AHS PROGRAM OF STUDIES 2023-2024

Last updated: January 19, 2023

Update Specific to 2023-2024

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Overview of Arlington High School

Learning, Connecting and Caring as a Community

I. Mission Statement and Expectations

Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to lifelong learning. As a community we have agreed upon the following values and habits of mind as foundational principles that will guide all teaching and learning and policy decisions at Arlington High School. They are:

- Integrity
- Communication
- Accountability and responsibility
- Respect
- Effective teamwork

We believe that living these values and habits of mind on a daily basis will ensure all students a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21st century democracy.

Academic Expectations for Students

Arlington High School students will:

- Gather data and critically evaluate the content, source, and relevance of that data, especially but not exclusively, through the use of technology
- Reason logically, using appropriate qualitative or quantitative methods and use their analysis to answer questions
- Write clearly and effectively.
- Listen actively and respond through inquiry, discussion, writing, and various forms of art
- Read and comprehend varied materials and be able to interpret and apply what they have read.
- Speak clearly and effectively in a variety of contexts
- Demonstrate life, leadership, physical, and cognitive skills through projects, performance, and products

21st Century Focus Credits Across the Curriculum

- Higher-order thinking skills through interdisciplinary learning, analysis, and synthesis of information.
- Media literacy
- Math, science, technology, and engineering expertise
- Teamwork in a diverse, multicultural world
- Stress and time management
- Communication skills
- A love of learning coupled with a willingness to work hard

II. Graduation Requirements

Graduation Requirements

1. Pass MCAS exam in ELA, Math and STE (further explained below)
2. Pass four years of English
3. Pass three years of History/Social Science (to include World History, US History I and US History II)

4. Pass three years of Science (to include a Physical Science)
5. Pass three years of Mathematics (to include Algebra & Geometry)
6. Pass four years of Education in Wellness(*see below for further information)
7. Pass one year of Fine Arts (5 credits) (*see below for further information)
8. Pass two years of World Languages (three years of the same language and consecutive classes are strongly recommended)
9. Demonstrate competency in Computer Technology
10. Perform and document 40 hours of community service
11. 106 credits minimum

We recommend students use the MassCore Requirements as adopted by the Department of Elementary and Secondary Education to see how they align high school coursework with college and workforce expectations: https://www.doe.mass.edu/ccte/ccr/masscore/

Definition of the 5-credit Fine Arts Graduation Requirement **Grades 9-12**

Our fine arts classes work toward the standards expressed in the Massachusetts Art Curriculum Framework. This Framework sets the expectation that all students in the Commonwealth's public schools will become proficient in understanding the arts and communicating in at least one arts discipline by the time they graduate from high school. In dance, music, theatre, and visual arts, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts. For this reason, courses fulfilling the Fine Arts requirement have their dominant focus on nonverbal expression, creation, creativity, and aesthetic education. These courses value originality, stimulate imagination and creativity, and aim to deepen students' learning by increasing their response to beauty in all of its forms.

Courses which currently fulfill the requirement for Fine Arts include:

a.) Any course offered by the Visual Arts Dept. (see department subsection below)
b.) Any course offered by the Performing Arts Dept. (see department subsection below)
c.) In addition, the following courses will fulfill the requirement:
    a. CS1921Z Interior and Fashion Design I
    b. CS2921Z Interior and Fashion Design II
    c. AC3602Z Sculptural and Functional Woodworking
    d. ACXXXX Design Engineering I - Curr. H
    e. ACXXXX Design Engineering II - Curr. H

Definition of the Four Year Wellness Graduation Requirement

For each year in attendance, students must complete a number of wellness classes as defined below. Some students may opt to complete their grade 12 requirement during their 11th year. Students are required to fulfill the graduation requirements for Wellness only for the time they are enrolled in the school. For example, a student who transfers during their junior year, is subject to the graduation requirements for Grade 11 and 12, but not for grades 9 and 10.

- **Grade 9:** Students are required to Complete the 9th Grade Program.

- **Grade 10:** Students are required to take two different quartered electives (preferably in the same semester). Students are not allowed to take electives marked for Grade 11 and 12 only. (each course is one quarter long)

- **Grades 11 and 12:** Students are required to take two quarter electives by the time of their graduation. This may entail taking two quartered electives during your junior year, or one junior and one senior year. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot enroll in Quarter 4 PE electives because the length of 4 quarter 4 for seniors is shortened.

- **Absences:** There is a three (3) absence allowance for all Quarter Elective classes. If a student surpasses the 3 absence allowance they must enroll in another elective in a different quarter to earn the PE Graduation requirement credit and may require changes to their schedule in order to complete this requirement.

Promotion and Graduation

Students must earn a passing final grade for the course in order to earn course credits towards graduation. For a student to advance from one grade level to the next higher grade level, the following requirements should be met:

Grade 10	22 credits minimum
Grade 11	48 credits minimum
Grade 12	72 credits minimum
Graduation	106 credits minimum

MCAS Competency Determination

MCAS

The COVID-19 pandemic has had a significant impact on The Department of Elementary and Secondary Education's (DESE) policies regarding MCAS testing as a graduation requirement. All students must meet the state's competency determination in the areas of English Language Arts (ELA), Math, and Science, Technology and Engineering (STE) however several adjustments and interim standards have been instituted for high school students impacted by the pandemic. Below is an overview of the graduation requirements followed by the link to the DESE's website with more detailed information on the state graduation requirements.

