relevant applications of their learning and will establish a classroom environment welcoming students' active participation.

The MassCore and the Massachusetts High School Program of Studies recommend four years of mathematics to provide all students with college and career readiness. Therefore, 16 credits of mathematics are required for graduation. Algebra I, Geometry, and Algebra II are the minimal recommended courses for college preparation. Students can select Pre-calculus, AP Statistics, Personal Finance or a math elective for their fourth math class.

Academic Courses

Students learn mathematical skills and concepts to prepare them for college and career. Each discrete course will be planned based on the prescribed content standards as outlined in the Massachusetts Mathematics Curriculum Frameworks. Students will be prepared for the MCAS, PSAT, and SAT and ACT exams, and college courses they may take. At any time during the series, a student may begin taking honors level classes.

Honors Courses

Students in honors classes will learn the mathematical skills and concepts outlined for each discrete course in the Massachusetts Mathematics Curriculum Frameworks Standards. Students taking Honors level classes should expect to be challenged to excel at a level and pace much greater than at the Academic level. Honors level courses will explore mathematics with the additional depth and rigor necessary for preparation to take advanced level mathematics, such as AP Calculus and/or AP Statistics. Qualifying scores of 3 or better on AP exams will entitle the student to earn college credit while attending high school.

Learning Expectations

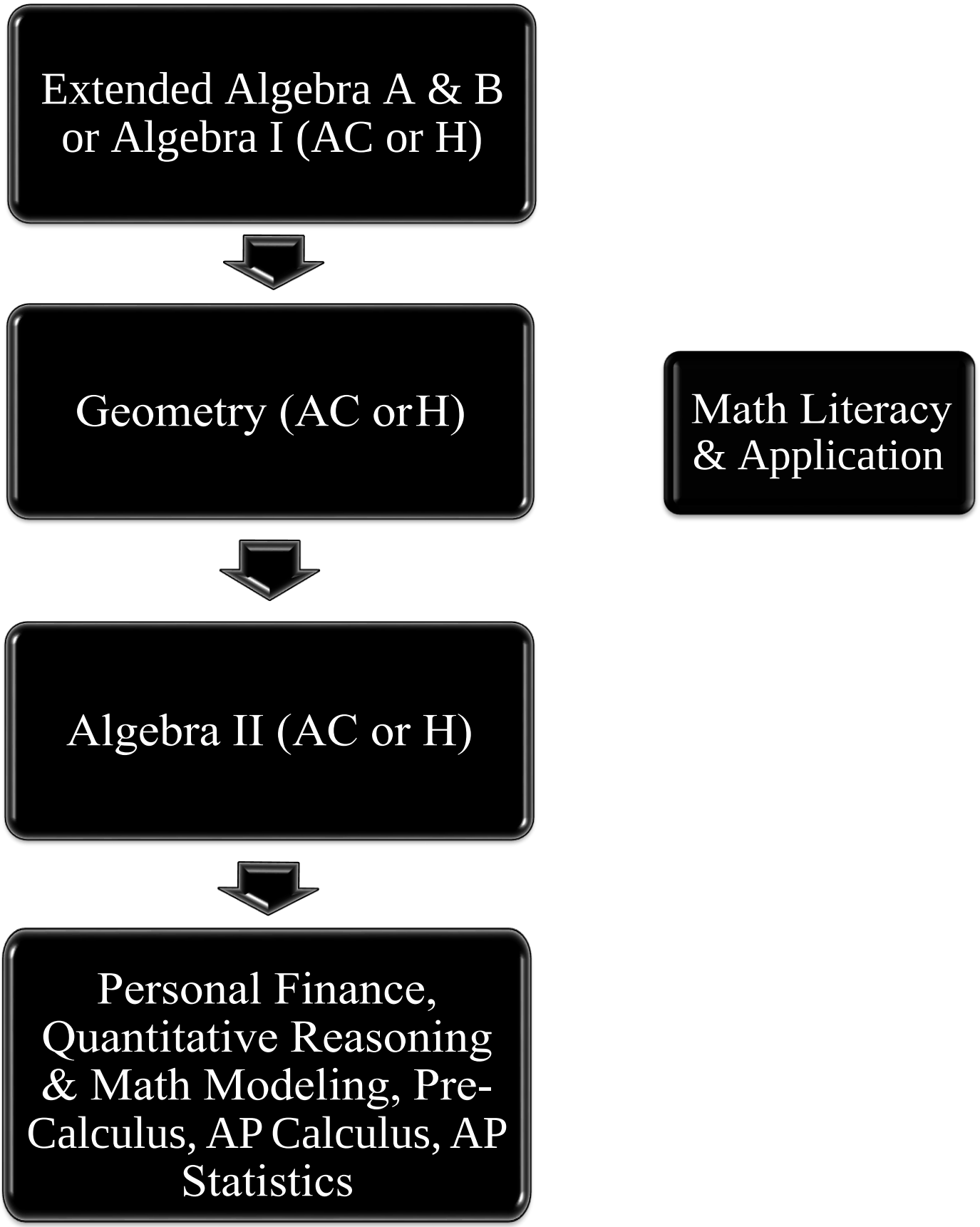
Students will:

- *Be flexible, creative, and persistent in their problems solving strategies;*
- *Successfully apply previously learned mathematical skills and understandings in the context of new problems or other disciplines;*
- *Demonstrate improvement through consistent effort and perseverance on revising work, seeking help and reflecting on remaining areas of growth;*
- *Demonstrate their understanding of mathematical concepts through both written and verbal means; and*
- *Work individually as well as collaboratively to share ideas and provide constructive feedback to peers;*
- *Demonstrate competent and judicious use of calculators;*

Courses Offered

Algebra I
Algebra II
AP Calculus AB A
AP Calculus AB B
Extended Algebra I A
Extended Algebra I B
Geometry
Math Literacy and Application
Personal Finance
Pre-Calculus
AP Statistics
Quantitative Reasoning & Mathematical Modeling

PATHWAY


Extended Algebra A & B or Algebra I (AC or H)
Geometry (AC or H)
Algebra II (AC or H)
Personal Finance, Quantitative Reasoning & Math Modeling, Pre-Calculus, AP Calculus, AP Statistics
Math Literacy & Application

COURSE DESCRIPTIONS

AC

314 Algebra I
Grades 9 – 12
4 credits/semester

Algebra I is a course that provides basic building blocks for higher mathematics courses. Objectives of Algebra I include developing strategies for solving non-routine problems and enabling students to develop an understanding of algebra by emphasizing concepts, structure, and applications. Tables and graphs are used to interpret algebraic expressions, equations, and inequalities and to analyze functions. Manipulatives, such as algebra tiles, are used to transition from the concrete to the abstract. Calculators, graphing utilities, graphing calculators, and computer graphing simulators will be used as tools to assist in problem solving and understanding of form and structure. These tools make it possible to include realistic applications throughout the curriculum.

AC

326 Algebra II
Grades 10 – 12
4 credits/semester
Prerequisite: Geometry

Algebra II extends the concepts studied in Algebra I and Geometry and introduces more advanced topics such as complex numbers, polynomials, exponential and logarithmic functions, trigonometric functions, and data collection methods to apply and extend students' skills in statistics and probability. Students will thoroughly explore the similarities between manipulating polynomials and the base ten number system. Students will be required to develop fluidity with rewriting expressions and equations to suit their problem-solving needs with attention to domain and range. A graphing calculator is required for the course.

H

329 Algebra II Honors

Grades 10 – 12
4credits/semester
Prerequisite: Geometry

Honors Algebra II is designed for the student with exceptional ability and/or interest in mathematics. More advanced topics such as quadratic, rational, exponential, and logarithmic functions, linear programming, and sequences and series are studied. Students use logical reasoning and problem-solving skills as they work with real-life data in a variety of applications. A graphing calculator is required.

AP

346 Advanced Placement Calculus AB A
Grades 11 & 12
4 credits/semester
Prerequisite: Pre-calculus

AP Calculus is an advanced course in which students will study the mathematics of motion and change. Topics covered include functions, limits and continuity, definition of the derivative, techniques of differentiation, and applications of derivatives including optimization and related rates. Integral calculus topics such as Riemann sums, anti-derivatives, definite integrals, techniques of integration, and slope fields will also be covered. Students will demonstrate their understanding through accurate calculation, analytical solutions, graphing, and written descriptions. Students will use a TI graphing calculator to support and confirm their work. A graphing calculator is required for this course. This is the Fall section of a full year course. Students must take both semesters of AP Calculus in the same year and will be required to take the AP exam in May.

AP

347 Advanced Placement Calculus AB B
Grades 11 & 12
4 credits/semester
Prerequisite: Calculus AB A

AP Calculus AB B is the continuation of AP Calculus AB A. Students will continue the study of motion and change in addition and further hone their skills for communicating their understanding. Topics covered include differential equations, integrating and differentiating transcendental functions, accumulation problems, and areas and volumes of curved regions and figures. Students will continue to demonstrate their understanding through accurate calculation, analytic solutions, graphing, and written descriptions. A graphing calculator is required for this course. Students will thoroughly review and prepare for the AP Exam. This is the Spring semester of a full year course. Students must take both semesters of AP Calculus in the same year and will be required to take the AP exam in May.

