

PROGRAM OF STUDIES

2011-2012



MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT
1781 COLD SPRING ROAD
WILLIAMSTOWN, MA 01267-2770
WWW.MGRHS.ORG

THE MISSION OF THE MOUNT GREYLOCK REGIONAL SCHOOL DISTRICT IS TO PREPARE ALL STUDENTS TO ACHIEVE THEIR FULL POTENTIAL AS LEARNERS IN AN EVER-CHANGING WORLD.

MOUNT GREYLOCK REGIONAL HIGH SCHOOL

Mission Statement: The mission of Mount Greylock Regional School District is to prepare all students to achieve their full potential as learners in an ever-changing world.

Guiding Principles: We believe

- A quality learning environment recognizes and supports the unique abilities of each individual.
- Learning fosters responsibility to oneself and others.
- All members of the educational community deserve an environment that is safe and respects diversity.
- There is value in students participating in decisions related to their education.
- An effective educational experience instills a responsible work ethic and a love of learning.
- Open and responsible communication is essential in an educational environment.

Vision Statement: Mount Greylock is a spirited educational community that celebrates human differences, recognizes individual abilities, and challenges its citizens to strive for academic excellence and to realize their full potential and aspirations. We provide a curriculum and environment that includes and supports all members of the school community. With respect for diversity we provide a physically and emotionally safe environment. We promote the integration of school and community, based on a mutual commitment to and a passion for lifelong learning.

Graduation Proficiencies: All graduates of Mount Greylock should be

- Creative and Practical Problem Solvers,
- Thoughtful and Effective Communicators,
- Collaborative and Responsible Community Participants, and
- Self-Directed Learners.

STUDENTS' PROTECTION AGAINST DISCRIMINATION

In 1971 a statute known as “Chapter 622” was enacted, protecting the rights of Massachusetts students against discrimination based on their membership in certain identified groups. The current Massachusetts student civil rights law, M.G.L. c.76 § 5, states that “No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.”

These rights of students are enforced through regulations adopted by the Massachusetts Board of Education (603 C.M.R. 26.00 *passim*). The regulations cover the areas of school admissions (26.02), admission to courses of study (26.03), career and educational guidance (26.04), school curricula (26.05), and extra-curricular activities, including athletics (26.06). Copies of the law and these regulations are available from a number of sources, including the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148, and the Department’s website, www.doe.mass.edu.

In accordance with M.G.L. c. 76 § 5, the Board of Education’s regulations, and the established policies of the Mount Greylock School Committee, Mount Greylock endeavors to ensure that all aspects of public education in the district are open and available to students of both sexes, to members of every minority group, and to all others protected by M.G.L. c. 76 § 5 and other civil rights legislation. A student or the parent or guardian of a student who believes that she or he has been the victim of illegal discrimination should report that discrimination to a building Principal or to Mount Greylock’s designated civil rights coordinator. The civil rights and Title IX coordinator is Mrs. Ellen Kaiser, 1781 Cold Spring Road, Williamstown, MA 01267, phone (413) 458-9582 x 149.

THE RIGHTS OF STUDENTS WITH A DISABILITY

Mount Greylock students who have a legally recognized disability have protection against discrimination under § 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 705(20), 794). Specifically, § 504 as now written states that “No otherwise qualified individual with a disability . . . , as defined in § 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . ,” such as the Mount Greylock Regional School District.

In accordance with § 504, the Federal regulations that implement it (34 C.F.R. Part 104), and the established policies of the Mount Greylock School Committee, the district endeavors to ensure that all aspects of public education at Mount Greylock are open and available to students with disabilities. A student or the parent or guardian of a student who believes that she or he has been the victim of illegal discrimination because of a disability should report that discrimination to the Principal, as the § 504 coordinator. The § 504 coordinator is located at 1781 Cold Spring Road, Williamstown, MA 01267, phone (413) 458-9582 x 102.

THE RIGHTS OF STUDENTS WITH SPECIAL NEEDS

The Individuals with Disabilities Education Act (I.D.E.A.) is a Federal law requiring that students with one of the disabilities enumerated in that law, and “who, by reason thereof, needs special education,” be provided with a “individualized education program” (IEP) that provides them with “a free appropriate public education” that occurs in “the least restrictive environment” (20 U.S.C. c. 33 §§ 1400 *et seq.*). The rights afforded by the I.D.E.A. and its Massachusetts counterpart (M.G.L. c. 71B) are provided to all persons aged three to 22. Under these laws students who are identified as having a special education disability are entitled to receive a broad range of services. The exact services that are warranted are determined through a process of individual evaluation, meetings, and agreement on an IEP that is designed to meet each student’s specific needs.

Detailed information on the rights of students and their parents or guardians under the I.D.E.A. and Massachusetts law are available from Mount Greylock’s Special Education Department, 1781 Cold Spring Road, Williamstown, MA 02167; phone (413) 458-9582 x 164.

GRADUATION REQUIREMENTS FOR THE HIGH SCHOOL DIPLOMA

Students must be in attendance for at least two successive semesters prior to graduation unless prior approval of the Principal is given. Attainment of two hundred and thirty four (234) credits with a grade of “D-” or higher is required. In addition to meeting the required credit total and course distribution requirements, students will be required to pass the MCAS tests or apply for an appeal with DESE. The MCAS Performance Appeals process was established in 2002 to provide eligible high school students who have been unable to pass the required MCAS tests an additional opportunity to demonstrate through their course work that they meet or exceed the state's Competency Determination (CD) standard in order to earn a high school diploma.

To earn a CD, students in the class of 2010 and beyond must achieve a scaled score of at least 240 on the grade 10 MCAS English Language Arts (ELA) and Mathematics tests, and earn a scaled score of at least 220 on a high school MCAS Science and Technology/Engineering test in one of four subjects (biology, chemistry, introductory physics, or technology/ engineering). Students who do not receive a score of 240 or higher on the grade 10 ELA and Mathematics tests must successfully complete an Educational Proficiency Plan (EPP) developed for them in order to earn a CD. Please refer to www.doe.mass.edu/mcas/graduation.html for more information about graduation requirements and the Department's EPP website for more information about EPPs.

COURSE DISTRIBUTION REQUIREMENTS:

English	Forty (40) credits
Social Studies	Thirty (30) credits {ten (10) credits must be in United States History}
Mathematics	Thirty (30) credits {Students must take a course in Algebra and in Geometry}
Science	Thirty (30) credits
Wellness	Twenty-four (24) credits** {21 credits in wellness and 3 credits in health}

***Juniors and Seniors who are not enrolled in a lab science course may request that 6 of the 21 credit graduation requirement in wellness be waived in order to pursue a more extensive academic program. To be eligible for a waiver, students must maintain a full schedule and have an alternative plan to meet the State Physical Education requirement approved by the Principal.*

COURSE SELECTION PROCESS

The Principal and guidance counselors will schedule class meetings to review the Program of Study and hand out Course Selection Forms. Students will then have the opportunity to ask questions about electives and other matters pertaining to the course selection process.

Teachers will be asked to verify students' selections via the course selection form and make recommendations. Students are encouraged to meet with their teacher and/or guidance counselor if they wish to discuss these recommendations. Upon return, the Guidance Department will review student requests to ensure selections are in the student's best interest and consistent with graduation requirements. Guidance counselors will then meet individually with students to review course selections and create a class schedule.

OPEN ENROLLMENT POLICY

Students have the right to select which level of coursework (standard, college preparatory, honors, or Advanced Placement) they enroll in for the year. Students will make an informed decision with input from teachers, parents, and guidance counselors as to which courses are in his or her best interest. Students should be aware that it may be difficult to make schedule changes if they are unable to perform at the expected level in which they are enrolled and may need to take measures to ensure that they have the proper support to continue in the more rigorous schedule or endure a schedule change mid-year.

REQUIREMENTS FOR COLLEGE ADMISSION

College and university requirements vary widely. Students and parents are urged to examine individual college catalogues and determine specific admission requirements. It should be noted that all Massachusetts State Colleges and Universities require the following courses for admission: four (4) years of English, three (3) years of college preparatory mathematics (algebra I and II, geometry, pre-calculus, calculus), three (3) years of a lab science, two (2) years of social science (one of which must be US history), at least two (2) years of a single foreign language, and two (2) years of college preparatory electives (16 units). Credit earned carrying a grade of “P” will not meet Massachusetts State College admissions requirements.

SENIOR-YEAR WAIVER

A provision has been made by the school district for students to earn a diploma with three years in attendance at Mount Greylock Regional High School instead of the usual four and the approval of one of the options listed below. Senior-year waiver will require passing the MCAS and meeting all course distribution requirements. In addition, a student must have a total of one hundred eighty (180) credits plus 18 credits in wellness by the end of grade 11. The one hundred eighty (180) credits must include thirty (30) credits in English, thirty (30) credits in social studies which must include ten (10) credits in United States history, thirty (30) credits in mathematics, and thirty (30) credits in science.

Interested students should discuss this program carefully with their parents and guidance counselor before requesting a waiver. A letter of request is written to the Principal and signed by the student and parent/guardian. A committee of counselors and administrators will review the requests and grant or deny senior year waiver status.

To be eligible for a senior year waiver:

- The student and parent/guardian submit written permission for the waiver no later than May 1st:
- The student agrees to take 2 semesters of English at the high school or college level to fulfill their 40 credit English requirement towards graduation.
- Choose one of the following options:
 - 1) The student has been accepted for admission to an accredited college.
 - 2) The student presents a proposal for employment in a job-training situation.
 - 3) The student wishes to participate in some other approved educational experience.

GRADE POINT AVERAGE

A yearly weighted grade point average is calculated on a 4.8 scale according to the values listed below, however, students are not ranked on an individual basis. All subjects are included except pass-fail courses. Failing marks are included. Marks in honors and Advanced Placement courses are weighted. Cumulative G.P.A.'s are determined at the end of grade 11, mid-semester in grade 12, and at the end of grade 12.