Class of 2024

Math - Pass the NextGen MCAS with a scaled score of 469 or higher*
ELA - Pass the NextGen MCAS with a scaled score of 455 or higher*
STE - Pass the legacy STE with a scaled score of 220 or higher

Class of 2025

Math - Pass the NextGen MCAS with a scaled score of 469 or higher*
ELA - Pass the NextGen MCAS with a scaled score of 455 or higher*
STE - Pass the legacy STE with a scaled score of 220 or higher

***Math scores in the 469-485 range and ELA scores in the 455-471 range will require an Educational Proficiency Plan (EPP)**

Class of 2026 and 2027

Math - Pass the Next Gen MCS with a scaled score of 486 or higher. **
ELA - Pass the Next Gen MCS with a scaled score of 486 or higher**
STE - Pass the Next Gen STE MCAS with a scaled score of 470 or higher

****Scores of 470 to 485 will qualify for graduation with the completion of an Educational Proficiency Plan (EPP)**

MCAS Graduation Requirements DESE

Waivers & Substitutions

Requests for relief/substitution of a graduation requirement must be made in writing to the Principal who has final decision-making authority on local requirements for graduation.

Procedure and Requirements for Early Graduation

1. Petition for Early Graduation Release must be made in writing to the Principal.
2. Application for Early Graduation release will be reviewed by the school counselor and the Principal, or his designee, to outline a program for completion of graduation requirements. The request will then be forwarded to the School Committee for a final decision.
3. Students accepted for Early Graduation Release are normally required to leave school at the same date all other seniors leave school. Exceptions need to be approved by the Principal.
4. Students who intend to apply for early graduation must meet the following requirements: completion of all local graduation requirements, successful competency determination in Math, ELA, and Science on the MCAS exams, and a plan for the immediate future, signed by the student's parent or guardian.

Course Makeup Policy

It is recommended that a senior who has not met the graduation requirements attend an approved summer school (high school and/or college) and make up credits or required courses immediately, in order to receive their diploma in August of the year they were to have graduated. A diploma will not be conferred to a senior until they have completed all requirements towards graduation.

Any other student at the end of the freshman, sophomore or junior year is encouraged to make up credits or courses lost during that year. This will help to ensure the proper credits necessary for graduation. Students may not make up more than two required courses (English, Mathematics, U.S. History, etc.) in summer school. The two-course limit on required courses applies to the student's entire academic career at AHS and may not be interpreted as two courses per year. Students with extenuating health related circumstances may appeal this limit to the Principal.

- A student must have all summer school courses approved by the Principal or their designee **prior** to registering.
- Prior to continuing in a sequential course, a student must pass an AHS proficiency examination as determined by the department chair for the subject. If the course is not sequential, a proficiency examination will not be required.
- Enrichment courses may be taken any time at the discretion of the Principal. The credit and grade will neither be used in the calculation of either GPA or weighted GPA, nor will the course be shown on the high school transcript.
- Courses passed in summer school or courses that are taken through tutoring or outside of the normal semester or year-long timelines, become a part of the student's permanent record. The grade is recorded, but is not calculated in the student's GPA or weighted GPA. Maximum credit value can range from 2.5 to 5.0 credits, depending on the number of hours required in the study of that subject.

III. Introduction to Course Selection

The information contained in this Program of Studies is designed to guide students and parents in making important educational decisions for the upcoming school year. **All course offerings are dependent on the finalized school budget, enrollment, and student need. The school reserves the right to delete or amend course offerings based on financial considerations.**

Philosophy of Course Level Enrollment

The Arlington Public Schools encourage all students to meet their maximum potential. Recommended prerequisites are intended to identify the skills and competencies students should possess prior to enrollment in order to be successful in a given course. Required prerequisites that are not tied to sequential course offerings, i.e., you must take Spanish II before you can take Spanish III, are inconsistent with this vision and shall not be barriers to course selection. Teachers and counselors can provide specific assignments and samples of coursework to help students make their choices about appropriate courses and levels of study. *While we encourage students to seek a challenging course of study, a schedule with 3 college-level courses (e.g., Advanced Placement) is generally considered to be our most demanding program.*

Course Selection Guidelines

- School Counselors work with students to choose the appropriate number and selection of required and elective courses for each individual student.
- The number of students in a particular course will vary based on the requests of students. If there are an insufficient number of students requesting a particular course, the course will not be offered, and those students who have requested it will be assigned to one of their alternate choices.
- Students who select a particular course at the time of the initial course selection should choose the **appropriate level** at that time. It may not be possible to adjust that level at a later date given the tightness of the class size/course selection process. Students should consult with their teachers and counselors to make the most appropriate educational choices. Changes will not be made in the fall if a class overload would result.
- Students who are interested in college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, www.ncaaclearinghouse.org. All of the courses offered at AHS are designed to prepare our students for college. Historically, Curriculum A, Honors and AP courses have met these standards, while Curriculum B courses have not. Students and parents are encouraged to look at the website to confirm for themselves that their courses meet these standards.
- All Freshman, Sophomore and Junior students attending classes at Arlington High School will be scheduled for 32.5 credits per year (minimum). All Seniors will be scheduled for 30 credits (minimum) per year. Exceptions to the credit minimums must be approved by a school administrator.
- All course schedules are subject to final approval of the administration

Policy for Online Coursework and Dual Enrollment Coursework

Dual enrollment refers to the practice of students receiving credit from their high school for a course taken via a college or university, with the course included on both the high school and collegiate transcript.

Online learning, a practice where students learn in an asynchronous or synchronous format from a device-based platform is a broader term with no specific conditions in regards to high school credit.

Students whose medical needs render the student unable to remain in school for a full school day may petition, on a case by case basis, for acceptance of online coursework via their school counselor and Dean, who will seek approval for the requested online coursework with the department head of the subject of the course. Course work will only be accepted if it is agreed to be used for credit by the school administration.

Arlington High School's leadership team encourages the practice of obtaining credit and online learning credit via established partnerships between our school and external educational organizations. This includes, but is not limited to, our courses offered in partnership with Syracuse University Project Advance, the Global Studies Consortium course offered in partnership with Harvard Extension School, the DESE funded dual enrollment opportunities for public high school students offered via Framingham State University, and our blended learning course offered to groups of students via EdX and Coursera. In addition, students may participate in a state offered dual enrollment program through community colleges such as Middlesex and Mass Bay Community Colleges. Each of these opportunities is handled in ways specific to the program and it is important to check with your school counselor at the time of enrollment for specific course requirements.