AC

288 Extended Algebra IA
Grade 9
4 credits/semester

Students will be assigned to this class based on recommendations from the middle school math teacher and school counselor based on MCAS and middle school math performance. It is designed for students whose math skills are below grade level and who have struggled with understanding key math concepts. The course is a full year. The course content will emphasize algebra skills while reinforcing the pre- algebra concepts necessary for success. Class routines will include daily warm-up problems, a core learning activity focusing on new skills in a real-life context, a homework review session, a partner or cooperative learning session on key concepts of up-coming lessons, a staying sharp session with 5-6 problems focusing on algebra and pre-algebra skill practice, and a lesson wrap-up. Technology, manipulatives, and hands-on activities will be incorporated into lessons. Students successfully completing both Extended Algebra IA and IB will move on to Geometry.

AC

289 Extended Algebra IB
Grade 9
4 credits/semester

See description above.

AC

324 Geometry
Grades 10 – 12
4 credits/semester

Prerequisite: Algebra I or Extended Algebra IA & IB

In this course, students will build upon their foundational studies of geometry in middle school. Geometric proof will be introduced as a key component of mathematical communication. The use of mathematics as a tool to model natural phenomenon will be emphasized. Students will extend their knowledge of transformations (reflections, rotations, and translations) to demonstrate congruence between figures. Dilations of geometric figures will be shown to lead to similarity of those figures and (in the case of right triangles) to the Pythagorean Theorem and basic trigonometric functions. Students will extend these ideas to the coordinate plane (Analytic Geometry). Students will also investigate and derive formulas for surface area and volume of common geometric shapes (pyramids, prisms, cones, cylinders, and spheres). In addition, students will expand their learning of basic statistics and probability.

H

325 Geometry Honors
Grades 10 – 12
4 credits/semester
Prerequisite: Algebra I

Honors Geometry extends the concepts studied in Geometry Ac using a more in-depth and rigorous approach. It emphasizes abstract and logical thinking through inductive and deductive reasoning as applied to the properties of location, distance, surface area, and volume. Analysis of more complicated and applied mathematics problems will enable students to master concepts in greater detail. This class will move at a faster pace, cover all of the material in Geometry Ac with additional trigonometry and probability topics. Significant time will be spent on assignments outside of class.

AC

287 Math Literacy and Application
Grades 11 & 12
4 credits/semester

This course will be mandatory for any student who scored below 230 on the 10th grade mathematics MCAS test (Legacy test), or between 469-486 (Next Gen test). It will address key algebra and geometry standards outlined in the MA Mathematics Frameworks. Students will develop skills through individual, partner, and small group activities stressing problem-solving and modeling-based applications. Assessments will involve multiple choice, short answer and open-response type questions. Students will develop a strong math foundation for future math testing, including MCAS and PSAT, as well as other required math courses. Placement in this course will be determined by the school counselor with approval by the math department. This course will be offered semester one.

AC

292 Personal Finance
Grades 12
4 credits/semester

The focus of this course will be to apply mathematics to real life financial situations that students will face after high school. Budgets, college and career research, taxes, personal credit, renting vs. buying a home, buying a car, insurance, and investing are all life skills that this course will discuss in detail. Students will work on building a strong foundation of information and skills that will help them make good decisions in the future. This class will involve extensive use of technology as students work on individual projects.



335 Pre-Calculus AP/Honors
Grades 10-12
4 credits/semester
Prerequisite: Algebra II

The goal of AP/Honors Pre-Calculus is to prepare students to succeed in AP Calculus or Calculus at the college level. By combining trigonometry, geometry, and algebraic techniques the course will strengthen students' conceptual understanding of problems and deepen their mathematical reasoning. This course is well suited for students wishing to pursue a career in the sciences (engineering, physics, medicine, computer science, business). Honors Pre-Calculus covers all concepts and techniques as academic Pre- Calculus, but in greater depth. More difficult problems and a faster pace allow students to cover topics including sequences and series, complex numbers in the complex plane, probability and statistics, vector analysis, conic sections, and limits. A graphing calculator is required. Students can choose to take Pre-Calculus for Honors or AP credit. If they choose the AP option, they will be required to take the AP exam. Students must adhere to the established add/drop period in order to change from AP to Honors or Honors to AP.

AC

330 Quantitative Reasoning and Mathematical Modeling
Grades 11 – 12
4 credits/semester
Pre-requisite: Algebra 2 (A or H)

Is college worth the cost? How many people died in the Civil War? Can we recycle pollution? Why is it dark at night? This project-based course will provide students with the tools to answer real world questions representing relationships in the physical, economic, social and public policy realms. Mathematical modeling links classroom mathematics to everyday life, work, and decision-making. Students will have the opportunity to work on different projects where they will learn how to identify the problem, make assumptions and identify relevant variables, collect and analyze data, assess and revise their solutions, as well as implement and report the results of their models. The course will provide students with a chance to enhance and deepen mathematical skills that they learned in Algebra II.

AP

187 Advanced Placement Statistics

Grades 11 & 12
4 credits/semester
Prerequisite: Successful completion of Algebra II

AP Statistics is an introductory, college-level course with a focus on collecting, analyzing, and interpreting data. Data collection will be examined through the design of studies, surveys and experiments. Students will undertake a survey of descriptive statistical techniques and data exploration and will move on to inferential analysis through estimating population parameters, the study of confidence intervals and hypothesis testing. Probability and simulations will be used as tools to model random phenomena. Communication is an important part of statistics, therefore there is a strong written component to the course. Students are required to take and pay for the AP Statistics Exam.

SCIENCE DEPARTMENT

The principal goal of the Easthampton High School Science Department is to help students acquire the ability to solve problems using critical thinking and scientific methods. The development of this skill combined with an attitude of sustained intellectual curiosity is essential to understanding our universe and the natural processes and forces that shape and govern it. Students enrolled in science courses will study scientific concepts, principals, terminology and procedure in the classroom and will also have the opportunity to apply that knowledge while conducting scientific experiments in a laboratory setting. This will enable students to manipulate scientific equipment and materials in a responsible and efficient manner. Students will learn to collect, organize and report scientific data and formulate conclusions. It is vital that students be technologically literate and understand the historical, sociological and economic implications of developments in science in order to make informed decisions as scientific issues impact society and our daily lives.

MCAS Strand I

Earth Science and the Environment (4 credits)
Biology (4 credits)
MCAS Biology Exam (10th grade)

MCAS Strand II

Earth Science and the Environment (4 credits)
Introductory Physics (4 credits)
MCAS Physics Exam (10th grade)

Learning Expectations

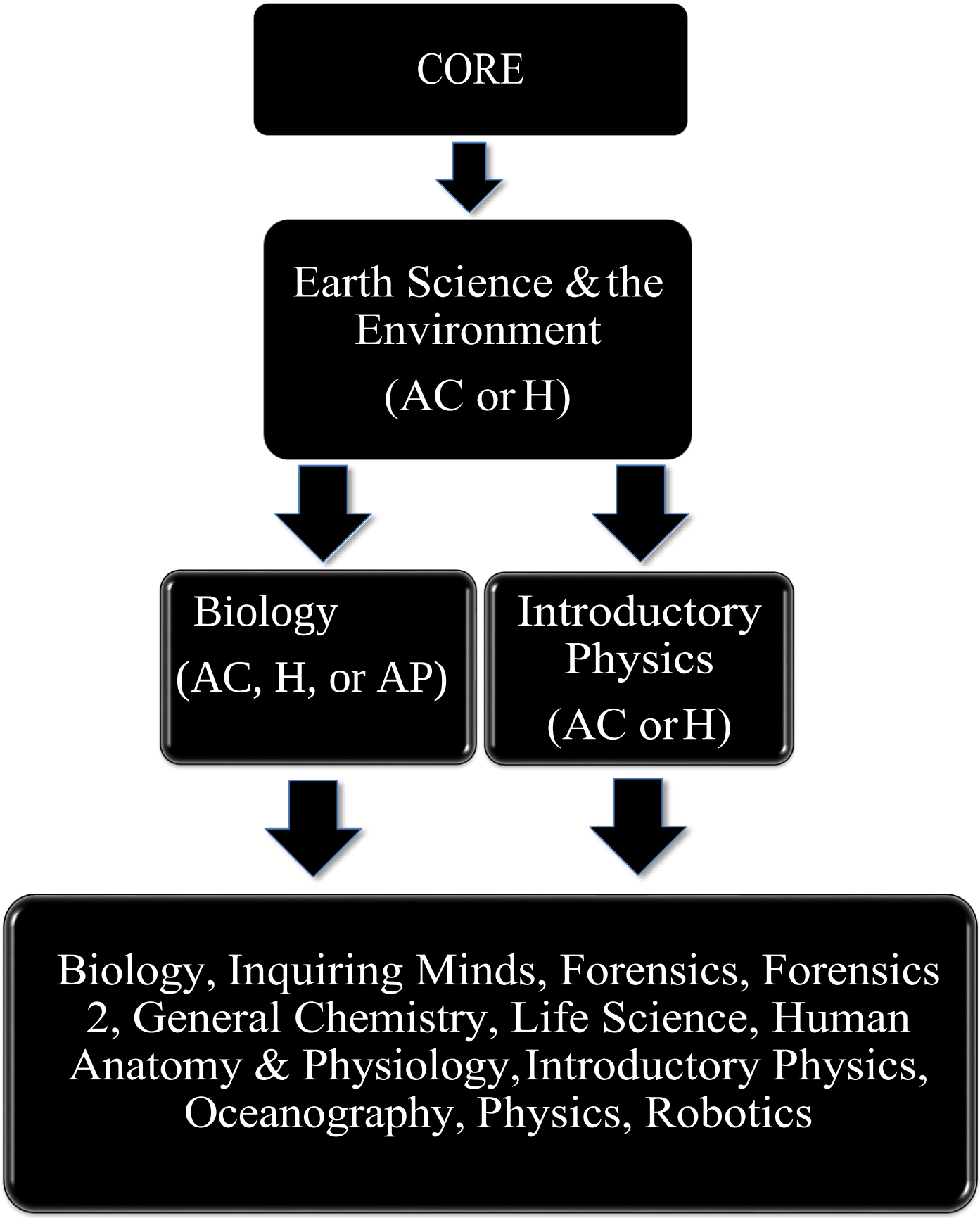
Students will:

- *Successfully complete science cooperative learning activities and laboratory/classroom activities;*
- *Apply knowledge learned in the classroom to solve problems through research and experimentation;*
- *Approaches scientific tasks with a growth mindset that emphasizes effort, motivation, perseverance andskill over intelligence and innate ability.*
- *Give oral and written presentations that are designed to educate other students;*
- *Demonstrate respectful actions to all on a daily basis by using language/behavior that is appropriate in the classroom;*
- *Demonstrate creative expression through completion of a variety of projects and activities (e.g. posters, poetry, creative writing, and video production) and demonstrate technological proficiency through the use appropriate technology, (e.g. online sources, probes, and data analysis)*

Courses Offered

Biology
Advanced Placement (AP) Biology
General Chemistry
Earth Science and the Environment
Introductory Physics
Honors Physics
Human Anatomy & Physiology
Oceanography
Robotics
Forensics
Forensics 2
Inquiring Minds [Not Running 23-24]
Life Science [Not Running 23-24]

PATHWAY


CORE
Earth Science & the Environment
(AC or H)
Biology
(AC, H, or AP)
Introductory Physics
(AC or H)
Biology, Inquiring Minds, Forensics, Forensics 2, General Chemistry, Life Science, Human Anatomy & Physiology, Introductory Physics, Oceanography, Physics, Robotics

AP

447 Advanced Placement Chemistry A [Not offered in 2024-2025]
448 Advanced Placement Chemistry B [Not offered in 2024-2025]
Grades 11 & 12
4 credits/semester

Prerequisites: Completion of Science Strand I or II and payment of AP Chemistry Exam Fee

A year-long, laboratory course focusing on topics such as: reactions, structure of matter, states of matter, physical behavior of gases, kinetics, chemical equilibrium, and thermodynamics. Experiments will be based on the chemical theories learned in class. Emphasis will be on developing increased competency in solving problems on the AP exam. This class is for highly motivated students who can work on college level assignments. This course prepares students for careers in medicine, health, engineering and other science fields. This is the fall section of a full year course. Students must take both semesters of AP Chemistry in the same year and will be required to take the AP exam in May. Qualifying scores on the AP exam can earn college credit.

AP

197 Advanced Placement Biology A
198 Advanced Placement Biology B
Grades 11 – 12
8 credits/year

Prerequisite: Biology (H or A)

Advanced Placement Biology is a college level inquiry-based yearlong course. The course is designed around the four big biology ideas. First, the idea that the process of evolution drives the diversity and unity of life. Second, biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. Third, living systems store, receive and transmit and respond to information essential to life processes. Lastly, biological systems interact and these systems and their interactions possess complex properties. These ideas serve as the foundation of the course and allow students to create meaningful connections among course concepts. An emphasis is placed on the applications of knowledge, experimental design, data analysis, and research. Students will be required to enroll in ***both*** semester I and II of the course and take the AP Biology Exam in May.

AC H

418 Biology / 419 Biology Honors
Grade 10
4 credits/semester

Prerequisite: Earth Science and the Environment

Students will form a solid foundation of biochemistry, cell biology, and molecular genetics. In addition, the course will encompass patterns of inheritance, evolution, biodiversity as well as

anatomy & physiology of the human body. This is a laboratory-based science class where science skills such as formulating hypotheses, designing investigations, and analyzing and interpreting data will be emphasized. This course will explore careers related to the fields of life science. Biology State Science Frameworks will be stressed as this course is designed to prepare students for the MCAS Biology Exam. This is the second of two courses required for completion of Science Strand I. Honors science courses (H) cover topics in greater depth than non-honors courses or sections and are for highly motivated students who demonstrate competence in scientific principles.



405 Earth Science and the Environment / 406 Earth Science and the Environment Honors
Grade 9
4 credits/semester

This course covers topics of matter and energy in the Earth's system. Earth processes, cycles, and sources of energy will be examined. These topics will include geology, oceanography, astronomy, chemistry, and basic physics. In addition, students will explore how matter and energy cycle through living systems. Students will understand how changes in advancements in science and technology alter the Earth's balance. Students will work in-depth with the scientific method, including research and experimental design, methods of data collection, analysis as well as presentation. This course will explore careers related to the fields of earth science. This is the first of two courses required for completion of Science Strand I. Honors science courses (H) cover topics in greater depth than non-honors courses or sections and are for highly motivated students who demonstrate competence in scientific principles.



457 Forensic Science A/SCI458 Forensic Science H
Grades 9 – 12
4 credits/semester

Forensic Science is an investigative course that examines how science helps to solve crimes. This course covers the basics of the collection and analysis of physical evidence from a crime scene, the identification and interpretation of forensic evidence, the preservation of evidence, and the presentation of findings in a court of law. Students will learn fingerprint analysis, hair and fiber analysis, DNA fingerprinting, and blood spatter analysis. The course will revolve around a crime scene investigation project during which teams will work to solve a case using scientific and forensic skills. This course prepares students for careers in law enforcement and criminal justice.



458 Forensic Science 2 A/459 Forensic Science 2 H
Grades 10 – 12
4 credits/semester
Prerequisite: Forensics

Forensic Science 2 is an investigative course that explores the application of scientific principles and

techniques in solving crimes. Students will learn about arson, toxicology, forgery, tool marks, casts and impressions, firearms and ballistics, and techniques used to determine cause and time of death. The course will revolve around a crime scene investigation project during which teams will work to solve a case.. This course prepares students for careers in law enforcement and criminal justice. Prerequisite: Forensics Science 457 or 458.



433 General Chemistry/ 434 General Chemistry Honors
Grades 10 – 12
4 credits/semester

Prerequisites: Algebra I & Science Strand I or II.

This course introduces students to the field of chemistry by exploring atomic structure, chemical bonding, chemical reactions, kinetic molecular theory, states of matter, acids and bases, rates of reaction, and equilibrium. Classes consist of laboratory investigations, projects, and class discussions. The Honors section is for highly motivated students who can expect extensive reading and homework. This course prepares students for careers in health, engineering and other science fields.



464 Human Anatomy & Physiology / 462 Human Anatomy & Physiology Honors
Grades 11 & 12
4 credits/semester

Prerequisite: Completion of Science Strand 1. This course can count for either Science or Health credit.

This is a layered, laboratory-based course where students will actively acquire knowledge through laboratory dissections, their own research, and in-class presentations of the body systems. A primary focus will be on the interaction of body systems, maintenance of homeostasis, and its relationship to health and disease. Goals include providing students with information to help maintain health throughout their lives and opportunities to improve research skills, as well as helping students to become scientifically literate consumers of information and resources relating specifically to health issues and the human body. The honors (H) section will include more rigorous layered assignments and will discuss each topic in more detail.



441 Inquiring Minds [Not offered in 2024-2025]
Grades 10-12
4 credits/semester

Prerequisite: Completion of Science Strand 1 or II

This course introduces students to the basic concepts of chemistry, physics, and technology through laboratory investigations. Topics that will be covered are forensic science, renewable

energy and non- renewable energy sources, careers in science and more. This course is not open to students who have already taken General Chemistry Ac or H and Forensic Science.



407 Introductory Physics/ 408 Introductory Physics Honors
Grade 10
4 credits/semester

Introductory Physics is a laboratory-based and conceptual course. Topics will include motion, forces, energy, momentum, heat transfer, waves, electricity, and magnetism. This is a laboratory-based science class where science skills such as formulating hypotheses, designing investigations and analyzing and interpreting data will be emphasized. This course will explore careers related to the fields of physical science. Students who enroll in this course will be expected to take the Introductory Physics MCAS in June of the same year this course was taken. This course is required for completion of Science Strand II. Honors science courses (H) cover topics in greater depth than non-honors courses or sections and are for highly motivated students who demonstrate competence in scientific principles.



432 Life Science [Not offered in 2024-2025]
Grade 10-11
4 credits/semester

Prerequisite: Earth Science and the Environment, not yet passed the Biology MCAS

Students will form a solid foundation of biochemistry, cell biology, and molecular genetics. In addition, the course will encompass patterns of inheritance, evolution, biodiversity as well as anatomy & physiology of the human body. This is a laboratory-based science class where science skills such as formulating hypotheses, designing investigations, and analyzing and interpreting data will be emphasized. In addition, this course will explore careers related to the fields of life science. This course will emphasize strategies to pass the MCAS Biology Test. A student who passes Biology and the MCAS Biology Exam cannot take Life Science.