THE MARKING SYSTEM

The letter grades A, B, C, D, F and F* are used. The symbols “plus” or “minus” indicate variations in quality within letter grades. *Students receiving F* for the year-end grade are ineligible for summer school.*

Grade Equivalency/ Grade Weight System				
Grade		A.P	Honors	College Prep
A+	97-100	4.8	4.6	4.3
A	93-96	4.5	4.3	4.0
A-	90-92	4.2	4.0	3.7
B+	87-89	3.8	3.6	3.3
B	83-86	3.5	3.3	3.0
B-	80-82	3.2	3.0	2.7
C+	77-79	2.8	2.6	2.3
C	73-76	2.5	2.3	2.0
C-	70-72	2.2	2.0	1.7
D+	67-69	1.8	1.6	1.3
D	63-66	1.5	1.3	1.0
D-	60-62	1.2	1.0	0.7
F	59 and below	0	0	0

Students will receive “P” for satisfactory work or “F” for unsatisfactory work in the following courses: *Work Experience, Stained Glass, Advanced Stained Glass, Homework Support, Teacher Assistant, Work Study, Peer Tutoring, School Publications Assistant and Academic Support.*

The symbol “S” represents work that does not meet minimum standards but does show consistent effort and reasonable level of accomplishment. Use of an “S” grade requires administrative approval and is used in the following courses: *Adaptive Cooking, Adaptive Physical Education, Adaptive Music, Community Skills, Life Skills, and Prevocational Skills.*

The symbol “I” represents incomplete work in a given class issued at the end of the marking period. Students have ten school days from the end of the marking period to make-up missed work. A final grade is awarded at the end of the ten day period. Incomplete grades effect honor roll determination and athletic eligibility.

QUARTERLY LETTER GRADES

Teachers are required to make their grading system clear to students at the beginning of each course. Each teacher determines the proportionate weight of class work, assessment results, and homework to be counted in the quarterly grade.

YEAR GRADE

The year grade in a full-year course equals the first semester grade at three-sevenths plus the second semester grade at three-sevenths plus the final examination grade that will be one-seventh. All parents and students are urged to schedule meetings with teachers whenever they have questions about grades. Counselors may be asked to assist students or teachers when there are problems related to grades.

ELIGIBILITY LIST

A student who fails two (2) major courses* (numerical grade) is ineligible for interscholastic athletic participation and co-curricular programs for the following quarter. (Note: Any “incomplete” in a major course will be treated as a failing grade until the work is made up.) The student must also meet all other MIAA requirements for eligibility. **A major course is one which receives a letter grade of A, B, C, D, or F.*

CREDITS

Credits are allocated on the basis of ten (10) credits for a regular course meeting daily for the full year. A one-semester course meeting daily earns five (5) credits. Health accrue at three (3) credits per semester, while Wellness accrue at six (6) credits per year or (3) credits per semester. *A student may experience a loss of credit as per the Mount Greylock Attendance Policy. Please refer to the student handbook for more information.*

CREDIT GUIDELINES FOR DETERMINING CLASS STATUS

Sophomore Status	45 academic credits*	*You must pass 9 th grade English
Junior Status	100 academic credits*	*You must pass 10 th grade English
Senior Status	150 academic credits*	*You must pass 11 th grade English

COURSE SCHEDULING

All courses will be offered subject to minimum enrollment. Students are required to be fully scheduled. In courses open to more than one grade level, preference is given to seniors, juniors, sophomores, and freshman, in that order.

ADD/DROP RULE

Students are offered a five-day add/drop period at the beginning of each semester in which they can add and/or drop a course. Year-long courses must be changed in the September add/drop period while second semester courses may be changed any time before the end of the second semester add/drop period. During the add/drop period, students may request level changes* or adjust their schedule to reflect summer school credits earned, courses already passed, or courses assigned but not originally requested. No requests for changes due to teacher preference will be accepted. After the add/drop period, students are expected to complete the courses they have chosen. Students are reminded that they must be fully enrolled at all times.

If special circumstances warrant consideration of a course change after the one-week add/drop period, with administrative approval, the guidance counselor will consult with the student; parent, when necessary; and the student's teachers affected by the change before determining a course of action.

After the one-week add/drop period, if a course is dropped:

-No credit will be given.

-A final grade of WP/WF (Withdraw Pass/Withdraw Fail) will appear on the transcript.

**The five-day add/drop period does not apply to level changes recommended by a student's teacher. These changes may occur throughout the year.*

COURSE MAKE-UP (Summer School)

Students who have received a mark of "F" in a course which they wish credited toward their diploma may receive credit if they:

Repeat the course successfully in the next academic year;

Or

Obtain prior approval from the appropriate teacher and Principal, document tutoring in the subject for a total of thirty (30) hours, and pass an examination of the subject at Mount Greylock;

Or

Obtain prior approval from the appropriate teacher and Principal and pass an authorized course.

Or

Repeat the course successfully in a recognized summer school. It is the student's responsibility to select a summer school course appropriate for the course failed.

Given the sequential nature of mathematics, it is important that students failing a math course make up the specific course they failed. Many summer school programs are remedial math courses and not specific courses such as an Algebra I, Fundamentals of Algebra, Geometry, or Fundamentals of Geometry.

Course make-up does not guarantee automatic admission to the next-level course in sequential subjects. Admission to the next-level course requires the permission of the Principal.

Students failing English or mathematics for the year must make up the work at the summer session immediately following the year of failure or arrange specific make-up plans with the guidance office at the close of the school year. Failure to do so will result in the repetition of the English or math course the following year.

Students may make up English course credit under summer school procedures a maximum of two times.

Students should keep all work and assessments done during a summer school course in order to verify that it is an appropriate alternative for the course failed.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses may have prerequisites and admission guidelines established by the respective departments. Interested students may request these guidelines from their teacher or guidance counselor. Students considering Advanced Placement courses will need the ability and commitment to excel in courses with a heavy and demanding workload. If students are considering AP courses, they are strongly encouraged to seek recommendations from teachers in addition to discussing options with their guidance counselor.

AP courses may require summer assignments to be done prior to the start of the course, and students enrolled in AP courses will be required to complete the associated AP exam. Fee waivers are available to those with demonstrated need. Questions regarding the AP selection process should be directed to the student's teacher or guidance counselor.

PROTOCOL FOR COURSE ADVANCEMENT

In order to accommodate the rare instance in which a student is best served by doing an independent study during the summer and bypassing a course, the district has established this Protocol for Course Advancement. There are no graduation credits or grade given for the course done independently. It is not counted in the student's GPA nor does it appear on the student's transcript. If successful, it provides the opportunity for the student to advance to the next course. Each department determines which courses, if any, cannot be done independently. The final decision to approve course advancement is the Principal's decision in consultation with the appropriate curriculum leader.

Procedure:

- Step 1: No later than June 1st, students along with parents or guardians submit to the guidance counselor a written proposal requesting course advancement. The proposal includes a plan for learning the skillset of the course.
- Step 2: The appropriate curriculum leader and guidance counselor meet with the parents/guardians and student to establish parameters for the independent course.
- Step 3: A contract is drawn up delineating the requirements that the student must meet and timelines for these requirements. The particulars of the contract vary from department to department depending on the course, its skill set, and its foundation for subsequent courses. The contract must be signed by the Principal.

Step 4: A non-refundable administrative fee of \$100 is due at the time the contract is signed. The district may waive the fee for those with demonstrated need. The teacher is responsible for collecting the fee and forwarding it to the District Office.

Step 5: Upon completion of the contract, the student will take a final assessment during the week preceding the beginning of school. Students must score 80% or better on the final assessment. Students who fail to meet this expectation will be scheduled into the course that he/she attempted to bypass with the independent study. The teacher will notify the guidance counselor who will make the appropriate schedule changes.

Step 6: The Principal will be notified by the teacher of the outcome of the independent study.

College Bound Course Selection Sequence

	9	10	11	12
English	English 9	English 10	English 11	English 12
Social Studies	World History & Geography I	World History & Geography II	US History	Social Studies Electives
Mathematics	Algebra I	Geometry	Algebra II or Accounting I/II	Algebra III & Trig Accounting I/II Intro to College Math H. Calculus & Stats
Science	Physics	Chemistry	Biology	Science Electives
Wellness	Wellness	Wellness/Health	Wellness	Wellness
Electives	World Language & Other Electives	World Language & Other Electives	World Language & Other Electives	World Language & Other Electives

The suggested course sequence above is intended to serve as a guideline to assist college-bound students with the course selection process. It is recommended that all students take as demanding a program as they are able to handle successfully each year, and all students are urged to examine their individual goals carefully and select their courses accordingly.

ENGLISH DEPARTMENT

Students need four years of English (40 credits) to graduate from Mount Greylock. There are two levels of English offered in grades 9 and 10, and three levels of English offered in grades 11 and 12. All students of English are expected to read one required book and two books of their own choice during the summer months. Students are notified of the books in the spring. This list is also on the school's website, in area bookstores, in the school's guidance office, and in area libraries. The required reading becomes the basis for the first weeks of class work in September. Advanced Placement students are expected to complete all required readings by the time school begins in the fall. All classes strive to help students progress as self-directed learners who can communicate clearly and articulately, who can work well with their classmates and the school community, and who can reflect and assess the effectiveness of their and other's work.

In an effort to guide students about what level of English to take, the Department will offer recommendations in conjunction with the student's current and past grades in English courses, to help students--and their parents--make informed choices about what level of coursework is appropriate given the student's ability and past performance.

Required:	40 Credits
English 9/Honors 9	
English 10/Honors 10	
English 11/Honors 11 OR AP English Language & Composition - Grade 11	
English 12/Honors 12 OR AP English Literature - Grade 12	
Electives:	
*Creative Writing	
*Introduction to Film	
*Indicates a semester course	

ENGLISH 9 (01051-110)

10 Credits

The grade nine English course focuses intensely on writing. Students learn to compose persuasive, informational, narrative, and personal essays. As well, students read, examine and write letters, poems and stories. All ninth graders will read *Of Mice and Men*, *Lord of the Flies* and *To Kill A Mockingbird*, and *Romeo and Juliet* is the Shakespeare play studied at this level. Weekly vocabulary and ongoing grammar lessons complete a full freshman year in English.

HONORS ENGLISH 9 (01051-110H)

10 Credits

The grade nine honors course in English moves at a brisker pace than the college prep level, and students are expected to bring more sophistication to their written work and to class discussions about literature. In addition to the titles that are read in the college prep course, honors students will be expected to read fiction and non-fiction titles outside of class.