Students are able to take courses, online or in-person from organizations not partnered with Arlington High School and to submit course descriptions and transcripts as additional information when they apply to college, but these experiences are not governed, sanctioned, or funded by Arlington High School and will not be reflected on the Arlington High School transcript.

Homeschool Students at AHS

Homeschool students are expected to remain in good standing, abide by the code of conduct and AHS attendance policies. Specifically, this means that the student will be subject to the following expectations.

- The student will abide by the Arlington High School discipline code.
- The student will attend class every day on time in accordance with the attendance policy.
- The student will not remain on school grounds during their unscheduled time
- The student will receive an AHS transcript for grades and credits earned.

Should the conditions not be followed, Administration may revisit the student's participation in classes at AHS. If the student is eligible for special education any change in services is subject to state and federal laws governing students eligible for special education.

Schedule Distribution Timetable
As has been the practice in previous years, final student schedules will be distributed by August at the latest. Every attempt will be made to issue a preliminary schedule at the end of the school year or in early summer so that attempts to resolve errors, conflicts, and omissions can take place before the start of the new school year. While students may need to change courses based on their educational goals, no changes that unreasonably overload or imbalance the sizes of existing classes will be made. In particular, changes based on teacher, rather than course preferences, will not be honored.

IV. AHS Course Levels

The following course levels are offered at Arlington High School:

- **Advanced Placement** - primarily for students in Grades 11 and 12, AP courses offer a fast-paced, intensive, college-level, exposure to a specific curriculum. Students in AP courses must take the AP exam, offered by the College Board, at the end of the school year in order to receive AP credit for these courses.
- **Curriculum H** - for students in Grades 9-12, Curriculum H courses are driven by independent student-work and, along with Advanced Placement courses, require the highest amount of student discipline, energy, effort, and organizational skills.
- **Curriculum A -** for students in Grades 9-12, Curriculum A courses are college preparatory courses that cover rigorous content, college preparatory skill development, and specific instruction from teachers in study skills.
- **Curriculum B -** for students in Grades 9-11 with teacher and school counselor approval only, Curriculum B courses allow for some remediation while still providing preparation for college and career. Students who are interested in Division 1 or 2 college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, www.ncaaclearinghouse.org. Historically, Curriculum A, Honors and AP courses have met these standards. Please note that the NCAA has not approved Curriculum B core classes at this point in time.
- **Heterogeneous courses -** Courses with this designation are offered to all students. Students access the same curriculum at the same time with the same teacher. Teachers will differentiate instruction to ensure that all students are appropriately challenged by the curriculum and can reach their full potential. Although this practice is not new to Arlington High School, we are making an effort to ensure that all students take at least two heterogeneous classes in core content areas before they graduate, as required by the New England Association of Schools and Colleges (NEASC). *Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher in September.*

	Curriculum H and AP	**Curriculum A**	**Curriculum B**
Reading and writing	Reading and Writing tasks require proficiency in and understanding of topic, development, tone,	Reading and writing require increasing independence in understanding of	Reading and Writing tasks directly teach skills in topic development, writer's purpose,

	purpose, voice, structure, grammar, spelling & punctuation.	topic development, tone, purpose, voice, structure, grammar, spelling & punctuation.	structure, grammar, spelling & punctuation.
Essays and open-ended questions	Essays and open-ended questions regularly require development of ideas in 4-9 paragraphs.	Essays and open-ended questions regularly require students to extend and expand upon development of ideas in 4-6 paragraphs	Essays and open-ended questions include direct instruction in creating beginning, middle (development and organization) and end.
Problem solving	Problems require independent application of multiple strategies to reach solutions.	Problems require minimal guidance in application of strategies to reach solutions.	Problems require considerable guidance in application of strategies to reach solutions.
Reading, lab experiences, media viewing	Reading, lab experiences, media viewing, etc. lead to independently drawing inferences and making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing, etc. require increasing independence in drawing inferences, making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing, etc. require comparison and contrast and some analysis and evaluation with ongoing support.
Textbooks and other information sources	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned for independent analysis.	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned and require some independent analysis.	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned and explored with considerable support.
Student performance tasks	Student performance tasks and assignments are substantial and require independent time management and study skills.	Student performance tasks and assignments are substantial and assume increasing independent time management and study skills.	Student performance tasks and assignments require time management and study skills directly taught and reviewed by the instructor.

Research assignments	Research assignments are carried out independently and require electronic and traditional sources and may include essays of extended length.	Research assignments are carried out with increasing independence and require electronic and traditional sources and may include essays.	Research assignments include explicit teaching of skills of planning, writing and syntheses and revision using electronic and traditional sources
Student tasks	Student tasks regularly require demonstration of creativity and originality independently. Students move beyond proficiency to sophistication in both oral and written language as they make original connections, and apply them to new and different problems.	Student tasks regularly require Demonstration of creativity and originality. Students are increasingly independent in making original connections, and in applying them to new and different problems.	Student tasks regularly require demonstration of creativity and originality with guidance & considerable support. Student tasks require comprehensive idea formation and clearly supported personal opinion.

V. Grades and Report Cards

At the end of each school marking term, a report card is issued to each student. This report is available through the online parent portal and student portal or, upon request, is mailed home to parents or guardians. All grades and attendance become a part of the student's high school record. The following letter grades will be used in rating scholarship achievement in the courses taken:

Letter Grade Explanation

- A Superior work. Content knowledge, complex reasoning skills, and work habits exceed the standard for the course.
- B Proficient work. Content knowledge, complex reasoning skills, and work habits meet the standards of the course.
- C Fair work. Content knowledge, complex reasoning skills, and work habits partially meet the standards for the course.
- D Poor work. Content knowledge, complex reasoning skills, and work habits meet only the minimum standards for credit in the course.
- F Failure. Student has failed to demonstrate the minimum expectations for content knowledge and complex reasoning skills in the course.
- P Pass. Student has demonstrated the expectations for content knowledge and complex reasoning skills and work habits in a course designated pass/fail.
- H Honors
- S Satisfactory
- U Unsatisfactory
- W Withdraw - Student withdrew from the class after the official date to be removed from a class.