444 Physics Honors
Grades 11 & 12
4 credits/semester

Prerequisite: Completion of Science Strand 1 or II, Algebra II, and Pre-calculus

This course is for students interested in pursuing a science-based career. The course covers motion, forces, trigonometric functions, mechanics, hydraulics, energy, heat, sound, light, electricity, and magnetism. Laboratory experiments will be used to investigate and gain a better conceptual understanding of Physics. The honors level is for highly motivated students. Concepts and topics

will be taught in greater depth, and it is expected that honors students will have quality essay writing skills and demonstrate skills necessary to analyze and evaluate science concepts in greater depth. There will be more projects, more independent work, and work will be held to a higher standard.

AC

453 Principles of Oceanography
Grades 11 & 12
4 credits/semester

Prerequisite: Completion of Science Strand 1 or II

This is a survey course in oceanography dealing with physical, chemical, geological, and biological aspects of the world's oceans. Topics include properties of water, atmospheric circulation, tides, and topography of the ocean floor, geography, and history. This course will explore careers related to the fields of marine science. The course also includes a section of marine biology. Topics vary from plankton to pilot whales. Students will participate in labs, activities, and projects as well as a possible trip to Mystic Aquarium.

AC

409 Robotics
Grades 9 – 12
4 credits/semester

Robotics is a hands-on building and demonstration course. In small groups, the students design, build, and program robots to perform specific tasks. The tasks start simple and progressively get more complicated throughout the course. Some of the topics that will be covered are simple machines, gear and pulley systems, transmission systems, and computer programming.

SOCIAL STUDIES DEPARTMENT

The Social Studies Department at EHS strives to meet the Massachusetts State and prepare students for college and/or career by teaching students how to read, listen, write, and frame relevant questions and reasoned arguments while incorporating 21st century skills. In addition, students are taught to set both short- and long-range goals and work toward them, conduct research, interpret evidence, present evidence, examine multiple perspectives, and think critically. Beginning with the class of 2023, all students must take four full semesters of social studies (two semesters of United States History, one semester of World History, and one elective). Students are advised to choose from a wide variety of electives to round out the educational opportunities available to them. CTEC students will only be required to complete 3 full semesters (two semesters of United States History and one semester of World History). The students in the class of 2020, 2021 and 2022 remain under the current requirement and must take three full semesters of social studies (two semesters of United States History, and one semester of World History) and are advised to choose from a wide variety of electives to round out the educational opportunities available to them.

Learning Expectations

Students will:

- *Collaborate in order to analyze historical concepts and build skills in civic responsibility through self-reflection and civil discourse.*
- *Solve complex inquiry problems with multiple steps by accessing prior knowledge, choosing an appropriate method and using higher order thinking.*
- *Develop and practice growth mindset learning skills through modeling, revision, effort, and skill development.*
- *Use multiple forms of communication to demonstrate clarity, creativity and innovation in order to share their ideas and opinions substantiated by evidence.*
- *Understand the inherent responsibilities in being a citizen of a democratic republic and understand their connection to local and global communities.*
- *Make use of technology to gain information literacy and investigate historical events from multiple points of view.*
- *Evaluate, analyze and corroborate multiple forms of media to better understand history and the world around them*

Courses Offered

U.S. History I Academic + Honors
U.S. History II Academic + Honors
World History Academic + Honors
History vs. Hollywood: Analyzing History in Film Academic
Sociology Academic + Honors
Introduction to Psychology Honors
Advanced Placement Psychology
Legal Studies and Constitutional Law Honors
Advanced Placement (AP) U.S. History
We the People: The Citizen and the Constitution Academic + Honors
World Politics: Genocide, War and Power in Today's World Academic + Honors

Differentiating Academic, Honors, and AP

Topic	Academic	Honors	AP
Homework	Homework sometimes – often times homework is classwork not completed in class.	Most days – readings, follow up questions, open responses	Daily readings and note taking
Reading Quizzes	No	Sometimes (2-3 per unit)	Weekly.
Late Work	Late work accepted	At the discretion of the instructor	Late work accepted. (If students get behind, it is hard to catch up.)
Retakes/Test Corrections	Test corrections allowed	Test corrections allowed	Retakes allowed. Different tests.
Length of Class	One semester	One semester	Full year (2 semesters)
Final Exam	Final Exam	Final Exam	Mid-Term, AP Exam, Local History Project
Summer Homework	None	None	Yes
Tests	Word Banks given	No word banks -or- Sometimes word banks given with more options than questions	All assessments are based on AP US History Exams. Include Multiple Choice with Document Analysis, Short Answer and Essays

AC

258 History vs. Hollywood: Analyze History in Film
Grades 11 & 12
4 credits/semester

Do you love to analyze and question images and films that are presented to you? If so, this is the class for you! This fast-paced course will analyze, study and critique Hollywood's depiction of political, social and cultural history. We will discuss how the movie industry reinforces popular opinions and misinterprets events, themes and historical issues. Some topics we will look at include: the impacts and effects media violence have on society, the implications of stereotyping within the media and the overall impact it can have and also the responsibility the media has to its viewers (media ethics). Throughout the semester we will be exploring several different films. Students will build their analytical skills as they assess the accuracy of each film in comparison to historical evidence. Multiple perspectives and differing points of view will be considered throughout every unit of study using a variety of classroom activities. Students will also be researching topics and applying their knowledge in several essays, discussions and debates. Students will be required to write analytical essays for most of the films viewed in class. The class will also explore bias in the media and how personal agendas can distort accuracy.

H AP

257 Introduction to Psychology Honors
254PS Advanced Placement (AP) Psychology **[Not offered in 2024-2025]**
Grades 11 & 12
4 credits/semester

Have you ever wondered why people do the things they do? Are you curious about brains? Does madness fascinate you? If so, you are already a psychologist. In this course we will examine how people perceive the world, how a brain is put together, the motivations behind people's actions and what happens when one or many of these things goes horribly wrong. In this course, we will study the origins, symptoms and treatment of psychological disorders and explore complexity of behavior and the inner workings of our own minds. Students will gain a complete introduction to the broad and diverse field of psychology from sensation and perception to development and learning with a strong focus on physiology. We will study the human mind in all its aspects, and we will study the biological bases of behavior, sensation, perception, learning, development and disorder. We will also study various theories of personality, philosophies of treatment for disorders, and pathways to psychological well-being. Because of the applied diagnostic nature of this course, it is especially useful to students who are interested in a career in the medical field. New this year, students can opt to take this course as Honors, or AP. Additional assignments will be required to prepare AP students for the exam.



231 Legal Studies and Constitutional Law Honors
Grades 11 &12
4 credits/semester

This course offers an introduction to American constitutional law. In addition to examining questions of interpretive method, this course examines ways in which the United States Constitution (a) distributes power among the various units of government in the American political system, and (b) limits the exercise of those powers. The course considers two sets of structural limitations on government: the division between the Nation and the States in the federal system, and the separation of powers among the three branches (legislative, executive, and judicial) of the national government. Students will participate in We the People Congressional Hearings as part of the course.



AC 209/ H 239 Sociology
Grades 11 & 12
4 credits/semester

Have you ever wondered why groups of people do the things they do? Do you want to learn more about how and why your behavior is influenced by the people around you? If so, this is the class for you! Sociology is the study of society and people's behavior in groups. This course focuses on how sociologists identify social problems and the theories that arise to explain why these social problems occur in our society. After defining sociology and analyzing various theories to explain why people act the way they do, we will analyze how our own diverse cultures influence our daily lives. Other areas studied in this course include: socialization, drug abuse, racism, sexism, islamophobia, terrorism, and deviance. Multiple perspectives and differing points of view will be considered throughout every unit of study using a variety of classroom activities including videos, online research, simulations and debates. Students taking the honors level will have additional and more complex assignments and essays. They will be expected to read more complex documents and will also have higher standards on performance assessments. The honors level can average up to 30-60 minutes of additional homework per night.

AC

AC 242 /H 243 U.S. History I: The Revolution through the Industrial Revolution
Grade 9
4 credits/semester

Students begin their study of United States history with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, and Progressivism. The class will work together following the Massachusetts Curriculum Frameworks including the Content, Literacy and Practice Standards as well as 21st Century Skills to improve students' critique, analysis, organization, research and writing skills. students' critique, analysis, organization, research and writing skills. Students taking the honors level will have additional and more complex assignments and essays. They will be expected to read more complex documents and will also have higher standards on performance assessments. The honors level can average up to 30-60 minutes of additional homework per night.

AC H

AC 245/ H 246 U.S. History II: 20th Century America
Grade 10
4 credits/semester

Students continue their study of United States history of the 20th and 21st centuries. They will learn about the economic history of the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. Students will use primary resources and documents to examine common themes in American history that focus in on multiple perspectives and differing viewpoints throughout every unit of study. The class will work together following the Massachusetts Curriculum Frameworks including the Content, Literacy and Practice Standards as well as 21st Century Skills to improve students' critique, analysis, organization, research and writing skills. Students taking the honors level will have additional and more complex assignments and essays. They will be expected to read more complex documents and will also have higher standards on performance assessments. The honors level can average up to 30-60 minutes of additional homework per night.

AP

207/208 Advanced Placement U.S. History A & B
Grades 10 – 12
8 credits/year. Students choose both course numbers.