ENGLISH 10 (01051-120)**10 Credits**

The English course for sophomores, through an appropriately challenging curriculum, encourages students to develop a thorough and detailed understanding of important literary categories (short story, poetry, essay, and research paper) while continuing to strengthen their reading, writing, and speaking skills. Particular emphasis is placed on analytical writing through refinement of the critical analysis form and through writing the research paper. With the study of a variety of works of literature, students will learn critical reading techniques and literary terms that will aid them in their preparation for the MCAS in English. Texts traditionally taught in English 10 have asked students to look at characters and their often-complicated relationships with world social orders. *MacBeth*, *The Catcher in the Rye*, *Things Fall Apart*, *Annie John*, and a variety of short stories, essays, and poetry are read and studied as models for discussion and for student writing. All students are also expected to give an oral presentation during various units of study throughout the year.

HONORS ENGLISH 10 (01051-120H)**10 Credits**

The honors English course for sophomores has as its chief aim a thorough and detailed understanding of important literary genres (short story, drama, poetry, creative non-fiction) and continued development of students' writing skills, with particular emphasis on critical analysis and analytical research. Through the study of a variety of works of literature, students will learn critical reading skills and literary terms that will aid in their preparation for the MCAS test in English. Also through the study of varied texts, students will study characters and their often complicated relationships with world social orders. Specifically, students will look at texts by analyzing power and oppression in the works. Students will also be introduced to post-colonial criticism. Major texts include *The Adventures of Huckleberry Finn*, *A Doll's House*, and *A Separate Peace* (power and oppression); and *The Power of One*, *Annie John*, *Othello*, and *Things Fall Apart* (post-colonial literature). Writers that students will study in the short story, poetry, and creative non-fiction units range from classic masters Edgar Allen Poe, Robert Browning, and George Orwell to contemporary voices of Elizabeth Graver, Louise Gluck, and David Sedaris.

ENGLISH 11 (01052-130)**10 Credits**

Students in eleventh grade English read a variety of texts spanning a wide range, whether thematically, historically, or culturally. Writers studied include Jonathan Edwards, Edgar Allan Poe, Nathaniel Hawthorne, Walt Whitman, Emily Dickinson, Stephen Crane, F. Scott Fitzgerald, Zora Neale Hurston, Arthur Miller, Robert Frost, and Tim O'Brien. The year serves as an examination of the emergence of a national literature, from the Colonial Period through American Romanticism and Industrialization, to the Harlem Renaissance and the Jazz Age, and into the protest literature of the 20th Century. Through the study of the selected texts, students come to understand the shaping and the creating of a distinctly American identity.

Juniors focus on developing more sophisticated skills in critical analysis, as well as expanding on their ability to write clear, well-organized, and effectively supported works of creative non-fiction (exposition, persuasion, memoir, etc). Regular language and vocabulary review helps students prepare for SAT's. All students write a research-based paper in which they examine an era of literature in

greater depth. They also demonstrate their knowledge and interpretation through a variety of creative and multi-media projects often requiring an oral presentation.

HONORS ENGLISH 11 (01052-130H)**10 Credits**

Students in honors English 11 explore the same curriculum as in English 11 but in more depth and with enriching materials, such as critical reviews and historical documentation. Students read, at a rigorous pace, a largely chronological selection of American literature. They focus on precision of language, tone, and sentence variety as they fine-tune their skills in writing critical analysis as well as essay, poetry, and short story. They learn to recognize excellence in the writing of published authors and to strive for such excellence in their own writing. A research-based paper is an important expectation of the course. Students explore types of public speaking from the more informal class discussion to the structured sermon or public speech. They write and speak for a variety of purposes and audiences. They address issues of technology through exploration of their own uses for projects and by examining film/video presentations of literature studied.

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (01005-190) 10 Credits

The Advanced Placement English course requires the study and practice of various types of writing by which students learn to respond to language with sensitivity and discrimination. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become more aware of the resources of language: connotation, metaphor, irony, syntax, and tone. Students learn to identify the characteristic forms of discourse and the assumptions underlying rhetorical strategies as well as learn to identify an author's values and the assumptions that underlie his/her choices of rhetorical figures and devices of exposition.

Major texts include *The Scarlet Letter*, *Moby Dick*, *Their Eyes Were Watching God*, *The Great Gatsby*, and *The Things They Carried*. Units of studies, which require supplemental readings as well, include, but are not limited to, the study of journalism, poetry, practice in exposition, argument, critical analysis, personal narrative, informal nonfiction, memoir, and a lengthy research project on a single American author. AP students are expected to complete extensive summer reading. Books for summer reading are provided by the district.

ENGLISH 12 (01052-140)**10 Credits**

The overall purpose of the twelfth grade English course is to further hone the skills and techniques our students have learned in grades 7-11. They become familiar with the history and evolution of the English language and explore some of its richest literary treasures, from *Beowulf* and *Hamlet* to "A Modest Proposal" and modern satire. Seniors explore and communicate in a variety of ways: formal critical analysis, creative writing, visual presentations, and a series of fourth quarter independent projects for which they choose novels and/or non-fiction works and design their own evaluatory criteria. All students write a formal secondary source paper to reinforce research techniques instilled in grades 9-11 and to further prepare them for the writing of their Senior Project. All students are expected to give an oral presentation during various units throughout the year.

HONORS ENGLISH 12 (01052-140H)**10 Credits**

Students in grade 12 honors English review the history of the English language and move at a more rapid pace through a chronological study of English literature. It is expected that students increasingly write with the skills necessary to perform at the college level. Students frequently write and compare contemporary and older works to understand the genesis of much of contemporary thought. Research is expected and opportunity for oral presentations presents itself in various units throughout the year.

ADVANCED PLACEMENT ENGLISH LIT. & COMPOSITION (01006-192) 10 Credits

The Advanced Placement English course at Mount Greylock builds on the analytical and compositional skills that our ablest students have developed in grades 7-11. Our intent is to offer a course equivalent to first-year work at a selective college. To that end, we teach more demanding works of literature at a more intense level and at a faster pace than we do in regular or honors sections. Students are expected to take responsibility for their own learning.

After reviewing the students' summer reading and fine tuning their reading and writing skills, students study literary texts in three major categories: tragedy, comedy, and symbol. While knowledge of these genres is important, the course emphasizes the close critical analysis of individual texts and the writing of clear and forceful expository prose. We pay close attention to the way writers use context, imagery, connotation, syntax, and tone to achieve their purposes. Students learn elements of style in addition to strategies for organizing their ideas.

Students will work to improve their writing skills by learning to respond in writing clearly and objectively while using concise language. The course will also work to nurture and develop critical thinking skills.

AP students are expected to complete extensive summer reading. Books for summer reading are provided by the district.

***CREATIVE WRITING - Grades 9, 10, 11, 12 (01104-187) 5 Credits**

This course will offer students a forum for writing and revising their original creative work, as well as for reading it out loud to one another. Many different genres and styles of creative writing--poetry, short and long fiction, creative non-fiction, essay--will be explored; experimentation will be encouraged. Students will have the opportunity to learn the mechanics of professional manuscript preparation and submission, and will be encouraged to submit their work to established publications and writing contests. Grades will be based upon completion of assignments (including revision) and class participation.

***INTRODUCTION TO FILM - Grades 9, 10, 11, 12 (05168-185) 5 Credits**

At the discretion of the instructor, students will view a wide sampling of major American feature length films, organized by genre and by historical significance. They will be asked to examine style, technique, content, and how the film industry reflects cultural norms and attitudes. Film titles are under the discretion of the instructor. Grades will be based on discussion, oral presentations, and written critical responses.

MATHEMATICS DEPARTMENT

Colleges and technical schools have differing expectations of their applicants regarding high school mathematics courses. Therefore, the mathematics department offers a variety of paths to meet the diverse expectations of highly selective colleges, state colleges, community colleges, technical schools and the needs of students who will enter the work force upon graduating from high school. Students are urged to check with their prospective colleges, especially before scheduling their senior year classes. Courses focus on strengthening students' ability to problem solve and to communicate effectively using the language of mathematics.

Graduation Requirements: Students must enroll in a mathematics course each of the 8 semesters of high school. A total of thirty (30) credits in mathematics is required to graduate; twenty (20) credits must be in algebra and geometry. Ten (10) credits from Accounting I or II can be substituted as a math elective.

HONORS MATHEMATICS COURSE CRITERIA

At the end of the year, students will be recommended by their teachers to participate in the honors level for the following year based on their attitude, aptitude, and achievement. Students choosing to advance from Algebra II to Honors Pre Calculus should be aware that there is material that was not covered in Algebra II that is required for Honors Pre Calculus. Student's success will depend on their knowledge of these topics, and they should see their current math teacher for guidance to fill this gap.

All honors level mathematics courses integrate the use of graphing calculators. Instructions are based on the Ti family of graphing calculators, Ti-Nspire, Ti-84, and Ti-89, Students are responsible for having a working Ti calculator as part of their daily class preparedness.

The district has calculators for loan to students with financial need. The loans are approved by the Principal.

<p>Required:</p>

<p>Algebra I or Fundamentals of Algebra Geometry or Honors Geometry or Fundamentals of Geometry</p>

<p>The remaining credits can be from the following electives:</p>

<p>Algebra II/Honors Algebra II & Trigonometry</p>	<p>Honors Pre-Calculus Honors Calculus and Statistics</p>
<p>Algebra III & Trigonometry</p>	<p>Advanced Placement Calculus AB</p>
<p>Introduction to College Math</p>	
<p>Accounting I or Accounting II**</p>	

** (See Business/Computer Education section for course description)

FUNDAMENTALS OF ALGEBRA - Grade 9, 10 (02052-223)**10 Credits**

This course provides a basic study of the principles of algebra and gives an appreciation of its structure and everyday usefulness. Content includes the study of the basic properties of real numbers and their use, the solution of equations and inequalities, linear functions, systems of linear equations, simple matrices, rational expressions, and basic properties of polynomials and operations with and on them. Practical application through the incorporation of word problems is required in this course. This course includes many of the mathematical concepts that are found in the MCAS Exam. Students may not self-select into this course.