Term Grades

The following grades may appear in the term grade for a course, but will not appear in the year-end grade for the course.

FA Failure due to excessive unexcused absences (seven or more [3 or more for a quarter long course]). The comment from the teacher will detail the grade the student would have received.
I Incomplete. Requirements of course have not been met due to excusable absences. Student will have a limited, agreed upon time to complete assignments.
NG No grade. Student was not present for sufficient amount of time to receive a grade.
M Medical absence (The quarter is not counted as part of the student's final year average.

Parent and Student Portal
At the beginning of each year, parents will be issued a password in order to check attendance and grades for their children at the high school. The information in the Parent Portal is provided by the staff to keep parents aware of both attendance and academic progress throughout each term and year. A password is also issued to each student to enter a Student Portal so that they may check on their daily progress in each class. **It is the responsibility of students to address any concerns or difference of opinions with their teachers on attendance and/or grades that are posted in PowerSchool.**

Final Exams

- Staff may offer a variety of means for students to demonstrate their learning and development over the course of the year which will factor into the students fourth quarter grade.
- Staff may choose to offer summative assessments throughout the course of the year to prepare students for such exams in the future.

VI. Course Withdrawal Information

A formal withdrawal procedure must be followed in order to change or withdraw from a course. A student should consult their counselor and teacher when a course change is being considered. When course changes are deemed appropriate, a change in programming will be made.

The final date to request a course change for a course will be 3 weeks after the first day of school. For the few electives or other classes that are offered during second semester, the final date to request a change is 3 weeks after the first day of term 3. (See chart below for specific dates). Any course change after this deadline will be reflected with a W in the term and end of year grade, but it will not impact their GPA. Please note, these deadlines are also applied to any student wishing to change from a heterogeneous level within a course to an honors level. (currently the freshman heterogenous ELA course does not fall under this policy and students are able to change levels twice)

These dates will be finalized once the calendar year for 2023-2024 is finalized by the School Committee

Year long course	**3 weeks after first day of school**	**September 26, 2023**
Semester 1 course	**2 weeks after first day of school**	**September 19, 2023**
Semester 2 course	**2 weeks after first day of term 3**	**January 28, 2024**
Quarter 1	**1 weeks after the first day of term 1**	**September 12, 2023**
Quarter 2	**1 week after the first day of term 2**	**November 13, 2023**
Quarter 3	**1 week after the first day of term 3**	**January 29, 2024**
Quarter 4	**1 week after the first day of term 4**	**April 12, 2024**

*these dates are subject to change as the schedule for 2023-2024 is finalized

When a student transfers from one level to another in the same content area (Honors Geometry to Curriculum A Geometry) the student's grade for the course travels with him/her and is averaged into the final grade for the term in the receiving course. When a student replaces one course with a completely different course, (i.e. Astronomy to French I) the grade does not travel with the student. If a student enters the new class too late in the term to earn a grade they will receive an NG in the receiving class. If it is determined that a student must change their schedule after the above deadline, teachers, department heads, counselors, special education liaisons (when applicable) and house deans can and will be involved in the decision to withdraw a student from a course and determine the grade adjustment for shifting levels or whether sufficient work exists to receive a grade.

Auditing Courses

The option to audit a course will be approved by the Principal in extenuating circumstances. Auditing is a procedure whereby students attend a class for no credit. It is understood that a student who wishes to audit a course and have a notation of that audit appear on the transcript must meet regular attendance and class participation standards in that class.

VII. Transcripts and GPA

Unlike report cards, which list grades by quarter and semester, transcripts only list final grades. (Senior transcripts, in the first part of senior year, do carry term grades as a way of notifying colleges of the students' academic progress in twelfth grade.) In addition, transcripts also list the students' weighted GPA (Grade Point Average) and unweighted GPA. This information is provided unofficially by teachers, in Naviance and PowerSchool. The only recognized official weighted or unweighted GPA is that which appears on an official school transcript. Note that students are not ranked at Arlington High School.

Grade Point Cumulative Average (GPA)

The grades a student earns will be averaged into a grade point average (GPA). The Grade Point Average is a student's non-weighted grade point cumulative average based on the following translation for each letter grade of A, B, C, D or F. The highest GPA is 4.3

A+ (97-100) = 4.3	**A** (93-96) = 4.0	**A-** (90-92) = 3.7
B+ (87-89) = 3.3	**B** (83-86) = 3.0	**B-** (80-82) = 2.7
C+ (77-79) = 2.3	**C** (73-76) = 2.0	**C-** (70-72) = 1.7
D+ (67-69) = 1.3	**D** (63-66) + 1.0	**D-** (60-62) = 0.7
	F (59 & below) = 0	

Weighted GPA

The top weighted GPA is 5.0. The lack of availability of AP courses at 9th and 10th grade levels prevents any student from attaining a 5.25 weighted GPA, the top value for AP grade – see chart below.

Students receive credits for each quarter or term grade. The credits are factored in as part of the weighted GPA. The final credits awarded for the course, however, are based on the student's' Y1 grade, i.e., the student's grade for the year. Students who receive a passing grade for the year in a course, will receive full credit for that course.