The Advanced Placement Program in United States History is designed to provide students with the analytical skills, thematic understandings and content knowledge necessary to deal critically with the problems and materials in U.S. history. The program is designed to prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-semester introductory college courses. Students will learn the skills necessary to practice the discipline of history by learning to assess historical materials and weigh the evidence and interpretations presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions based on informed judgments and to present evidence clearly and argumentatively in essay format. The material for the course will cover from the indigenous cultures prior to European exploration through the present. Students will use primary and secondary resources and documents to examine common themes in American history such as Identity, Work, Exchange and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, and Ideas, Beliefs, and Culture. The students will be required to take and pay for the Advanced Placement exam in order to fulfill the course. After the Advanced Placement exam in May, students will complete a research paper and presentation on a local history question of their own development. This course will meet the requirement for U.S. History II and an additional elective.

AC H

AC SS210/ H SS211 We the People: The Citizen and the Constitution
(Academic and Honors combined)
Grades 11&12
4 credits/year

Do you want to know more about how your government works? Do you like to debate with your peers? This course will offer you an opportunity to become a more educated and responsible citizen and have lots of fun in the process!

The We the People course is designed to enhance students' understanding of the institutions of American constitutional democracy and help them to identify the contemporary relevance of the Constitution and Bill of Rights. Students will study the historical and philosophical influences; the framing and structure; and the history and modern applications of the U.S. Constitution including specific attention to the Bill of Rights. Critical thinking exercises, problem-solving activities, and cooperative learning techniques will be used in order to help students become active, knowledgeable and responsible citizens. The culminating activity is a simulated congressional hearing in which students testify before a panel of judges in the Massachusetts We the People competition in January. Students will be required to participate in this competition in order to fulfil the course. The competition will allow students to demonstrate their knowledge and understanding of constitutional principles and have opportunities to evaluate, take, and defend positions on relevant historical and contemporary issues. The course will follow the Center for Civic Education curriculum with additional supplemental resources. The class will work together following the Massachusetts Curriculum Frameworks including the Content,

Literacy and Practice Standards as well as 21st Century Skills to improve students' critique, analysis, organization, research and writing skills.



AC 249/ H 250 World History: The Rise of the Nation State to the Present
Grade 11
4 credits/semester

Students will study the rise of the nation state in Europe, the French Revolution and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th Century political reform in Western Europe and imperialism in Africa, Asia and South America. They will explore the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic and religious conflict in many parts of the world. Students will use primary source documents to examine common themes in 20th Century world history.

The class will work together following the Massachusetts Curriculum Frameworks including the Content, Literacy and Practice Standards as well as 21st Century Skills to improve students' critique, analysis, organization, research and writing skills.



AC 229/ H 230 Power Play: Modern World Conflict: Genocide and Rebellion
Grades 11 & 12
4 credits/semester

Do you want to learn about today's world? This is the class for you. This course will focus on the politics of war, genocide and power struggle in the 20th and 21st centuries. We will discuss current events across the world and use conflict resolution models to evaluate and problem solve. We will study conflict in Israel, the Cambodia civil war, genocide and war in Rwanda and the Democratic Republic of the Congo, current political revolutions in the Middle East, economic crises and other modern conflicts and wars. Students will learn about goals of the political process using collaborative models that lead students to examine multiple perspectives, causes and solutions to current political issues. Students taking the course for honors credit will have additional and more complex readings and assignments as well as higher standards on performance assessments. All students will be expected to meet the course objectives. The class will work together following the Massachusetts Curriculum Frameworks including the Content, Literacy and Practice Standards as well as 21st Century Skills to improve students' critique, analysis, organization, research and writing skills.

SPECIAL PROGRAMS

The following programs or courses are designed to help students with specialized identified needs as determined by the student's Special Education Team. Enrollment in these programs are based on the determination of the student's Special Education Team.

Learning Expectations

Students will:

- *Demonstrate their technological skills with lessons designed for the 21st century learner: accessing, analyzing and evaluating multiple forms of media; Logical, Effective, and Creative Communicator, and Skilled Creator, Processor and Consumer of Information*
- *Participate in various learning activities to develop social and cross-cultural skills; Encourage, Collaborative, Reflective and Flexible Learner*
- *Participate appropriately in classroom discussions and school activities that address diversity;* ***e****ngaged community member*
- *Use multiple forms of communication to share academic or personal needs and concerns, and be a* ***l****ogical, effective and creative communicator*
- *Be made aware of post-graduate opportunities by taking part in activities designed to acquaint students with opportunities in the world in which they live;* ***e****ngaged community member*
- *Use critical thinking skills in decision-making processes in order to develop flexibility, adaptability, initiative, and leadership; Active and Complex thinker****.***
- *Demonstrate in multiple learning opportunities that persistence and effort lead to academic growth****;*** *and be a Growth Mindset Learner****.***

COURSE DESCRIPTIONS

AC

SE059 Study and Transition Skills
Grades 9 – 12
4 credits/semester

This course is designed to teach the study, learning and organizational skills necessary for students to individually and successfully access content and meet the requirements of general education classes. Direct services include monitoring homework, class assignments, and test completion. Students will work on goals related to their post-secondary vision in the areas of education/training, employment, and adult living.

Intensive Instructional Support (IIS)

Intensive Instruction and Support (IIS) courses provide a small group setting with a curriculum based on the state learning standards modified to address the essential elements. Coursework is further individualized as needed to meet the needs of each student. The overarching focus of Intensive Instruction and Support courses is developing both literal and inferential thinking skills, learning and applying study and organizational skills, and generalizing learned skills across academic and real life situations.

COURSE DESCRIPTIONS

AC

021 IIS Physical Education/ 024 Study and Transition Skills

Grades 9 – 12
2 credits Study Skills, 2 credits PE/semester

This course follows an A/B day rotation between Study Skills and Physical Education. Study Skills is designed to teach the study, learning and organizational skills necessary for students to individually and successfully access content and meet the requirements of general education classes. Direct services include monitoring homework, class assignments, and test completion. Students will work on goals related to their post-secondary vision in the areas of education/training, employment, and adult living. The Physical Education portion of the class will offer a variety of activities, which are designed to help students understand the importance of physical activity in maintaining healthy lifestyles. This course will include activities such as walking, yoga, and weight training. Students will understand the five components of fitness, create a personal fitness plan, set short- and long-term goals and strive towards self-management of that plan. In addition, students will engage in team and individual activities throughout the semester.

AC

024A IIS Cooking/ 024 Study and Transition Skills

Grades 9 – 12
2 credits Study Skills, 2 credits Cooking/semester

This course follows an A/B day rotation between Study Skills and Cooking. Study Skills is designed to teach the study, learning and organizational skills necessary for students to individually and successfully access content and meet the requirements of general education classes. Direct services include monitoring homework, class assignments, and test completion. Students will work on goals related to their post-secondary vision in the areas of education/training, employment, and adult living. The Cooking portion of the class is designed to help students learn kitchen concepts including equipment, safety, and sanitation. Students will learn how to grow their own food indoors and in the school garden. Food preparation techniques for fruits, vegetables, grains, dairy, and protein foods will be practiced. The class will help students make informed decisions in the areas of nutrition, food selection, budgeting, menu planning and purchasing. There will be a focus on basic transition skills for independent living.

PACE Program

The PACE program supports students in grades 9-12 within a specialized educational setting. PACE provides a continuum of social/emotional support services including direct case management to facilitate student progress in the specialized and/or generalized education setting. Students will work with staff to set goals, develop emotional regulation skills, and manage academic expectations and pressures.

Program Goal: The PACE Program shall assist students in developing the necessary coping, self-regulation, and social skills to maintain engagement in and availability for learning in order to be able to move to a general education setting.

Staffing:

- Special Education Teacher: acts as case manager/liaison and provides direct instruction for social/emotional intervention
- School-Based Counselor/Clinician provides direct support to each student and their families
- Paraprofessionals: assigned as needed
- Additional support personnel include school administration, community-based consultants, and school counselors.

All students are enrolled in grade level courses each semester. The PACE teacher and clinician work with general education teachers to support each PACE students' academic and social/emotional progress.

TECHNOLOGY DEPARTMENT

Technology has three primary areas of focus, including Business and Computer, Media Arts, and Technical Sciences. Students learn key components for twenty-first century success: critical thinking, problem solving, communication, and collaboration, while learning to utilize essential technological tools. Students will work within the Design Process to learn how to brainstorm ideas and then design, elaborate, refine, analyze, and evaluate to improve and maximize their efforts.

Learning Expectations
Students will:

- *Empathetic, Collaborative, Reflective and Flexible Learner who utilizes the Design Process through completed projects and assignments*
- *Active and Complex Thinker who can define, analyze and solve complex problems*
- *Growth Mindset Learner who is instilled with standards of excellence*
- *Logical, Effective and Creative Communicator who can work effectively both independently and in groups*
- *Engaged Community Member who behaves in a socially acceptable way and creates products that are free of bias and include an awareness of cultural diversity*
- *Skilled Creator, Processor and Consumer of Information with an understanding of a variety of tools and media and their applicability*

Courses Offered
Computer Applications
Computer Science Principles
Communication & Technology
Graphic Arts I & II**
Multimedia I & II**
Music Technology I & II**
Digital Illustration**
Animation**
Design Technology I & II
Robotics
Stagecraft**
Structural Design & Engineering

**These classes can be used to fulfill the Technology course requirement *or* the Visual & Performing Arts course requirement.

COURSE DESCRIPTIONS

AC

T624 Computer Applications
Grades 9 – 12
4 credits/semester

An introductory course intended for all students before graduation in order to develop proficiency in the use of computers and applications as well as an understanding of technology concepts underlying hardware, software, connectivity and power typing skills. Course work will focus and expose students to the internet, e-mail, word processing, spreadsheet, database and graphics applications. In addition, students will explore digital citizenship topics, foundational programming skills, and the basics of computer science. Students may earn college credits at Holyoke Community College through an articulation agreement upon admission.