ALGEBRA I - Grade 9 (02052-210)**10 Credits**

This course provides an in-depth study of the principles of algebra and gives an appreciation of its structure and everyday usefulness. Content includes the study of basic real number properties, simple probability, solving equations and inequalities, linear functions, systems of linear equations and inequalities, rational expressions, and operations with polynomials including factoring. An emphasis is placed on developing problem-solving skills. Students should have proficient knowledge in addition, subtraction, multiplication, and division of whole numbers, integers, rational numbers, and percents. Students should have a working vocabulary of basic mathematical terms. This course includes many of the mathematical concepts that are found in the MCAS Exam.

FUNDAMENTALS OF GEOMETRY - Grades 10, 11, 12 (02072-224)**10 Credits**

Students will study the properties of two- and three- dimensional figures and their applications to the world in which we live. The focus of the instruction is on the concrete not the abstract aspects. Topics include properties of parallel lines and polygons, congruence and similarity, inequalities, transformations, right triangles, circles, area and volume. Compass/straightedge constructions are also included. This course includes many of the mathematical concepts that are found in the MCAS Exam.

GEOMETRY - Grades 9, 10 (02072-220)**10 Credits**

Students will study the properties of two- and three-dimensional figures and their applications to the world in which we live. Students will discover, explore, and confirm these properties through multiple approaches including, measurements, geometric constructions, coordinate geometry, and Geometer Sketchpad or Cabri software. Though formal proofs are not stressed, justification for all conclusions is emphasized as is inductive and deductive reasoning. The course includes an introduction to right triangle trigonometry.

Prerequisite: Algebra I or Fundamentals of Algebra

HONORS GEOMETRY - Grades 9, 10 (02072-220H)**10 Credits**

Honors Geometry is a challenging course that continues the study of logic and reasoning with problem solving. Students will explore both Coordinate and Euclidean Geometry. The first few units will introduce students to the structure of reasoning in geometry, including basic definitions, postulates, and simple theorems, and the use of inductive and deductive reasoning. Students will learn to develop and articulate mathematical arguments as they study the building blocks of classical geometry, including properties of parallel lines, triangles, and regular polygons. Students will apply these reasoning skills to

develop theorems about right triangles (and right triangle trigonometry), circles, solids, and loci.

Prerequisite: Algebra I

ALGEBRA II - Grade 10, 11, 12 (02056-230)

10 Credits

Using a consistent reference to the “Rule of 4” (verbal, numerical, graphical, and symbolic representations), the course builds a deeper understanding of linear equations and inequalities and the uses of matrices to solve multivariable systems of equations. New topics include: powers, roots, radicals, polynomials functions, and exponential functions and their applications. The course prepares students for Introduction to College Math or Algebra III.

Prerequisite: Algebra I and Geometry

HONORS ALGEBRA II AND TRIGONOMETRY - Grades 10, 11, 12 (02056-230H)

10 Credits

This intensive course is designed for students with a demonstrated proficiency with algebraic manipulations and geometric concepts. Using a consistent reference to the “Rule of 4” (verbal, numerical, graphical, and symbolic representations), students investigate the behaviors of polynomials, logarithmic and exponential functions, rational functions, and trigonometric functions as they solve a variety of equations. Additional topics include matrices; an extensive study of the concept of functions; and as time permits, conic sections, sequences, and series and probability.

Prerequisite: Algebra I and Geometry; Completion of Summer Assignment

Recommended but not required: A grade of B- or better in Algebra I

ALGEBRA III AND TRIGONOMETRY - Grades 11, 12 (02057-235)

10 Credits

This course is a continuation of the Algebra II course, referencing the “Rule of 4”. The course begins with a review of exponential growth and decay, and then proceeds to study logarithmic functions and rational functions, trigonometric functions and properties, patterns with sequences and series, probability and statistics.

Prerequisites: Algebra I and Algebra II

Suggestion: Students who may have been less than successful in Honors Algebra II may find Algebra III an appropriate course to assure college readiness.

HONORS PRE-CALCULUS - Grades 11, 12 (02110-240H)

10 Credits

This exceptionally rigorous course is designed for students who have excelled in all previous math courses. Continuing with the reference to the “Rule of 4,” students derive, extend, and apply the broad range of topics introduced in Honors Algebra II/Trigonometry in preparation for the study of calculus. New concepts include sequences and series, probability, analytic geometry (including 3-D), and an introduction to limits and derivatives.

Prerequisite: Honors Algebra II/Trigonometry and completion of Summer Assignment

Recommended but not required: Grade of B- or better in Honors Algebra II/Trigonometry.

Algebra II does not cover all the material required for Honors Pre-Calculus.

INTRODUCTION TO COLLEGE MATH - Grade 12 (02108-253)**10 credits**

This course is designed to meet the needs of students who intend to go to college and need to strengthen their overall math skills. The course covers topics that provide students with the mathematics foundation needed for both college placement exams and first year college-required math classes. Topics include an overview and synthesis of the key concepts of algebra and geometry, as well as an introduction to probability and statistics, and basic trigonometry.

Suggestion: Algebra II

HONORS CALCULUS AND STATISTICS - Grade 12 (02121-250H)**10 Credits**

Many college majors require that freshman enroll in calculus and/or statistics. This honors weighted course is designed to give students a solid preparation for these courses at the college level. The calculus portion of the course is designed to introduce students to the fundamental concepts of limits, continuity, derivatives, and integrals and their applications. In the statistics portion of the course, students will focus on categorical and quantitative data, the normal model, regression equations, surveys, experiments, observational studies, and probability. Students will study examples from many diverse fields as they apply each concept.

Prerequisite: Algebra III & Trigonometry or Honors Pre-Calculus and completion of Summer Assignment

AP CALCULUS - Grades 12 (02124-290)**10 Credits**

This course uses the syllabus of the Advanced Placement Calculus AB course. At the conclusion of the course, students take the AB exam.

Students prepare for the course with a summer assignment that reviews properties of functions and pre-calculus foundations. This allows instruction to begin with a study of continuity and limits, followed by methods and applications of differentiation, integration for the elementary algebraic and transcendental functions, applications of definite integral. Throughout the curriculum, a continued emphasis will be made on the “Rule of 4” and the interrelationships among various representations.

AP Calculus BC - Students enrolled in the AP Calculus AB course have the option to take the BC exam.

Prerequisite: Honors Pre-Calculus and completion of Summer Assignment

SCIENCE DEPARTMENT

As society is facing ever-more complex scientific and technological issues, every Mt. Greylock graduate should have a firm foundation in all three core sciences: Physics, Chemistry and Biology. Students begin their science studies in the high school by taking Physics in the ninth grade, then take Chemistry in the tenth grade and Biology in the eleventh grade. The department offers regular and honors courses in each of these disciplines. The electives in science may be taken *in addition* to the three core science courses.

Suggested Core Science Sequence:**30 Credits**

9th grade: Physics or (L) Honors Physics

10th grade: (L) Chemistry, or (L) Honors Chemistry

11th grade: (L) Biology or (L) Honors Biology & Electives

12th grade: Science Elective(s)

Electives:

Anatomy & Physiology/Honors Anatomy & Physiology

(L) Advanced Placement Biology

+(L) Advanced Placement Chemistry (offered in fall 2011,2013,2015)

+(L) Advanced Placement Physics (offered in fall 2012, 2014, 2016)

Environmental Science/ Honors Environmental Science

(L) Lab course

+ Electives offered in alternating years

PHYSICS - Grade 9 (03151-311)**10 Credits**

Physics is the basis for all future study in science. Topics include the scientific method, measurement and units, motion, forces, momentum, energy, vibrations, sound and light, fluids, pressure, properties of matter, electricity and magnetism, and selected topics in weather and climate illustrating Earth as a physical system. All 9th grade physics students will take the MCAS physics exam in the spring. This primarily conceptual course will still require a limited familiarity with basic algebra.

HONORS PHYSICS - Grade 9 (3151-340H)**10 Credits**

This is a strongly mathematical, algebra-based course, introducing the basic concepts of physics. Topics include the scientific method, measurement and units, motion, forces, momentum, energy, Newtonian mechanics, waves & vibrations, sound, fluids, thermal physics, properties of matter, electricity & magnetism, and selected topics in modern physics. Instruction consists of textbook reading, lectures, labs, demonstrations and hands-on activities. Weekly problem sets give students physical problem solving experience. This course provides a foundation for future study in a wide variety of technical disciplines, including physical science, engineering, computers, and medicine. It prepares the student for the SAT II physics test and for college-level physics. All 9th grade physics students will take the MCAS physics exam in the spring. It is recommended that students considering Honors Physics have been following the Honors Mathematics course sequence, and continue taking honors math concurrently.

Recommended: B or better in 8th grade science and 8th grade Honors/Accelerated Algebra I.

CHEMISTRY - Grade 10 (03101-330H)

10 Credits

Chemistry is a laboratory-based course that encourages group learning. Traditional chemical concepts and laboratory skills are learned through the study of eight units: Chemistry and Matter, Organization of Matter, Language of Chemistry, Phases of Matter, Solutions and Their Behavior, Chemical Reactions, Organic Chemistry, and Nuclear Chemistry.

Recommended: Physics or Honors Physics

HONORS CHEMISTRY - Grade 10 (03101-330H)

10 Credits

The honors chemistry course is a rigorous introductory course for students with special interest in and strong aptitude for science. The course is designed to help students prepare to take the SAT II Chemistry Exam and for college-level chemistry. Topics to be covered include: Organization of Matter, Language of Chemistry, Phases of Matter and the Gas Laws, Solutions and Their Behavior, Chemical Reactions, Carbon and its Compounds, and Nuclear Chemistry. Entrance into honors chemistry requires strong skills in mathematics, English, and science.

Recommended: Physics or Honors Physics

BIOLOGY AND HONORS BIOLOGY - Grades 10, 11, 12 (03051-320/03051-320H)

10 Credits

This differentiated course presents an ecological approach to biology and stresses major biological concepts through laboratory investigation. Biology is a course requiring some independent laboratory work and research; it is designed to prepare students for the SAT II Biology Exam and college-level biology. Those selecting the honors option will complete extra reading assignments and quarterly projects; be graded with more rigorous standards on exams, quizzes, labs and homework.