Weighted GPA

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
AP	5.25	5.0	4.7	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7
Curr. H	5.0	4.75	4.45	4.05	3.75	3.45	3.05	2.75	2.45	2.05	1.75	1.45

Curr. A	4.75	4.5	4.2	3.8	3.5	3.2	2.8	2.5	2.2	1.8	1.5	1.2
Curr. B	4.5	4.25	3.95	3.55	3.25	2.95	2.55	2.25	1.95	1.55	1.25	0.95

Courses that students do not receive credit upon completion do not factor into the weighted or unweighted GPA. There are some credit bearing courses that do not factor into the GPA calculation (weighted or unweighted). These courses include: Advisory, Special education services like Academic support and Young Adult Living, and courses in the wellness department.

Guidelines for Converting Grades and Credits for Transfer Students

In order to prevent disputes and misunderstandings revolving around the methodology and resulting determination of grade point average (GPA) for transfer students, and to preserve an element of fairness to students who have spent their whole academic careers at Arlington High School, the following guidelines will be followed:

- The Arlington High School Class grade point average is designed to give information on students' general level of performance in the AHS course of study. It is not realistic to assume that it can reflect with an unassailable level of accuracy student performance demonstrated under a different set of standards in place at other schools. **Therefore, only grades earned at Arlington High School will be used for the purpose of computing grade point average.**
- Transfer students will receive credits for the courses they have taken at their previous high school(s) as transposed into the credit values for Arlington High School (5 credits, 2.5 credits, etc.)

Honors Speakers for Graduation

The Principal appoints the honors speaker(s) for graduation, taking into consideration, student scholarship, school citizenship, and effectiveness as a writer and speaker.

VIII. School Counseling Services

Counseling services at Arlington High School are geared to the individual student. Counselors work with students and parents on developmental issues, academic planning, course selection, personal issues, transition concerns, and the career/college search process. Counselors assist students to achieve their academic potential, while encouraging social and extracurricular experiences that provide opportunities for personal growth. Each year, counselors meet with their assigned students, in small groups and on an individual basis as needed, while collaborating with teachers and administrators regarding student progress. In addition, the counselors hold group meetings for parents of grade 10, 11, and 12 students each year.

In the spring, counselors meet individually with students to select challenging courses for the upcoming school year. Course selections, made by students and their parents, are further based on teacher recommendations, and post-secondary interests. Students are encouraged to explore their interests and to hone their talents through the selection of elective courses. Maintaining good grades and an appropriate level of rigor in course selection is emphasized.

School counselors utilize an online tool through the AHS School Counseling website. This program, called Family Connection/Naviance, is a customized planning and advising tool used to instruct all students on matters involving career and college research. Freshman groups focus on transitioning to the high school, goal setting, and involvement in school and community activities. They are given a Naviance account where they complete a Learning Styles Inventory, which aids them in gaining an understanding of how they learn best, as well as a Multiple Intelligence Scale, which indicates each student's strengths. They also begin the process of researching careers and colleges. Sophomore groups revolve around MCAS, PSAT's, course selection and extracurricular activities. Students complete a Personality Profiler and a Career Inventory on Naviance, which exposes them to careers, college majors, and colleges, which best meet their interests and goals. Sophomores continue to expand

their search for college majors. Junior groups focus on PSAT's, SAT's, and other standardized testing information. Students are taught how to conduct and fine-tune their college search using Naviance and other tools. They are encouraged to visit colleges, and to interview with college representatives. Counselors help juniors to develop a list of colleges and discuss acquiring teacher letters of recommendation. Seniors work with counselors in groups and on an individual basis to focus on matching their needs and interests to colleges which are a good 'fit'. Students and parents are guided, step-by-step, through the college application process.

College/admissions representatives schedule meetings with students in the AHS Career Center in order to discuss their requirements and to review admissions criteria. These visits include representatives from two and four year colleges, trade schools, the military, year-off programs, and other alternative programs. AHS also sponsors a Spring College Fair, which hosts representatives from over 150 colleges and universities.

Post-Secondary School Placement

Placement and acceptance into post-secondary schools, especially four-year colleges and universities, both private and state-run, are affected by the following:

- The student transcript: The transcript expresses commitment to learning by the nature and sequence of the course selected and by the marks received
- Recommendations: The student's counselor and teachers usually write recommendations. Recommendations give a picture of the student's academic abilities as well as their involvement in co-curricular activities-sports, music, art, political and community involvement in order to provide a personalized assessment of the student.
- Test scores issued by the College Board or American College Testing Program
- Co-curricular activities, athletics, clubs, service, internships, work experience, in school and in the community

National Standardized Tests

- **PSAT, SAT, ACT** - The College Board of the Educational testing Service and the American College Testing (ACT) Service offer examinations whose scores are sought as part of the admission criteria by post-secondary educational institutions. Arlington High School conducts a Center for Admission testing Programs of the College Board for **PSAT and SAT. ACT** test centers are available in the Metropolitan Boston Area. Sophomores are encouraged to take the **Pre-ACT** and Juniors are encouraged to take the **PSAT** to give information for test preparation and testing decisions. Juniors also take the PSAT in order to qualify for the National Merit Scholarship Qualifying Program (NMSQP). Information about these tests is given at regular intervals through the School Counseling Office and the school calendar. Students work out a tentative calendar of testing with their counselors at the end of the sophomore year.
- **AP -** The Advanced Placement Examinations provide the means by which secondary school students may demonstrate their readiness to undertake advanced courses as college freshmen. These tests help colleges judge the qualifications of candidates for advanced placement and college credit.
- **TOEFL -** The Test of English as a Foreign Language (TOEFL) measures the ability of non-native speakers of English to use and understand North American English as it is used in college and University settings.

IV. Social - Emotional Counseling

School Counselors

The relationship a school counselor has with their students is a core component of the counseling program at AHS. Personal counseling is involved every time counselors meet with their students. Issues that arise are addressed based on the counselor's assessment of the personal needs of each student. Students are encouraged to set up an appointment with their counselor to discuss problems and concerns. The counselors value the relationship with each of the students and strive to provide individual support for all students. Counselors are also a resource for parents. Parents should feel free to contact their child's counselor if they have any questions or concerns.