AC

618 Communication & Technology
Grades 9 – 12
4 credits/semester

This course is *a work-based course* that allows students to take projects they are currently working on in other courses and to execute them more efficiently with better skill. Students will be taught to use ***-technology as a tool-*** to create, communicate, and collaborate. Students will learn to use technology as responsible and creative ***digital citizens*** to improve their ***communication skills***. Through trial-and-error exploration of keywords, students will learn how to find information they are looking for more efficiently. Through the learning experiences in this course, students will learn first-hand how to navigate various technological tools and media, to negotiate strengths and limitations of each and, and choose a plan of execution best suited to their goals. Emphasis of study is development of computer skills that are important for academic, personal, and job success. Units of study include Google Workspace and Office 365 applications, Internet and Social Media safety and skills, digital research skills, computer ethics, and an introduction to desktop publishing. "Touch typing" is studied and practiced throughout the duration of the course.

Applications can include:

- Graduated Keyboarding Skills (moving up from one level to the next)
- Google Drive and Google Classroom
- Google Workspace Tools – Documents, Spreadsheets, Forms, Sharing, uploading, downloading
- Browsers as Tools – Chrome, Firefox, Microsoft Edge
- Online Production and Presentation Tools – Prezi, Animoto, Gimp
- Website Development Tools – Google Sites, wikis
- Microsoft 365– MS Word, Excel, PowerPoint, and Publisher

MEDIA ARTS

AC

856 Graphic Arts I
Grades 9 – 12
4 credits/semester
This course can also be taken for Visual and Performing Arts credit

Graphic Arts I begins an exploration into the language and processes of digital design and imaging. Students will use computers and other technologies to communicate effectively through digital media within a project-based course structure. Coursework will include a thorough introduction to the Adobe Creative Suite software, primarily Adobe Illustrator, Photoshop, and InDesign, with other programs introduced as needed. Peripherals such as digital cameras and scanners will be employed as components of the digital workspace. Students will learn how to express themselves through the visual arts and will have regular writing assignments to help them refine and clarify their ideas about what they have been learning. They will create, obtain, organize, and communicate information through creative problem solving. The design process will be introduced to help students learn how to develop ideas and to create and refine their concepts. A portfolio will be created from a cohesive body of work developed throughout the semester.

AC

858 Graphic Arts II
Grades 9 – 12
4 credits/semester
This course can also be taken for Visual and Performing Arts credit
Prerequisite: Successful completion of Graphic Arts I

Graphic Arts II continues an exploration into the language and processes of digital design and imaging. Working within a project-based structure, students will further develop their investigations and skills in the Adobe Creative Suite software, focusing on Illustrator, Photoshop, and InDesign, with additional software utilized as needed. Peripherals will be utilized as components of the digital workspace.
Students will further develop their ability to express themselves in the visual arts through the process of creating more advanced, complex, and increasingly independent projects. There are writing assignments to allow students to refine and further develop their ideas and reinforce their learning. Creative problem solving and effective visual communication are essential components of this course. A portfolio will be created from a cohesive body of work developed throughout the semester.

AC

859 Multimedia I
Grades 9 – 12
4 credits/semester

Multimedia I is an art-based introduction to digital video production. Students will study video as a form of communication and artistic expression with an emphasis on the development of the compositional, shooting, editing, conceptual, and critical skills associated with time-based media. The course structure is project-based and focuses on creative problem solving and effective

communication of ideas and concepts. Project proposals and storyboarding will be introduced in order to improve and maximize creative efforts. Community-based projects will be a component of this course as appropriate. Students learn essential skills for success in the twenty-first century, including critical thinking, problem solving, communication, and collaboration.

AC

860 Multimedia II
Grades 9 – 12
4 credits/semester
Prerequisite: Successful completion of Multimedia I

Multimedia II continues an exploration into video as a medium for communication and artistic expression. Students will strengthen their conceptual, critical, technical, and observational skills through creation of a series of video works that will evolve to explore a theme of their choosing. Course structure is project- based and focuses on more advanced creative problem solving and effective communication of ideas and concepts. The design process is reinforced as a structural element, enabling students to develop strategies and structures for creating ideas and solving visual, time-based problems. Students will continue to elaborate, refine, analyze, and evaluate their ideas, while utilizing project proposals, storyboarding, and scripting, in order to improve and maximize creative efforts. Community-based projects will be a component of this course as appropriate. Students learn essential skills for success in the twenty-first century, including critical thinking, problem solving, communication, and collaboration.

AC

861 Animation
Grades 9 – 12
4 credits/semester

Students will learn tools and techniques to create animation sequences on the computer and traditional methods. They will learn how to create basic frame-by-frame animations, motion-tweened animations, and stop-motion animations using Adobe Illustrator, Adobe Animation, and WeVideo.

AC

862 Digital Illustration
Grades 9 – 12
4 credits/semester

Students will produce a number of illustrations using computer illustration and imaging software. Topics include methods for creating artwork, capturing and expressive illustrative style, and portraying different moods or messages within the illustration. Students will learn to illustrate using the many tools available to them within several software applications from the Adobe Creative suite while using digital drawing tablets.

AC

742 Music Technology I
Grades 9 – 12
4 credits/semester. This course can also be taken for Technology credit.

This course will provide students with an introduction to music technology. Throughout the course, students will work on computers using music sequencing software in order to build composition, arranging, production, and recording skills and techniques. Many different hands-on projects will be assigned. Students will produce and record music using popular song and blues progressions. Students will also compose and produce music for film and learn the basics of remixing. Throughout the course, students will learn basic music theory and piano skills necessary for the production of music. Students will learn about the history of the music business, as well as the current technology and tools used every day in the music industry. No prior musical experience is required to take this course.

AC

743 Music Technology II
Grades 9 – 12
4 credits/semester. This course can also be taken for Technology credit.

This course will provide students with a more detailed understanding of music technology. Throughout the course, students will work on computers using music sequencing software in order to understand and build recording skills and techniques. Students will learn about the following topics: audio recording, producing, mastering, and instrument plug-ins. Many different hands-on projects will be assigned to allow students to create their own musical productions and arrangements.
Prerequisite: Students must pass Music Technology I

AC

845 Stagecraft
Grades 9 – 12
4 credits/semester

Students will be trained in the use of the auditorium facilities, the stage rigging system, set design and building, color theory, lighting design, sound engineering, large-scale painting, crafts, costuming and props design and construction. Students will have the opportunity to work on class projects as well as support school and community events including the elementary school 4th grade plays, Distinguished Young Women, Drama Club productions and the Junior/Senior Prom. This class is also great experience for students interested in all visual arts, management, and architecture.

AC

737 Design Technologies I
Grades 9 – 12
4 credits/semester

This entry level project-based course is founded on the design cycle, a compulsory element of design and engineering. Students will be asked to bring creativity and problem-solving skills to the research, planning, development and evaluation of projects. They will learn the way designers represent 3D objects through different styles of technical drawing and how to use professional level CAD software (Computer Aided Design) to create digital drawings and 3D models. Students will then develop their project in the fabrication lab learning to use tools to safely bring designed objects into physical actuality. This includes digital fabrication machines like 3D printers and CNC routers as well as traditional woodworking tools. Students will be asked to objectively critique their process/projects based on a set of design criteria.

AC

738 Design Technologies II

Grades 9 – 12
4 credits/semester
Prerequisite: Design Technologies 1

In this course, students take on the role of engineers as they solve design problems. Students will work in collaborative engineering teams to enhance their knowledge of the design process by using mathematical analysis and computer simulations to define project solutions. Students will also gain new skills to incorporate into their design work, including, electronics, and mechanics. Through the completion of projects, students will understand engineering as the art of skill integration and knowledge application in solving real-world design problems.

AC

409 Robotics
Grades 9 – 12
4 credits/semester

Robotics is a hands-on building and demonstration course. In small groups, the students design, build, and program robots to perform specific tasks. The tasks start simple and progressively get more complicated throughout the course. Some of the topics that will be covered are simple machines, gear and pulley systems, transmission systems, and computer programming.

AC

410 Structural Design & Engineering Basics
Grades 9 – 12
4 credits/semester

Prerequisite: Design Technologies I

This course starts with instruction in the fundamentals of drafting, 3-D developments, sectional drawings, and the basics of engineering drawing. Students will be given problem-solving activities that will require design, construction, testing, and evaluating their prototypes. Attention will be given to the Design Process and the student's ability to communicate basic principles of architectural design with regard to approved structural planning criteria. The course will also focus on energy systems and examine how structures can be designed to capture and utilize thermal and solar energy. A broader look at energy systems will lead us to study how simple and complex machines convert energy to do work. Other topics of study include infrastructure, aerodynamics, and hydraulics and pneumatics.

AC

617 Computer Science Principles
Grades 9 – 12
4 credits/semester

Computer Science Principles (CSP) is a **rigorous, entry-level course** that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing.

VISUAL AND PERFORMING ARTS DEPARTMENT

Students are required to have a minimum of 4 credits in visual/performing arts to graduate. Most students will take more than the required 4 credits. All visual/performing arts courses are considered "academic" for GPA purposes. The focus of the Arts at EHS is to provide all students with the opportunity to think and express themselves creatively. Students will have opportunities to create, collaborate, grow and communicate through diverse art mediums and expressions. In addition to guided coursework and individual expression, the core of the Arts program focuses on the importance of community, audience and the universal relevance of the Arts in local, historical and global contexts.