Prerequisite: Physics or Chemistry

AP BIOLOGY - Grade 11, 12 (03056-390)

10 Credits

This rigorous course follows the Advanced Placement Syllabus prepared by the College Board; it is intended for students who have a strong background in chemistry and biology. An extensive amount of material is presented and/or discussed, and heavy reading responsibility is placed on the students. The twelve required AP laboratory exercises supplement lectures and seminars. The major themes of diversity, unity, genetic continuity, and evolution are approached from a molecular perspective. Students are required to take the AP examination in May.

Recommended: Honors Chemistry and Honors Biology.

An extensive summer assignment is required to be independently completed before September.

+AP CHEMISTRY - Grades 11, 12 (03106-392)**10 Credits****This course will be offered in the fall of 2011, 2013, 2015.**

Advanced Placement Chemistry is designed to be the equivalent of the general chemistry course taken during the first college year. The course follows the Advanced Placement syllabus prepared by College Board, with the following topics being covered extensively and in great depth: the structure of matter, states of matter, reactions, and descriptive chemistry. In the laboratory, the student will be expected to make observations of chemical reactions and substances, record data, calculate and interpret results based on quantitative data obtained, and communicate effectively the results of experimental work. Advanced Placement Chemistry is designed to be taken only after successful completion of a first course in high school chemistry. It is recommended that the student have successfully completed a second-year algebra course, and it is assumed that the student will spend at least five hours a week in unsupervised individual study. Students are required to take the AP examination in May.

Recommended: Honors Physics and Honors Chemistry

+ AP PHYSICS B- Grades 11, 12 (03155-394)**10 Credits****This course will be offered in the fall of 2012, 2014, 2016**

Advanced Placement Physics B is a mathematically rigorous college-level course introducing topics in Newtonian mechanics, waves and vibrations, fluids, thermal physics, properties of matter, electricity and magnetism, and selected topics in modern physics. Instruction consists of textbook reading, lectures, labs, demonstrations, and hands-on activities. Weekly problem sets give students physical problem solving experience. The treatment is extremely mathematical, using advanced algebra, geometry, trigonometry and pre-calculus heavily throughout the full year. In addition, connections to calculus are frequently noted. The pace is faster, and the problems are significantly harder, than at the Honors Physics level. This course provides a strong foundation for future study in a wide variety of technical disciplines, including physical science, engineering, computers, and medicine. Students are required to take the AP Physics B examination in May.

Recommended: Honors Physics and Honors Chemistry*It is recommended that students be concurrently enrolled in Honors calculus or Honors pre-calculus.*

ANATOMY AND PHYSIOLOGY and (03053-360)**10 Credits****HONORS ANATOMY AND PHYSIOLOGY - Grade 12 (03053-360H)**

Knowledge of the human body and its functions is useful to anyone interested in physical education, pre-med, art, or other allied differentiated health fields, as well as those interested in learning about them-selves. This course will relate structure to function, considering disease and dysfunction in each system studied. Dissection for comparative purposes is a significant part of the classroom experience. Topics: Organizations, muscular, nervous, skeletal, integumentary, endocrine, cardiovascular, respiratory, digestive, and immune systems.

Prerequisite: Biology or Honors Biology

ENVIRONMENTAL SCIENCE/**10 Credits****HONORS ENVIRONMENTAL SCIENCE – Grades 11, 12 ((03003-350/03003-350H))**

This project-based, hands-on course will explore the interactions between organisms and their natural environment, focusing on human impacts on ecosystems. Work will include studies of local freshwater and terrestrial habitats. Students will need to rely on personal initiative in this course, as there is very little work related to a text book and tests. Independent research and field studies will be a major component of the class. We will go outside in all seasons and all weather, so make sure you have a good pair of boots and a warm jacket!

SOCIAL STUDIES DEPARTMENT

The sequence of social studies courses at Mount Greylock Regional High School is as follows: World History & Geography I in grade 9, World History & Geography II in grade 10, and United States History II (1877- Present) in grade 11. Ten (10) credits must be taken in United States history, and eleventh grade students have the option of fulfilling this requirement by taking the AP United States History course. An additional opportunity to study history at an advanced level is offered in the 12th grade with the elective AP Modern European History course. A portfolio of sample reading materials, assignment schedules, and evaluations will be made available to prospective AP students to assist them in making an informed choice as to whether or not they wish to take on the challenge of AP history work, and student consultation with members of the department is strongly encouraged. In both cases (AP United States History and AP Modern European History) students must complete summer work in advance of the course and take the AP exam in May. All courses in the Social Studies Department utilize a variety of instructional techniques designed to foster creative and practical problem solving, effective communication through a variety of media, collaboration, and self-directed learning.

Required:**30 Credits required for graduation**

United States History II (1877-Present)

OR

AP United States History

Electives:

*World History and Geography I (Fall and Spring)

*World History and Geography II (Fall and Spring)

+*The Holocaust (offered in 2012--2013)

+*Political Science (offered in 2011--2012)

+*Contemporary Issues (offered in 2012--2013)

+*Vietnam Conflict (offered in 2011--2012)

Psychology

AP Modern European History

AP United States History

+Electives offered in alternating years

*Indicates a semester course

WORLD HISTORY & GEOGRAPHY I - Grade 9 (04052-610)*5 Credits Per Semester**

World History & Geography I begins with a review of classical civilizations in Asia, South Asia, and the Mediterranean. The course progresses from these classical civilizations to a focus on the interaction between regional civilizations in Western and Eastern Europe, the Middle East, Africa, and East Asia. The political, social, and economic changes that take place as a result of conflict and trade among these civilizations make up the majority of the curriculum. These changes are addressed within a framework of progression towards a global world that stemmed from regionalized societies exhibiting their own unique religious, social, political, militaristic, and artistic styles. The final unit begins with Europe's emergence from the Dark Ages, focusing on this region's exploration and gradual dominance over much of the globe. The year ends with the solidification of absolutist rule in Europe.

WORLD HISTORY & GEOGRAPHY II - Grade 10 (04052-620)*5 Credits Per Semester**

After a quick review of early modern times and the period of European exploration, the tenth grade World History & Geography course continues the curriculum begun in the ninth grade. Sophomores begin their study with a look at new ideas about government that arose from the middle classes in Europe and led to the development of the modern democratic process. Soon after examining this period of enlightenment and revolution, students will analyze the growth of western democracies and the concurrent forces of industrialism, nationalism, militarism, and imperialism. The second half of the tenth grade curriculum begins with the period of global conflict between 1914 and 1945. Students learn to identify the motives for global conflict as well as the strategies attempted to avoid such wars. The course culminates with an examination and analysis of the history of the major cultures through the present day.

UNITED STATES HISTORY II (1877-Present) - Grade 11 (04101-630)**10 Credits**

United States History II will begin with a review of the major topics covered in United States History I (grade 8). This will include the historical and intellectual origins of the United States; the basic framework of American democracy; westward expansion; and political, economic, and social change. The review will conclude with the Civil War and Reconstruction. In United States History II, students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America and the world.

AP UNITED STATES HISTORY - Grade 11 (04104-690)**10 Credits**

The aim of the course is to provide the students with a learning experience equivalent to a college introductory course in American History. The first three terms will provide chronological and thematic coverage of the following topics: the Colonial period, the American Revolution, the Jackson period, the

Civil War and Reconstruction, Populism and Progressivism, the World Wars, the New Deal, domestic and foreign affairs in the Cold War period, and concerns of the post Cold War era. The final term is designed to examine a series of problems in special political, economic, cultural, intellectual, and social areas of American history. Students are required to take the AP examination in May.

AP MODERN EUROPEAN HISTORY - Grade 12 (04056-692)

10 Credits

Advanced Placement Modern European History traces the development of European civilization from the mid-fifteenth century to the present. Political, social, economic, intellectual, and cultural trends are followed and several historical methods and theories of history are examined. This is done through discussion, debate, primary and secondary source research, lecture, and cooperative project completion. At the end of the course, students should have a working knowledge of modern European history, be acquainted with the skills of the historian's craft, be able to write essays and papers on a college freshman level, and be prepared for the Advanced Placement examination in European History. Students are required to take the AP examination in May.

PSYCHOLOGY - Grades 11, 12 (04254-652)

10 Credits

This course will introduce students to the science of behavior and cognitive processes commonly known as Psychology. Students will be introduced to the major psychologists and their methodologies and beliefs. Then they will explore several primary topics in Psychology such as: the biological basis of behavior, sensation and perception, states of consciousness, learning and memory cognition, intelligence, human development, motivation and emotion, personality, personal health issues, and social thought and behavior. A final research project focusing on a psychological disorder and its corresponding therapy and/or treatment will be assigned.

+*THE HOLOCAUST - Grades 11, 12 (04064-661)

5 Credits

This course will be offered in the fall 2012 and 2014.

Through the rigorous examination of the Holocaust, students will gain a greater understanding and awareness of the causes and ramifications of racism and prejudice. Students will examine the values and responsibilities necessary to preserve democracy and to protect the rights of all citizens. Students will explore the dangers of silence, apathy, and indifference to the oppression of others and to the abuse of governmental power.

+*CONTEMPORARY ISSUES - Grades 11, 12 (04064-664)

5 Credits

This course will be offered in the spring of 2013 and 2015.

This semester-long capstone course in social studies will provide students with the skills and knowledge needed to effectively analyze the major issues and events that impact the United States today. Students will explore the various media outlets (newspapers, magazines, electronic media, television, radio, film) in order to better understand how news is both disseminated and digested by the public. An in-depth analysis of the media's presentation of contemporary issues and events will help students develop the habits of mind necessary for responsible citizenship. Students will be actively engaged in this class through discussion, inquiry, debate, interviews, role-playing, and presentations.

+*VIETNAM CONFLICT - Grades 11, 12 (04064-662)**5 Credits****This course will be offered in the fall of 2011 and 2013.**

Students will view the war in Vietnam through an expanded historical lens that will include sociology, psychology, political science, economics, journalism, photography, music, art, poetry, and literature. In addition to the multi-disciplinary approach, students will gain an understanding of a variety of perspectives in order to make sense of the conflict. Students will be expected to critically analyze the material and articulate their own well-reasoned views of the conflict and its impact on our nation's history.