When a student is in need of additional support, one of our school social workers may be of assistance in the situation. If a family or student is interested in services from a clinical social worker their school counselor can make a referral through our Student Support Team.

X. Clinical Services and Supports at AHS

General Services
The Intervention Coordinator/Social Workers offer and coordinate a range of support services at Arlington High School. The Intervention Coordinators provide crisis intervention, individual and group counseling, as well as consultation and support services to students, families, and professionals in the Arlington High School Community. Students are referred due to concerns around anxiety, depression, substance abuse, and behavioral struggles, among others. Deans, teachers, nursing staff, students, parents and school counselors can identify students in need or at risk. The Intervention Coordinator also makes referrals for clinical services in the community, and serves as a liaison to community agencies such as group homes, child welfare social workers, local mental health clinics and private therapists.

There are also several social workers within the Special Education Department (SPED) at the high school. These social workers provide support to students as deemed appropriate in their Individualized Educational Plans (IEPs). Please contact Special Education for more information.

All students returning to school following a hospitalization, safety evaluation, or extended absence, are required to attend a re-entry meeting with their parents/guardians prior to their return to school. In this meeting the student, parent/guardian(s), and appropriate school staff will discuss how the student & family feel about returning to school, make a plan for the student's return to class, and assess and plan for managing make-up work and academics in a way that feels manageable and comfortable. If the student has been hospitalized then parents/guardians are asked to bring the Discharge Summary with them to the re-entry meeting. If the student was evaluated but not admitted to the hospital, please bring a letter of safety from the doctor who did the evaluation. Any other discharge paperwork is also encouraged. THIS IS REQUIRED DOCUMENTATION FOR RE-ENTRY TO SCHOOL.

The Shortstop Program
The Shortstop Program at Arlington High School is a short-term program providing tutoring and counseling support for students returning to school after an extended absence (7 or more days) due to emotional and/or medical reasons. The Instructional Specialist and Social Workers work closely with students and their teachers, enabling them to catch up with assignments and quickly return to classes. Students are offered up to two full days in the Program classroom, and up to eight additional days of help during their study blocks. Those students who require more support after Shortstop may be referred to the Harbor Program.

The Harbor Program
The Harbor Program is a long-term support program aimed at addressing the academic, social, and emotional needs of students with chronic mental health or medical issues. The Instructional Specialists and Social Workers collaborate with students, families, teachers, and outpatient providers, individualizing each student's support plan. Students in Harbor attend Homeroom, Advisory, and one scheduled Harbor Study block each day, as well as regular check-ins with their assigned Social Worker. Referrals to the Harbor Program are made through the School Counseling Department, Nursing, or Deans, and interviews are required for acceptance into the program.

Substance Abuse Services
The Intervention Coordinator, a clinical social worker in our School Counseling Department, also provides a range of support to students affected by substance use. Being caught with drugs or alcohol in or outside of school, or general concern from faculty, staff, or parent/guardian(s) may warrant a student being asked or required to complete an evaluation. Identified students participate in a one-hour evaluation after which the information

gathered is used to determine the relative risk that this student may develop or continue to display a substance abuse problem. After this assessment students may be identified as needing a group or individual support and/or out of school support from a range of community resources. In addition, the Intervention Coordinator facilitates the Jive Turkeys, a student-named support group for teens considering making healthier decisions around drinking and other drug use. This group meets Tuesdays during the school day.

The Millbrook Program
Millbrook is an in-district, general education, transition and assessment program which assists in obtaining a better understanding of students social, emotional, academic and transitional needs.

Academic Support Services

The Learning Center **Grades 9, 10, 11, 12**
The Learning Center provides a wide-range of academic support to accommodate the students' varied needs. The teachers work with students clarifying assignments, reviewing content material, structuring and editing essays, supporting ELL students' language development, assisting with college and scholarship applications, and improving study habits and organizational skills. The center is a quiet, structured learning environment where students can work together or independently to complete their assignments. Helping students further develop their executive functioning skills is a major focus of the program. Student progress is closely monitored through PowerSchool. The Learning Center teachers communicate with classroom teachers, guidance counselors, and support staff on a regular basis. Students are expected to bring materials and assignments to class and remain on task. National Honor Society peer tutors are also available to provide additional support. Students can be scheduled into the Learning Center or drop-in during free periods or after school.

New Courses 2023 - 2024

ACXXXXZ Animation I - Curriculum H **Grades 9, 10, 11, 12** **2.5 credits**
This course introduces students to traditional and digital animation methods. Students will learn a variety of techniques including stop motion, claymation, hand-drawn, cut-paper, and various digital methods. Students will study the history of animation and contemporary masters, and learn filmmaking basics. Projects will be done both collaboratively and individually, culminating in each student producing their own animated short. Critiques, digital portfolio creation and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

ACXXXXZ Animation II - Curriculum H **Grades 9, 10, 11, 12** **2.5 credits**
In Animation II students will explore more advanced techniques and begin to develop their own creative vision as an animator. Students will continue to work both individually and collaboratively, but both the content and methods used will be increasingly up to students to decide. Together we will work towards the completion of longer animations that are more complex both in terms of technique and content. Critiques, digital portfolio creation and presentation will be essential elements of the class. **Prerequisites:** Animation I

ACXXXXZ Digital Photography I - Curriculum H **Grades 9-12** **2.5 credits**
This course is an introduction to the digital camera as an art-making tool, with a focus on expressive, and compositional skills. This course will also explore the history of photography, and push them to investigate their own identity and culture through the photographic lens. In addition students will develop their skills in the use of Adobe Photoshop and Lightroom, and learn about digital photographic equipment, materials, methods, and processes. Cellphone photography and editing with a variety of phone applications will also be infused in the curriculum. Students will present their work in a digital portfolio and in exhibitions. Digital cameras will be loaned to students who do not possess their own. **Prerequisites: None**