Learning Expectations
Students will:

- *Demonstrate collaboration through performances and art exhibitions, showing flexibility and self-reflection in an inclusive environment.*
- *Use strategies in visual art and music to solve complex problems with multiple steps by accessing prior knowledge, choosing and appropriate method and using higher order thinking*
- *Review and evaluate performances, projects, exhibits, and productions with a growth mindset that emphasizes effort, perseverance and skill over intelligence and innate ability.*
- *Communicate with clarity, creativity, and focus with consideration of audience during performances and art exhibitions*
- *Actively and respectfully participate in and contributes to the school, virtual and/or local communities by presenting and experiencing art and music*
- *Uses multiple forms of media, including technology, as a resource to access, analyze, and evaluate information, foster creativity, enhance and increase productivity in the arts.*

Courses Offered

2-Dimensional Art
3-Dimensional and Modern Art
Concert Band*
Chorus*
Graphic Arts I & II **
Multimedia I & II**
Digital Illustration**
Animation**
Music Appreciation
Music Technology I & II**
Portfolio
School of Rock
Stagecraft**
Illustration and Beyond
Speech/Drama I & II
Speech/Drama for Band*
Speech/Drama for Chorus*

*These classes run on an A/B day schedule (every other day). When choosing one of these classes, students need to choose a companion class for the off day. The chart below explains the options.

Semester 1

Pick one from this list (A Days)…	…and one form this list (B Days)
Band S1	Chorus S1
PE for Chorus S1 (Grades 10-12)	PE for Band S1 (Grades 10-12)
PE for 9th Grade Chorus S1	PE for 9th Grade Band S1

Semester 2

Pick one from this list (A Days)…	…and one form this list (B Days)
Band S2	Chorus S2
Speech	Drama
PE for Chorus S2 (grades 10-12)	PE for Band S2 (Grades 10-12)

**These classes can be used to fulfill the Technology course requirement *or* the Visual & Performing Arts course requirement.

COURSE DESCRIPTIONS

AC

740 2-Dimensional Art

Grades 9 – 12
4 credits/semester

This course is designed to explore a variety of approaches, strategies, and techniques in 2-dimensional art. Students will be guided through the creative process from sketches to finished works. Lessons will include working from direct observation, using photographic sources, and building an image through imagination. Some of the materials used in this course will include charcoal, graphite pencils, color pencils, watercolor paint, and India ink. In addition to building technical skills, students are challenged to think critically about their own work and their peers'. Students will be expected to participate actively in class critiques and discussions.

AC

741 3-Dimensional and Modern Art
Grades 10 – 12
4 credits/semester

This course is an advanced survey of some of the methods used to create sculptural art. Students will focus on elements of design and composition while exploring a variety of 3-dimensional media. Some of the materials used in this course will include clay, wire, wood, cardboard, paper mache, and found objects. Sculptural methods taught in this class will include subtractive, additive, assemblage, relief, and hand building. Lessons will include an overview of 20th Century art and its impact on contemporary 3-dimensional art as well as student participation in the design, construction and painting of sets and props for performances and theatrical productions. Students

in this course will be challenged to think critically by actively participating in class critiques and discussions.

AC

730 Concert Band
Grades 9 – 12
4 credits/year A/B

Prerequisite: Students must play a band instrument and demonstrate adequate music reading skills

The Easthampton High School Band members comprise both the Marching and Concert Band. This is primarily a performing group. The band affords its members the opportunity to develop instrumental skills and musical knowledge through rehearsals and performances. A wide range of literature will be covered, and students will be responsible for performing at a high level of musicianship. Students in band perform for many events throughout the year, including the Winter and Spring concerts, Graduation, sporting events, Veterans' Day Ceremony, St. Patrick's Day Parade, Memorial Day Parade, and Great East Music Festival. This course may be taken more than once for credit.

AC

726 Chorus
Grades 9 – 12
4 credits/year A/B

The Easthampton High School Chorus is a performing ensemble. The chorus affords its members the opportunity to develop vocal skill and musical knowledge through rehearsals and performances. A wide range of literature will be covered and students will be responsible for performing at high levels of musicianship. This group will perform at several events throughout the year, including the Winter Concert, Spring Concert, and Graduation. Students in chorus also participate in the Great East Music Festival each year. There is no prerequisite for this class and students are encouraged to join no matter their given vocal experience. This course may be taken more than once for credit.

AC

856 Graphic Arts I (CVTE)
Grades 9 – 12
4 credits/semester. This course can also be taken for Technology credit.

Graphic Arts I begins an exploration into the language and processes of digital design and imaging. Students will use computers and other technologies to communicate effectively through digital media within a project-based course structure. Coursework will include a thorough introduction to the Adobe Creative Suite software, primarily Adobe Illustrator, Photoshop, and InDesign, with other programs introduced as needed. Peripherals such as digital cameras and scanners will be employed as components of the digital workspace. Students will learn how to express themselves through the visual arts and will have regular writing assignments to help them refine and clarify their ideas about what they have been learning. They will create, obtain, organize, and communicate information through creative problem solving. The design process will be introduced to help students learn how to develop ideas and to create and refine their concepts. A portfolio will be created from a cohesive body of work developed throughout the semester. Students will also participate in the yearly EHS Arts Festival by preparing and exhibiting their artwork for community-wide viewing.

AC

858 Graphic Arts II (CVTE)
Grades 9 – 12
4 credits/semester. This course can also be taken for Technology credit.

Graphic Arts II continues an exploration into the language and processes of digital design and imaging. Working within a project-based structure, students will further develop their investigations and skills in the Adobe Creative Suite software, focusing on Illustrator, Photoshop, and InDesign, with additional software utilized as needed. Peripherals will be utilized as components of the digital workspace.
Students will further develop their ability to express themselves in the visual arts through the process of creating more advanced, complex, and increasingly independent projects. There are writing assignments to allow students to refine and further develop their ideas and reinforce their learning. Creative problem solving and effective visual communication are essential components of this course. A portfolio will be created from a cohesive body of work developed throughout the semester. Students will also participate in the yearly EHS Arts Festival by preparing and exhibiting their artwork for community-wide viewing. An articulation agreement with Springfield Technical Community College will allow students who have taken Graphic Arts 1 &11 to eliminate a course from STCC's program.

Prerequisite: Successful completion of Graphic Arts I

AC

695 Illustration and Beyond
Grades 9 – 12
4 credits/semester

Illustration is the foundation for conveying a message in a visual format. Whether it is a children's book or a graphic novel, the powerful presence of an illustrated text can be compelling. In this course students will explore a variety of ways to express their "voice" through illustration. Some of the materials we will work with include: watercolor, charcoal, graphite pencil, relief printmaking, and collage. This course will also include a survey of the history of illustration, a study of illustration and social activism, and a "design and produce your own illustrated book" project.

AC

859 Multimedia I (CVTE)
Grades 9 – 12
4 credits/semester. This course can also be taken for Technology credit.

Multimedia I is an art-based introduction to digital video production. Topics include instruction in the use of digital video cameras, non-linear editing platforms, and digital sound. Students will study video as a form of communication and artistic expression with an emphasis on the development of the compositional, shooting, editing, conceptual, and critical skills associated with time-based media. The course structure is project-based and focuses on creative problem solving and effective communication of ideas and concepts. Project proposals and storyboarding will be introduced in order to improve and maximize creative efforts. Community-based projects will be a component of this course as appropriate. Students learn essential skills for success in the twenty-first century, including critical thinking, problem solving, communication, and collaboration. Student work will be screened at the annual EHS Arts Festival.

AC

860 Multimedia II (CVTE)
Grades 9 – 12
4 credits/semester. This course can also be taken for Technology credit.

Multimedia II continues an exploration into video as a medium for communication and artistic expression. Students will strengthen their conceptual, critical, technical, and observational skills through creation of a series of video works that will evolve to explore a theme of their choosing. Course structure is project- based and focuses on more advanced creative problem solving and effective communication of ideas and concepts. The design process is reinforced as a structural element, enabling students to develop strategies and structures for creating ideas and solving visual, time-based problems. Students will continue to elaborate, refine, analyze, and evaluate their ideas, while utilizing project proposals, storyboarding, and scripting, in order to improve and maximize creative efforts. Community-based projects will be a component of this course as appropriate. Students learn essential skills for success in the twenty-first century, including critical thinking, problem solving, communication, and collaboration. Student work will be screened at the annual EHS Arts Festival.
Prerequisite: Successful completion of Multimedia I

861 Animation
Grades 9 – 12
4 credits/semester

Students will learn tools and techniques to create animation sequences on the computer and traditional methods. They will learn how to create basic frame-by-frame animations, motion-tweened animations, and stop-motion animations using Adobe Illustrator, Adobe Animation, and WeVideo.

AC

862 Digital Illustration
Grades 9 – 12
4 credits/semester

Students will produce a number of illustrations using computer illustration and imaging software. Topics include methods for creating artwork, capturing and expressive illustrative style, and portraying different moods or messages within the illustration. Students will learn to illustrate using the many tools available to them within several software applications from the Adobe Creative suite while using digital drawing tablets.