+*POLITICAL SCIENCE - Grades 11, 12 (04153-669)**5 Credits****This course will be offered in the spring of 2012 and 2014.**

This course will study the genesis of the American political system as well as its operation. Attention will be focused on local, state, and national government policy, the enacting of laws, as well as the role and potential impact of the citizen. This course will draw upon historical examples as well as incorporate the discussion of current events as they relate to the study of political science.

BUSINESS/COMPUTER DEPARTMENT

The Business and Computer Education courses are electives that relate to careers in the business world. These skills can be used as a foundation when furthering your education at the college level. Students who take these electives will gain the skills necessary to secure entry level positions in various fields for either full- or part-time employment. Some courses require a lab fee. Fee waivers are available to those with demonstrated need.

Career Pathways: During the four years of high school, students who attain 50 credits in the area of business/computers with a grade of C- or higher will receive formal recognition of successfully completing a pathway in the area of Finance/Business Administration or Computers/Technology. (Please see the section on Pathways located after the business and computer course descriptions.)

Mount Greylock has an articulation agreement with The Center for Digital Imaging Arts (CDIA) at Boston University. This "tuition credit" based articulation agreement is designed to recognize both the advanced secondary level training received by the student and his/her exceptional academic performance in Introduction to Digital Photography, Introduction to Video Editing, Advanced Digital Photography, Advanced Video Editing, or HTML Web Design. It accomplishes this by removing the financial obligation equivalent to one of CDIA's foundation modules.

Electives:

Accounting I	*HTML Web Design I
Accounting II	*HTML Web Design II
*Advanced Digital Photography	+*Introduction to Business
*Advanced Video Editing	*Intro. to Computer Programming
Business Communications & Keyboarding	*Introduction to Digital Photography
*Career as Student	*Introduction to Video Editing
+*Computer Software Literacy	Marketing
+*Desktop Publishing	+*Personal Finance

+Offered alternating years
*Indicates a semester course

ACCOUNTING I - Grades 10, 11, 12 (12104-520)**10 Credits**

This course develops basic principles and procedures used in accounting. Through the use of case analysis, simulations, Excel, and Peachtree Accounting software, students will receive reinforcement of the accounting principles and concepts. This course is designed for students who desire beginning preparation for careers in accounting or a related business fields and for students seeking a foundation on which to continue studying accounting at the college level. One year of Accounting can be used towards the mathematics requirement.

ACCOUNTING II - Grades 11, 12 (12104-522)**10 Credits**

This course is a continuation of Accounting I. Emphasis will be placed on developing skills in analyzing and interpreting accounting and financial records, departmental and payroll accounting, and accounting for partnerships as well as corporations. Through the use of case analysis, simulations, Excel, and Peachtree Accounting software, students will receive reinforcement of the accounting principles and concepts. Those students planning to study accounting or business at the college level should consider continuing their studies of Accounting. (One year of Accounting can be used towards the mathematics requirement.)

Prerequisite: Accounting I

BUSINESS COMMUNICATIONS & KEYBOARDING - Grades 9, 10, 11, 12 (12005-511)10 Credits

This course provides students essential competencies for communication in the technological workplace. Emphasis is placed on utilizing the computer to further develop written communication skills such as composing memos, letters, and reports; describing processes or mechanisms; and completing forms and responding to e-mail. Utilizing technology to further develop communication skills such as interviewing for information, presenting information/reports in an effective manner and giving instructions is taught in this course. In order to develop competent and efficient skills, proper keyboarding skills are also taught.

CAREER AS STUDENT - Grade 12 (22151-554)*5 Credits**

This course will begin by examining your educational and life goals. We will explore different careers and the educational background you would need in specific fields. Students will work on their college applications, essays and scholarship applications. Finally, we will end the course with a look at what college life is like, the terminology used in higher education, study skills, learning styles, and how to be successful at the college level.

+*COMPUTER SOFTWARE LITERACY - Grades 9, 10, 11, 12 (10004-550)**5 Credits****(Offered in the fall of 2012, 2014)**

This course is offered to all students with an interest in developing more advanced skills in programs such as Microsoft Word, Excel, PowerPoint, Access, and Publisher. In addition to learning the technical fundamentals of computer use, students will build their skills in researching information, using technology to help learn, and working with other sources of hardware such as scanners and digital cameras.

+*DESKTOP PUBLISHING - Grades 9, 10, 11, 12 (11152-552)**5 Credits****(Offered in the spring of 2013, 2015)**

Using several different desktop publishing software packages, students will learn to create a variety of documents such as flyers, brochures, and newsletters. Students will also learn how to use graphic design software to produce documents in a professional and effective manner as well as develop communication skills to clearly communicate a message to the reader. Students will also learn to create their own web pages and include web graphics they have designed.

+*INTRODUCTION TO BUSINESS - Grades 9, 10, 11, 12 (12051-532)**5 Credits****(Offered in the fall of 2011, 2013)**

This course is designed to develop an understanding and appreciation of the American business system. Students study banking, business systems, international business, consumer buying, the use of credit, the American tax system, budgets, insurance, and money management.

+*PERSONAL FINANCE - Grades 9, 10, 11, 12 (22210-542)**5 Credits****(Offered in the spring of 2012, 2014)**

This course is designed to prepare a student to meet those future activities in his/her personal life which are related to finance such as: insurance, credit, banking, taxes, employment, budgeting, purchasing, goods and services, checking, interest, auto purchasing and financing, and retirement. The area of investment will also be covered in detail through the stock market, mutual funds, and bonds, with each student maintaining his/her own stock portfolio with an initial investment of \$100,000.

***INTRODUCTION TO COMPUTER PROGRAMMING – Grades 11, 12 (101522-512) 5 Credits**

This course provides the beginning programmer with a guide to developing applications using a contemporary programming language (such as Java or C++). It will focus on an introduction to simple variables, control structures, and an introduction to object-oriented concepts. It will include many engaging programming exercises, including several in the Game Zone that allow students to experiment with game-construction logic.

***INTRODUCTION TO DIGITAL PHOTOGRAPHY - Grades 9, 10, 11, 12 (11054-533) 5 Credits**

The majority of the course will focus on digital photography, electronic image manipulation, scanning, and related hardware. Students will also explore software commonly used in multimedia presentations. Software packages such as Adobe Photoshop will be used for digital image manipulation. Students will be introduced to Pinnacle's Studio video editing software. Students will be required to complete a variety of projects to demonstrate proficiency in basic digital image manipulation and video editing techniques. The purchase of a flash drive is required for transporting documents/images back and forth to the classroom. A lab fee of \$35 per student is required.

***INTRODUCTION TO VIDEO EDITING - Grades 9, 10, 11, 12 (11055-535) 5 Credits**

Students will learn to create and assemble type, graphics, photos, audio, music, and video into various types of video projects. In addition, students will be using advanced features in Pinnacle's Studio video editing software and editing techniques such as Green Screen and Picture-in-Picture effects to enhance their video projects. Students will be required to demonstrate proficiency in advanced computer graphics and multimedia/digital video editing techniques to produce Public Service Announcements, Commercials, News Reports, Interviews, and Documentaries of varied length. A lab fee of \$15 per student is required.

***HTML WEB DESIGN I - Grades 10, 11, 12 (10201-596) 5 Credits**

Web Design using HTML is a course that guides the student through the elements required to create Web pages using HTML. Topics include text formatting, tables, forms, lists, images, audio, video, animation, and more. Students will also be introduced to Java Applets, JavaScript, and design considerations. Students will be required to complete a variety of projects to demonstrate proficiency.

***HTML WEB DESIGN II - Grades 10, 11, 12 (10201-597) 5 Credits**

This course is more than a continuation of HTML Web Design I. Students will learn advanced techniques in developing Web pages by using contemporary web design software (such as Dreamweaver and Flash) that will allow students to integrate the full range of graphics, music, and video into individual, school, or commercial web sites. Students will also learn advanced animation techniques using Flash software.

Prerequisite: HTML Web Design I

ADVANCED DIGITAL PHOTOGRAPHY – Grades 9, 10, 11, 12 (10251-534)*5 Credits**

This course will focus on digital photography and selected techniques to enhance the basic concepts of the previous introductory photography course. Students will be introduced to a more creative aspect of photography that the digital world has to offer such as creative zoom and panning, multiple imaging and creative shutter speed control. An understanding of one's camera and the shutter speed, aperture and ISO relationship is required. Students will be required to complete a variety of projects to demonstrate proficiency in these creative areas of digital photography along with completing a digital portfolio of their work. Much of this work will be independent in nature as students will be working on their own pace in the studio or at home capturing their images and then working through the digital process in the classroom. Students will be expected to meet with the teacher from time to time for a status check on their progress. The purchase of a flash drive is required for transporting documents/images back and forth to the classroom. A lab fee of \$35 per student is required.

Prerequisite: Introduction to Digital Photography

ADVANCED VIDEO EDITING - Grades 9, 10, 11, 12 (11055-589)*5 Credits**

Students will learn about the film making process and create various types of digital videos as they master the advanced features of Pinnacles' Studio Video Editing Software Package. Students will use advanced screenwriting and storyboard techniques to develop various types of authentic short videos such as: Commercials/Public Service Announcements (PSAs), News Reports, Documentaries, Educational Videos, Drama, Parody, or Foreign Film. A lab fee of \$15 per student is required.

Prerequisite: Introduction to Video Editing

MARKETING - Grades 11, 12 (12152-590)**10 Credits**

This class prepares students for careers in the retail, wholesale, and service occupations. Students are exposed to such areas as advertising, communications, merchandise presentation, and display. In addition, they will gain skills in the areas of human relations, management, business operations, sales, and marketing principles. Students who successfully complete this course will have strong employability skills as well as the foundation to further their education in the areas of business and marketing.

BUSINESS & TECHNOLOGY CAREER PATHWAYS

Mission Statement:

The Career Pathways is designed to prepare students for post-secondary education and employment. The Career Pathways encourages students to have a concentration in the areas of business and technology. These programs provide students with the background, knowledge, and experiences that will enable them to graduate with the skills they need for success in their post-secondary education as well as their future career.

Guiding Principles: We believe

- A quality learning environment recognizes and supports the unique abilities of each individual.
- Learning fosters responsibility to oneself and others.
- All members of the educational community deserve an environment that is safe and respects diversity.
- There is value in students participating in decisions related to their education.
- An effective educational experience instills a responsible work ethic and a love of learning.
- Open and responsible communication is essential in an educational environment.