ACXXXXZ Digital Photography II- Curriculum H **Grades 9-12** **2.5 credits**
This course allows students to further refine their skills in advanced digital imaging techniques, and to create

well-composed images for Commercial and Fine Art applications. The creative use of different lenses, effective lighting, camera settings, and digital editing software (such as Adobe Photoshop and Lightroom) will enhance students' use of photography to express personal feelings and ideas. Students will study major photographers, explore historical movements in art and photography from a wide variety of cultures and contexts. Students will present their work in a digital portfolio and through in person exhibitions. **Prerequisites:** Digital Photography I

ACXXXXZ Digital Photography III - Curriculum H Grades 9-12 2.5 credits
This course focuses on the students' development as a highly expressive digital photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in digital portfolios and in in-person exhibitions. **Prerequisites:** Digital Photography II

ACXXXXZ Filmmaking I - Curriculum H Grades 9-12 2.5 credits
This course introduces students to the art of filmmaking. Students will study both the creative and technical aspects of this media and learn about historical and contemporary methods from around the world. Camera, audio, and digital media production will be emphasized through projects using DSLRs, Mirrorless, Video, and iPhones cameras. Film editing will be done with Adobe Premiere Pro, iMovie, and ISO Davinci applications. Visiting Filmmakers will share their work and introduce students to careers in cinema and multimedia production. Arlington Community Media Inc. (ACMI) and the AHS Digital Media Lab resources will be available to all students. Students will present their work in digital portfolios and exhibitions. **Prerequisites: None**

ACXXXXZ Filmmaking II - Curriculum H Grades 9-12 2.5 credits
This course will build upon the foundations provided in Filmmaking I. Historical foundations of Cinema, aesthetic decisions, and personal judgment will be emphasized. Documentary, narrative, and comedic content works will be shot with DSLR, Mirrorless, and Video Cameras, and edited with Adobe Premiere Pro, iMovie, and ISO Davinci applications. Production planning will help students build mastery in storyboarding, script writing, set design, lighting, costume design, and camera techniques. Visiting Filmmakers will share their work with the class and introduce students to careers in cinema and multimedia production By the end of this course students will have begun to develop and refine their own personal aesthetic. Arlington Community Media Inc. (ACMI) and the AHS Digital Media Lab resources will be available to all students. Students will present their work in digital portfolios and exhibitions. **Prerequisites: Filmmaking I**

ACXXXXZ Ceramics III - Curriculum H Grades 10, 11, 12 2.5 credits
This advanced level course builds upon the foundations developed in Ceramics I and II. Students will be pushed to fully embrace their own creative process and vision. Student learning is self-driven and complete choice in the direction of study is encouraged. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics II

ACXXXXZ Ceramics IV - Curriculum H Grades 10, 11, 12 2.5 credits
This course is an independent study in ceramics. Students will continue to explore new ideas and methods, but the paramount concern is to develop their own personal expression and voice in clay. This course will also expand upon students' technical knowledge and use of ceramics equipment, including glaze chemistry, kilns and firing techniques. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics III

ACXXXXZ Introduction to Architecture - Curriculum H Grades 9, 10, 11, 12 2.5 credits
Introduction to Architecture is a semester-long course that takes place in the CADD lab and the AHS Makerspace. Students will create original designs and models using a combination of computer aided drafting, and digital fabrication including 3D printing and use of the laser cutter, as well as traditional tools and materials.
Prerequisites: None

ACXXXXZ Woodworking I - Curriculum H Grades 9, 10, 11, 12 2.5 credits

Woodworking I cultivates student's skills related to designing and fabricating small and medium sized wooden structures. These include boxes, cutting boards and furniture.We will use hand and power tools and work in an increasingly independent manner (once they have demonstrated that they can do so safely and confidently). Projects will be presented in a way that encourages problem solving and allows for students to design and build objects that are useful and of interest to the individual. Each finished project will be graded using a rubric that takes into account the student's understanding, effort, and execution. **Prerequisites:** None

ACXXXXZ Woodworking II - Curriculum H Grades 9, 10, 11, 12 2.5 credits
Woodworking II further develops student's skills related to designing and fabricating larger, more complex wooden structures. Concepts related to housing construction will be introduced and individuals will design and build a scale model of a framed house. The class will also work collaboratively to build a full size shed. Students will also have the opportunity to complete projects of their own design. **Prerequisites:** Woodworking I

ACXXXXZ Woodworking III - Curriculum H Grades 10, 11, 12 2.5 credits
Woodworking Three is an independent study that allows students to design and fabricate long term independent projects. In addition to creating their own original designs, students will also have opportunities to engage in building projects around the school that contribute to the community. Students can apply to participate in Woodworking III during any period of the school day. **Prerequisites:** Woodworking II

ACXXXXZ Design Engineering I - Curriculum H Grades 9, 10, 11, 12 2.5 credits
This class is a survey of methods and materials supported by the AHS Makerspace with a goal of providing students with the material skills and craftsmanship they need to engage in engineering based problem solving. There will be instruction in techniques such as metalsmithing, mold-making and metal-casting, woodworking and steel fabrication, as well as some opportunity to independently explore other media supported by the Makerspace. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** None

ACXXXXZ Design Engineering II - Curriculum H Grades 9, 10, 11, 12 2.5 credits
Design Engineering II provides students with the opportunity to spread their wings and work independently with a focus on research, design, and problem solving. The class will culminate in a capstone project to create a kinetic mechanism. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** One of the above: Design Engineering I, Metalsmithing and Jewelry Making I, Woodworking I, Introduction to Architecture, CADD

ACXXXXZ Metalsmithing & Jewelry Making I - Curriculum H Grades 9, 10, 11, 12 2.5 credits
This class is an introduction to basic metalsmithing and jewelry making techniques with a focus on skill building, creativity, expression, and craftsmanship. Students will use copper, nickel, and brass, to create their own designs using varied techniques such as sawing, casting, soldering, stone-setting, and many more. These skills can be used to create jewelry such as rings, pendants, earrings, brooches, and bracelets, as well as other objects beyond jewelry such as figurines, stamps, boxes, coins, or anything else they can imagine. **Prerequisites:** None