AC

696 Music Appreciation
Grades 9 – 12
4 credits/semester

This course will be a window into a better understanding of music of various styles and genres. Music appreciation begins with instruction on the basics of music, including melody, harmony, rhythm, structure, and form. From there, students will explore the instrumentation of Western music and study prolific musicians and composers from different eras. Students will learn about a wide range of musical styles and genres, including rock, jazz, pop, and classical. Students will also

work on keyboards and learn piano skills throughout the semester. No previous musical study is required.

AC

742 Music Technology I
Grades 9 – 12
4 credits/semester. This course can also be taken for Technology credit.

This course will provide students with an introduction to music technology. Throughout the course, students will work on computers using music sequencing software in order to build composition, arranging, production, and recording skills and techniques. Many different hands-on projects will be assigned. Students will produce and record music using popular song and blues progressions. Students will also compose and produce music for film and learn the basics of remixing. Throughout the course, students will learn basic music theory and piano skills necessary for the production of music. Students will learn about the history of the music business, as well as the current technology and tools used every day in the music industry. No prior musical experience is required to take this course.

AC

743 Music Technology II
Grades 9 – 12
4 credits/semester. This course can also be taken for Technology credit.

This course will provide students with a more detailed understanding of music technology. Throughout the course, students will work on computers using music sequencing software in order to understand and build recording skills and techniques. Students will learn about the following topics: audio recording, producing, mastering, and instrument plug-ins. Many different hands-on projects will be assigned to allow students to create their own musical productions and arrangements.
Prerequisite: Students must pass Music Technology I

AC

601 Portfolio
Grades 11 & 12
4 credits/semester
***Instructor Permission Required*

This course is designed to support juniors and seniors who are assembling an art portfolio for their college applications. This course will assist the student to photograph artwork, organize a diverse portfolio, and prepare a successful presentation.

AC

865 School of Rock
Grades 9 – 12
4 credits/-semester

Students will learn the basics of playing the guitar. Students will learn how to play root position chords, barre chords, strumming patterns, and basic rhythms and melodies. Students will learn the basics of holding, picking, and tuning the guitar. In School of Rock, students will also have the opportunity to form small ensembles and explore other popular instruments, including drums and

keyboard. Students will learn songs from many different genres of music, including rock, jazz, pop, and classical. By the end of the course, students will be able to compose their own tunes and play them on the guitar. Students do not need to own a guitar or have any prior knowledge of playing an instrument to join this class.

AC

845 Stagecraft
Grades 9 – 12
4 credits/semester

Students will be trained in the use of the auditorium facilities, the stage rigging system, set design and building, color theory, lighting design, sound engineering, large-scale painting, crafts, costuming and props design and construction. Students will have the opportunity to work on class projects as well as support school and community events including the elementary school 4th grade plays, Distinguished Young Women, Drama Club productions and the Junior/Senior Prom. This class is also great experience for students interested in all visual arts, management, and architecture.

AC

101A Speech
Grades 9-12
2 credits/year A/B

SPEECH focuses on public speaking, group communication dynamics and discussion and how to express your ideas in a clear and effective way. Lessons include strategies for effective storytelling, interviewing, instruction, persuasion, debate and other forms of verbal presentation. Developing skills in research and collaboration are emphasized. Students will learn to use critiques of themselves and their peers to improve as well as drawing inspiration from other examples of public speaking and performance they observe. Students will develop self-confidence and 21st century skills in communication. Good writing and speaking standards are emphasized.

AC

FA102 Drama
Grades 9-12
2 credits/year A/B

DRAMA focuses on helping students become accustomed to performing in front of a group. This includes improvisation games, short scenes, monologues and student-generated performance projects. Students will also be expected to read both scripts and instructions on acting styles and techniques. Developing skills in memorization, characterization and collaboration are emphasized. Students will learn to use critiques of themselves and their peers to improve as well as drawing inspiration viewing movies and/or plays and analyzing effective characterization. Students will develop self-confidence and 21st century skills in communication. Good writing and speaking standards are emphasized.

WORLD LANGUAGE DEPARTMENT

Easthampton High School requires two semesters of the same world language; however, the World Language Department recommends that students preparing for four-year post-secondary education enroll in at least one world language for a minimum of three levels. The Department encourages students to study a second world language and to pursue the study of both world languages for as many years as possible. The recommendations are made for the following reasons:

- The study of a world language and culture contributes greatly to a student's understanding of how other people live and think in the rest of the world as well as in our country, and it enhances the student's appreciation of his/her own language and culture
- World Language requirements in college vary greatly from one institution to another. Therefore, the student should not be content to satisfy only minimum requirements
- World languages, as a secondary skill, increase the student's potential when seeking employment in many fields: business, industry, social services, government agencies, travel and tourism. All of these areas seek employees who have successfully learned a foreign language; and
- Knowledge of a world language is of critical importance to students who must do research while preparing for a master's or doctoral degree.

Eight credits (2 levels) of the same language are required. C-TECH students are exempt from this requirement.

Learning Expectations
Students will:

- *Encourage and demonstrate collaboration and flexibility by sharing writing samples with peers for revision in an all-inclusive environment*
- *Actively answering complex questions by accessing prior knowledge and choosing appropriate solutions that require higher order thinking*
- *Adopt a growth mindset and acknowledge their individual strengths and weaknesses to gain confidence to persevere, ask questions, and request for help when needed*
- *Become logical and effective communicators when engaged in speaking and writing assignments*
- *Become active participants, making positive contributions to our school by showing empathy for classmates and people in general*
- *Learn to embrace different points of view relative to other cultures discussed in class*
- *Include technology as a resource to practice, access, analyze, and evaluate information about the products of target cultures including but not limited to language differences*

Courses offered

French I	Spanish I
French II	Spanish II
French Language & Culture	Spanish Language & Culture
French III Honors	Spanish III Honors
French IV Honors	Spanish IV Honors
French V Honors	Spanish V Honors

COURSE DESCRIPTIONS

AC

511 French: Level I
513 Spanish: Level I

4 credits/semester
Grades 9 – 12

This introductory course provides exposure to the target language using four basic skills of reading, writing, listening and speaking. The primary goal in level 1 is to give students a foundation upon which they will begin to develop linguistic proficiency and cultural sensitivity. The concepts of culture, communication and language are inherent in the presentation and practice of functional expressions, vocabulary and structure. Cultural information is incorporated into activities wherever possible. Students will learn basic greetings, how to make and respond to requests, ask for information, etc. The present tense is a primary focus and is used in the context of authentic, real-life situations.

AC

521 French: Level II
523 Spanish: Level II

4 credits/semester
Grades 9 – 12

Prerequisites: Successful completion of Level I

Level II is an introductory course in which students continue to build upon basic language and structures acquired in the Level I course. The four language skills of reading, writing, speaking and listening are continually being worked to help students acquire proficiency in the target language. Language structure includes the present and past tenses such that students coming from level 2 can express what they do and have done. Additionally, students will review and practice giving commands, giving directions, using adjectives to express opinion and to make simple assessments. The basics of the target language are delivered in a culturally authentic context.

AC

556 Spanish Language & Culture
Grades 10 – 12
4 credits/semester
Prerequisite: Spanish 1 and teacher recommendation.

This course provides an additional year of Spanish language acquisition with emphasis on practical written and oral communication, and study of culture in Spanish-speaking countries. This course provides a second year of world language instruction and fulfills the EHS graduation requirement. *This class will not meet 4-year college admission requirements.*

AC

557 French Language & Culture
Grades 10 – 12
4 credits/semester
Prerequisite: French 1 and teacher recommendation.

This course provides an additional year of French language acquisition with emphasis on practical written and oral communication, and study of culture in French-speaking countries. This course provides a second year of world language instruction and fulfills the EHS graduation requirement. *This class will not meet 4-year college admission requirements.*

H

532 French: Level III Honors
536 Spanish: Level III Honors

4 credits/semester
Grades 10 – 12

Prerequisites: Successful completion of Level II; grade of at least 70 is highly recommended

Level III is a continuation of the development of the four basic skills of reading, writing, listening and speaking with the expectation of a higher level of performance. By interweaving language structure and culture, the student begins to demonstrate progress toward linguistic and cultural proficiency through structured practice and is able to express themselves freely. Structurally, students review the present tense and focus on the past tenses, with an introduction to different intents and modes of communication including the subjunctive where students learn to make judgements speaking "subjectively." Level 3 has an increased focus on acquiring language proficiency through reading and writing and students are expected to begin producing authentic language on their own.

H

541 French: Level IV Honors
543 Spanish: Level IV Honors

4 credits/semester
Grades 10 – 12

Prerequisites: Successful completion of level III; grade of at least 80 is highly recommended

Level IV has the following objectives: (1) to develop the ability to understand the spoken language in various contexts; (2) to develop a vocabulary sufficient for reading various media including newspaper and magazine articles, authentic literary works, and other non-technical writings without the use of a dictionary for basic language; and (3) to continue to develop the ability to express oneself freely in the target language, both orally and in writing, with the early development of fluency and accuracy. Present and past tenses are reviewed with the future and conditional tenses coming into focus to allow for varied intents of communication.

H

555 French: Level V Honors
554 Spanish: Level V Honors
4 credits/semester
Grades 11 & 12

Prerequisites: Successful completion of Level IV; grade of at least 70 is highly recommended

Using the target language, students explore art history, music, contemporary literature, foreign films, and review advanced grammar. There is an emphasis on oral presentations and creative writing. Students work in all moods and tenses, including the subjunctive, with the expectation of mastering basic to advanced language structure.