Pathways Program Requirements:

During the four years of high school, students who attain 50 credits in the area of business and computers with a grade of “C-” or higher will receive **formal recognition** of successfully completing a pathway in the area of Finance/Business Administration or Computers/Technology.

Students select courses from any of the electives offered in the Business/Computer Education Department. Suggested courses for each path are illustrated below, but students may choose from any of the courses offered in the department to attain the **50 credits** needed to complete a pathway.

<u>Finance/Business Administration</u>	<u>Computers/Technology</u>
Accounting I	Business Communications & Keyboarding
Accounting II	*Intro. to Digital Photography/*Intro. to Video Editing
Business Communications & Keyboarding	*Advanced Digital Photography/*Advanced Video Editing
*Introduction to Business/*Personal Finance	*Computer Literacy/*Desktop Publishing
*Computer Literacy/*Desktop Publishing	*HTML Web Design I/*HTML Web Design II
Marketing	*Intro. to Computer Programming
*Career As Student	Marketing
*Indicates a semester course.	*Career As Student

FOREIGN LANGUAGE DEPARTMENT

Most students begin the language adventure in Grade 7. Although language acquisition is a lifelong process, students should become proficient in at least one language in addition to English by the time they graduate from high school. Students are encouraged to study one language for as many years as possible in preparation for a language requirement (usually two years) when in college. When possible, students may opt to study more than one language. Mount Greylock's language programs create natural links to all other disciplines by integrating the study of language with the study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science.

Electives:

Latin II, III, (H) IV, (H) V, AP Latin
Spanish I, II, III, (H) IV, (H) V, AP Spanish
French II, III, (H) IV, (H) V, AP French

LATIN II - Grades 9, 10, 11, 12 (06302-412)

10 Credits

Latin II continues the systematic study of Latin grammar and vocabulary. Syntax and style are studied through sequential Latin readings about the politics of provincial government and military life. Emphasis is placed on reading in order to understand the culture and literature of the Romans.

LATIN III - Grades 10, 11, 12 (06303-413)

10 Credits

Latin III completes the Cambridge Latin Course series and thus introduces the highest level of grammatical forms. This text includes Roman letters, poems and prose, cultural notes on Roman history, and customs of the first century CE under the empire of Domitian. Included readings are excerpts taken from the ancient Latin authors Martial, Ovid, Phaedrus, Catullus, Pliny, and Tacitus.

HONORS LATIN IV - Grades 11, 12 (06304-414H)

10 Credits

Poetry (Ovid and Catullus). In this course, students will study two major poets, their predecessors and successors, and the impact of their works on their own society as well as on today's poetic tradition.

HONORS LATIN V - Grades 11, 12 (06305-415H)

10 Credits

The Republicans. In this course students will study in depth Roman writers of the Roman Republic such as Caesar, Cicero, Sallust, Livy, Ennius et al. The focus of this course will be on the significant prose works and writers of Republican Rome (509-27 BC).

AP LATIN - Grades 11, 12 (06313-495)

10 Credits

In this course, students critically engage the pre-eminent work of epic poetry in Latin literature, Vergil's *Aeneid*. Through intensive translation and literary and textual analysis, students understand the origins and broad cultural impact of the work from Roman society in the Augustan age through early mediaeval Europe. The course meets the College Board requirements for AP Vergil.

Prerequisite: To go from Latin IV to AP Latin, student must have a B average in Latin IV and successfully complete a summer assignment.

FRENCH II - Grades 9, 10, 11, 12 (06122-422)**10 Credits**

The second level of Allez,Viens reviews, continues, and builds upon the material covered in the first year, with increasing emphasis on the use of French for communication. This course introduces new vocabulary and grammar concepts and incorporates reading selections, video, computer technology, and film to enhance the study of the language and culture of the Francophone world.

FRENCH III - Grades 10, 11, 12 (06123-423)**10 Credits**

This course continues using the third level of the Allez,Viens series, focusing on all four areas of communication. New vocabulary and grammar are introduced, and readings based on historical and literary topics/authors along with film are integrated into the body of the course. Emphasis is placed on attempting to use French as the primary means of communication between students and teacher in both written and oral situations.

HONORS FRENCH IV - Grades 11, 12 (06124-424HP)**10 Credits**

This course provides an in-depth study of advanced vocabulary, structure, and grammar using the Amsco text French Four Years with AP component. Through this study and the presentation of literature, history, film, skits, videos, and audiocassettes, the students will gain a greater proficiency in the French language. A good deal of communication in the target language is expected of all students.

HONORS FRENCH V - Grades 11, 12 (06125-425H)**10 Credits**

This course offers necessary review and refinement of the target language for the last year of French before college. It builds and expands on the French IV course, placing emphasis on literature from all genres. Current event topics are discussed with emphasis on the French language and culture. Students in this course should be willing to communicate, when possible, entirely in French.

AP FRENCH - Grades 11, 12 (06132-499)**10 Credits**

This course is the equivalent of a third-year college course and is offered to highly motivated students. Using the books Advanced Placement French, Baron's AP French, the AP component of French Four Years, and Une Fois pour Toutes, as well as various supplementary materials, students will develop skill in listening comprehension, increase reading competency, improve writing ability, and attain a speaking proficiency. Students enrolled in AP French are required to take the AP French exam in May.

SPANISH I - Grades 9, 10, 11, 12 (06101-431)**10 Credits**

This course focuses on the four basic skills of listening, speaking, reading, and writing and introduces basic grammar concepts. The Realidades textbook has a fully integrated program with videos, tapes, interactive CD-ROM programs, and an abundance of activities. Students will be exposed to cultural features so that they gain a greater understanding and appreciation of the Spanish-speaking world. Spiraling of material ensures development of language proficiency so that students can communicate effectively and express themselves with confidence.

SPANISH II - Grades 9, 10, 11, 12 (06102-432)**10 Credits**

The second level of Realidades reviews, continues, and builds upon the material covered in the first year, with emphasis on the use of the language for communication. New vocabulary and structural concepts are introduced. Cultural materials, history, and literature are integrated with reading selections. Oral proficiency continues to be a major focus.

SPANISH III - Grade 10, 11, 12 (06103-433)**10 Credits**

In continuing the Realidades series, students will increase their proficiency in all four areas of communication. The students will learn to express themselves in meaningful conversations in Spanish. They will increase their reading skills by reading selections from various Hispanic authors. The students will also strengthen their writing skills by incorporating more advanced tenses and new vocabulary.

HONORS SPANISH IV - Grades 11, 12 (06104-434H)**10 Credits**

In this course students review and study in greater depth the structure and vocabulary of the language. Through the study of grammar, literature, and films, students gain a greater proficiency in all four areas of communication. Students are expected to have a strong desire to learn and be willing to communicate in the target language.

HONORS SPANISH V - Grades 11, 12 (06105-435H)**10 Credits**

This course continues to refine written and spoken language skills. An Advanced Placement component enables students to elect taking the AP exam, for which they can often receive college credit. As reinforcement for grammatical structures, literature from Spain, Mexico, and Central and South America will be studied. When time permits, students will view a 52-episode “telenovela” called “Destinos,” which is offered as a course at many colleges and universities.

AP SPANISH - Grades 11, 12 (06112-498)**10 Credits**

This course is the equivalent of a third-year college course and is offered to highly motivated students. Using the books AP Spanish, Una Vez Más, Triángulo, as well as various supplementary materials, students will develop skill in listening comprehension, increase reading competency, improve writing ability, and attain a speaking proficiency. Students enrolled in AP Spanish are required to take the AP Spanish exam in May.

WELLNESS DEPARTMENT

Courses in this department relate to the development of individuals and encourage physical, social, and mental well-being.

*Juniors and seniors who are not enrolled in a lab science course may request that six (6) of the graduation requirement of twenty-one (21) credits in Wellness be waived in order to pursue a more extensive academic program. To be eligible for a waiver, students must maintain a full schedule and have an alternative plan to meet the State Physical Education requirement approved by the Principal. Please see the Student Handbook for more information.

Required:	24 Credits for Graduation (3 Credits in Health)
Wellness - Grades 9-12 *Health (1 semester)	

WELLNESS - Grades 9 (08001-909)

6 Credits

The units selected cover content that the department feels will provide a strong wellness foundation for 9th grade students. The goal is to facilitate the development of a physically educated student who:

- HAS learned skills necessary to perform a variety of activities
- IS physically fit
- DOES participate regularly in physical activity
- KNOWS the implications of and the benefits from involvement in physical activities
- VALUES physical activity and its contributions to a healthy lifestyle

As a result of seeing 9th grade students every day we are able to focus not only on learning through movement, but also learning in and of movement. Another goal of the department is to assist in creating a class wide bond and sense of community through advisory groups and 9th grade only activities. Grading will be based on rubrics set up for each unit of study.

WELLNESS - Grades 10, 11, 12 (8001-914)

6 Credits

Physical education electives for the high school student are letter graded and grouped by quarter. Students will select a three-activity elective and remain with one instructor as they progress through the quarter. Electives will be scheduled through the Wellness Department and are intended to ensure that each student will be exposed to a variety of fitness, team sport, and individual sport activities.

*HEALTH - Grades 10-12 (08051-921)

One Semester Required - 3 Credits

The health education program is designed to equip students with the ability to process, synthesize and respond appropriately to the myriad of social pressures and influences applied to them during their formative years. Topics include peer-pressure, body image, sex education, drug/alcohol abuse, social and physical bullying, decision-making, depression, and the role of nutrition.

***This course may contain units on human sexuality. Parents wishing to exempt a child from any part of this curriculum should contact the principal. Students will not be penalized as a result of such exclusion.

PEER RESOURCE TEAM**Year-Long Course -- 10 Credits**

The Peer Resource Team is a group of students who are trained during a year-long course to assist their classmates in dealing with problems related to issues around health, sexuality, alcohol and other drugs, peer pressure, depression and stress. In addition, the Peer Team assists in the Middle School as advisors, mentors, and teachers of Exploratory classes. Each year, the Peer Team works on several initiatives to benefit the school community in some positive way.

Students who wish to be on the team should apply in April of their Sophomore or Junior year. Team members are chosen by faculty, administrators and their peers. The Peer Team strives to represent as many of the students present on our campus as possible and looks for leadership qualities within the large and diverse groups of students at our school.

FINE AND PERFORMING ARTS

The Fine and Performing Arts Department at Mount Greylock offers students the opportunity to engage in creative pursuits as well as knowledge and skills acquisition during the course of their high school careers. All courses offered in the fine and performing arts engage students in inquiry, creative and practical problem solving, and higher order thinking in a lively fashion. Performing Arts students are expected to demonstrate their proficiencies through participation in the fall, winter, and spring concerts. An excused absence from a performance requires an additional make-up assignment.

Beginning with their fifth semester of high school participation, Performing Arts students will be recommended by the department for enrollment at the honors level in the various ensembles. These recommendations will be based on individual students demonstrating their proficiencies in Musical Literacy, and Peer and Performance Leadership on all graded assignments in addition to the standard department criteria.

Electives:

*Studio Art

*Printmaking

*3-D Design

*Painting

Advanced Studio Art

College Portfolio Development

Chorus

Band

Orchestra

*Stained Glass

*Advanced Stained Glass

*Indicates semester course

STUDIO ART - Grades 9, 10, 11, 12 (05155-710)*5 Credits**

This course is designed for beginning students who wish to learn the basic fundamentals of art. Studio Art features the exploration of traditional media and techniques (pencil, charcoal, ink, watercolor, pastel, paint and block printing). Subject matter includes basic figure and portrait drawing, landscape, still life and creative painting.

***3D-DESIGN - Grades 9, 10, 11, 12 (5158-725) 5 Credits**

Students will apply the principles of design in a three dimensional context using a variety of materials and construction techniques. The focus will be on creating abstract and thematic sculpture, both functional and decorative.

***PRINTMAKING - Grades 9, 10, 11, 12 (05161-727) 5 Credits**

This course provides students with the opportunity to explore various off press print making techniques. Using mono-print, block printing, screen printing, relief techniques and more, students will create printing plates that will allow them to work in series.

***PAINTING - Grades 9, 10, 11, 12 (05157-726) 5 Credits**

Students in this course will paint from life and their minds. The concepts of realism and abstraction will be explored with acrylic and watercolor paint. Students will learn to work with a variety of techniques including texture, blending, and glazing.

Prerequisite: Studio Art

ADVANCED STUDIO ART – Grades 10, 11, 12 (05157-721) 10 Credits

This course is open to students who have completed Studio Art successfully. The course will follow approximately the same sequence as outlined for Studio Art. The major thrust is to further refine an individual's style, technique, and competence in the Fine Arts. Problems will be of a more challenging nature.

Prerequisite: Studio Art

COLLEGE PORTFOLIO DEVELOPMENT - Grade 11, 12 (05170-713) 10 Credits

This is a year-long course designed for the student that is considering pursuing art at the college level. Students will explore different options in terms of colleges, looking at everything from programs to geography and culture. Art colleges often require a very specific list of work they want to see in a portfolio. Students will be guided to create portfolios for their target schools as well as continue to grow in terms of their critical thinking and rendering skills. It is the expectation that each student will create a portfolio with at least 15 strong works of art. If students are applying to colleges, they will receive the support and assistance needed to achieve their goals. Instructor and students will offer support and helpful feedback.

Prerequisite: Advanced Studio Art

STAINED GLASS - Grades 11, 12 (05199-741)*5 Credits**

The copper-foil method of stained glass construction (sometimes called the Tiffany method) will be taught. No prior artistic ability or experience is necessary. Students will learn to design and execute varied projects from a simple sun catcher to a more complicated flat panel or window. Once students are proficient in all aspects of stained glass construction including cutting glass, foiling, soldering, a major class window project aimed at beautifying the school will be completed. Working on this large project will enable students to experience a challenge not usually available to a beginning craftsman. Upon successful completion of the course, the student will have the skills to execute flat panels (windows), mirrors, three-dimensional objects (boxes, terrariums), and simple stained glass lamps. A lab fee of \$45 per student is required.

ADVANCED STAINED GLASS - Grade 11, 12 (05199-742)*5 Credits**

This course is a continuation of the stained glass course. Advanced methods and techniques will be taught during this semester course. Students will be constructing a stained glass lamp or panel. A lab fee of \$45 per student is required.

BAND - Grades 9, 10, 11, 12 (05101-810)**10 Credits**

This ensemble is open to all wind and brass players and percussionists. Music of considerable variety and difficulty is performed. Written musical assignments may be required each marking period. Preparation of all music is expected. The Band participates in three Memorial Day parades, at least three public concerts and other community activities. Attendance is required at all performances.

CHORUS - Grades 9, 10, 11, 12 (05111-820)**10 Credits**

This ensemble is open to all students interested in singing and performing. In addition to singing in a variety of musical styles and languages, music literacy, vocal technique, and stage presence are assessed. This ensemble is open to all students interested in singing and performing. In addition to singing in a variety of musical styles and languages, music literacy, vocal technique, and stage presence are stressed. The group performs at least three concerts a year and at graduation. Attendance is required at all performances.

ORCHESTRA - Grades 9, 10, 11, 12 (05105-830)**10 Credits**

The orchestra is open to all string, wind, brass, and percussion players who are recommended by the music staff. Separate high school and middle school string rehearsals are held during the school week; the two groups combine for concerts. The level of music studied ranges from moderately easy to very difficult. Attendance is required at all performances.

SPECIAL EDUCATION

The Special Education Department provides a wide range of programs and services for students who have an Individualized Educational Plan (IEP). Services include assessment, academic support, para-professional assistance, assistive technology, transition planning, consultation, and related service with expertise in the area of the student's disability. Programs range from full inclusion to community based programs focusing on post-secondary experience, life skills and vocational training.

LIFE SKILLS/COMMUNITY EDUCATION PROGRAM (22206-1092)

Special education students in their final years of high school may choose to participate in the Life Skills/Community Based Program instead of a full day of coursework on campus. The Life Skills/Community Based Program includes coursework, skill development, and pre-vocational training on the Mount Greylock campus. Students also participate in life skills activities in the community twice a week as scheduled by the program coordinator. This is a full-day program, and high school students who enter into this program will be expected to participate in both components.

ACADEMIC SUPPORT - Grades 9, 10, 11, 12 (23001-1001/1002/1003) 10 Credits

Small group and one-to-one instruction are provided to students in order to reinforce the regular education curriculum. Students are also instructed in study and organizational skill techniques.

ADAPTIVE COOKING - Grades 9, 10, 11, 12 (23099-1017) 10 Credits

Adaptive cooking helps students to develop important skills including language, science, nutrition, art, sensory-motor development, socio-emotional development, and mathematics. Activities include planning and shopping in addition to meal preparation.

ADAPTIVE PHYSICAL EDUCATION - Grades 9, 10, 11, 12 (08007-1015) 6 Credits

This course is intended for students who require individualized attention toward the remediation of physical or emotional impairments. Activities will encourage the maintenance and development of muscular strength, endurance, and flexibility. Additional emphasis will be placed on providing meaningful movement opportunities in a physically safe environment.

ADAPTIVE MUSIC - Grades 9, 10, 11, 12 (05149-10224) 10 Credits

This class provides opportunities for regular and special education students to engage active musical skills such as listening, composing, playing, and conducting. Teamwork, auditory memory, problem-solving, and social skill development are emphasized daily. Students will learn instruments of the band and orchestra, group drumming skills, GarageBand, and appreciation of recorded music of many types.

ADDITIONAL ELECTIVES

*Indicates a semester course.

***TEACHER ASSISTANT - Grades 11, 12 (22995-1H)**

5 Credits

Students who have an interest in going into the regular or special education field may request at registration time an opportunity to help in a resource room, wellness or middle school classrooms. A student must request a teacher assistant's (TA) application from the Guidance Office. Students should be aware that teachers already carry a full teaching load and are not obligated to take on the supervision of a TA. A TA experience cannot substitute for any required core academic requirements. The request requires Principal approval.

***INDEPENDENT STUDY - Grades 11, 12**

5 Credits

Independent Study may be available to students who wish to undertake a course of study beyond existing course offerings. Currently, a student must be fully scheduled in order to request the additional credits which would accompany the independent study. Students should be aware that teachers already carry a full teaching load and are not obligated to take on the supervision of an Independent Study. It is the student's responsibility to complete an Independent Study contract and to arrange for a faculty member to supervise the project. In order to receive Independent Study credits, the project should be as rigorous as a semester course and meet the stated contract requirements. If a student and teacher select to have an Independent Study graded, the grade will be applied to the GPA. An Independent Study experience cannot substitute for any required core academic requirements.

***WORK BASED LEARNING- Grades 10, 11, 12 (22051-2)**

5 Credits

The Work-Based Learning program ensures both student and employer have a meaningful working relationship that benefits both area businesses and local schools looking to meet and exceed educational and life goals for students through and beyond high school.

Students will be awarded credits toward graduation based upon successful completion of a non-paying work experience within the school building. Possible work sites might include: Principal's Office, District Office, Guidance Office, Cafeteria, Special Education Office, Maintenance, Wellness Department, and Receiving Office.

***WORK STUDY - Grades 11, 12 (22998-5)**

5 Credits

Work study credits will be awarded to students who have a part-time job (at least 10 hours per week during the school week) outside of the school. A student must register with their guidance counselor and submit weekly time sheets from his or her employer.

***PEER TUTOR - Grades 11, 12 (22005-1095)**

5 Credits

Students will be granted credits for agreeing to tutor other students. All students requesting this course must fill out the Peer Tutor form in the guidance office and strictly adhere to the conditions stated on the form.

**MOUNT GREYLOCK ADMINISTRATION
& GUIDANCE DEPARTMENT**

District Administration:

Dr. Rose Ellis, Superintendent
Jennifer Coscia, Business Manager
Kimberley Grady, Director of Pupil Personnel Services

Building Administrative Office:

Timothy Payne, High School Principal
Ellen Kaiser, Middle School Principal
Lynn Penna, Dean of Students

Guidance Office:

Jessica Casalinova, HS Guidance Counselor
Beverly Maselli, HS Guidance Counselor
Peter J. Pannesco, MS Guidance Counselor