ACXXXXZ Metalsmithing & Jewelry Making II - Curriculum H Grades 9, 10, 11, 12 2.5 credits
This class builds on the skills learned in Metalsmithing and Jewelry Making I, with an added focus on creativity, expression, and craftsmanship. Students will learn more advanced metalsmithing techniques such as forging, forming, chain-making, hinges, clasps, etching, enameling, and many more. Students will have much more opportunity to explore and create independent projects as they utilize the varied techniques they have learned.
Prerequisites: Metalsmithing & Jewelry Making I

ACXXXXZ Metalsmithing & Jewelry Making III - Curriculum H Grades 10, 11, 12 2.5 credits
Metalsmithing & Jewelry Making III is an independent study that provides the opportunity for experienced metalsmiths to spread their wings to develop their own artistic vision. The class structure will allow students to create their own projects and provide the coaching they need to realize their aesthetic and technical goals.
Prerequisites: Metalsmithing & Jewelry Making II

ACXXXXZ Mixed Media II - Curriculum H Grades 9, 10, 11, 12 2.5 credits

This half year course builds upon the experience and skill sets gained from Mixed Media I and is designed for students who wish to continue their investigation of sculptural and mixed media works through independent and collaborative projects. Students will experiment with a range of materials, processes, and themes and maintain a digital portfolio documenting their process. The content of the artworks created will be student-driven, and focus on the development of their own personal, artistic voice. **Prerequisites:** Mixed Media I

ACXXXXZ Mural Painting & Set Design - Curriculum H Grades 9, 10, 11, 12 2.5 credits
Mural Painting and Set Design gives students the chance to work collaboratively to paint murals for public display and create sets for Arlington High School theater productions. The class will explore the history of mural art and its roots in social justice, as well as the history of set design and painting. Students will then work in small groups to design and execute murals or work with the AHS theater department to design and paint sets for the Fall and Spring productions. This is an extremely collaborative and community oriented class. All projects will be created in consultation with the community, and all murals will have to go through a public art application process before being approved for display.

CSXXXXZ Marketing and Customer Service Experience Grades 10-12 5 credits
Learn more about the role that customer service and marketing play in the success of both large and small businesses. Learn what employers are looking for in good customer service focused employees and marketing to help their business succeed. Practice your new skills, research and market products for our school laboratory store/cafe. This course will be a great introduction for students interested in business, marketing, hospitality, and/or customer service in any industry. Students will rotate working in our school store/cafe, participate in local field trips to examine customer service practices and large and small business marketing strategies to use as a point of reference and to spark ideas for our small school business.

MAXXXXZ Community Projects in Computer Science Grades 10, 11, 12 2.5 credits
Course description to follow

PAXXXXZ History of Music in Film I - Early (Semester 1) Grades 9-12 2.5 credits
The course will enrich anyone's appreciation for this art form and provide an introduction to the music and sound of the film industry. The development of film music will be traced from the early Silent Film era through the advent of the "Talkies" and on to the grand Romantic scores of modern times through the 1970s and John William's first "Star Wars". In addition, each student will be required to complete an independent analysis of a film score of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. Students will be taken through the significant film developments of each decade and will view many examples of musical elements in filmmaking. Through the study of film music, students can understand the relationship of film music to history and culture. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PAXXXXZ History of Music in Film II - Modern (Semester 2) Grades 9-12 2.5 credits
The course will enrich anyone's appreciation for this art form and provide an introduction to the music and sound of the film industry. The modern development of film music will be traced from 1970s and "Saturday Night Fever" using popular music, Jazz-Rock scores such as "Rocky I and II" through the advent of more Synthesized scores including "Risky Business" and on to the grand re-emergence of orchestral scores of modern times including "Pirates of the Caribbean" and "Inception". In addition, each student will be required to complete an independent analysis of a film score of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. Students will be taken through the significant film developments of each decade and will view many examples of musical elements in filmmaking. Through the study of film music, students can understand the relationship of film music to history and culture. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PAXXXXZ Mural Painting & Set Design - Curriculum H Grades 9, 10, 11, 12 2.5 credits
Mural Painting and Set Design gives students the chance to work collaboratively to paint murals for public display

and create sets for Arlington High School theater productions. The class will explore the history of mural art and its roots in social justice, as well as the history of set design and painting. Students will then work in small groups to design and execute murals or work with the AHS theater department to design and paint sets for the Fall and Spring productions. This is an extremely collaborative and community oriented class. All projects will be created in consultation with the community, and all murals will have to go through a public art application process before being approved for display.

PAXXXXZ Contemporary Music Ensemble I (Semester 1) Grades 9-12 2.5 credits
Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PAXXXXZ Contemporary Music Ensemble II (Semester 2) Grades 9-12 2.5 credits
Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate significant classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PAXXXXZ Live Music Engineering (Semester 1) Grades 9-12 2.5 credits
Using our Auditorium and earning a place as a sound engineer on live events will require this course or the ability to demonstrate the knowledge it provides. This course provides an introduction to Live Event Engineering through learning the principles of sound, sound recording, connectivity, signal flow, microphone choice, and placement, attaining Dante certification levels, and developing each student's listening skills through the practice of mixing in our auditorium. Planning and executing sound support for Live Events that involve a variety of musical ensembles under diverse performance conditions; live-performance/concert recordings are the core elements of this course, culminating in a portfolio of work earning certification as a studio and live engineer for the AHS Performing Arts Center. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PAXXXXZ Recording Engineering (Semester 2) Grades 9-12 2.5 credits
Using our recording studio and earning a place as a sound engineer on live events will require this course or the ability to demonstrate the knowledge it provides. This course continues the introduction to Sound Recording Engineering building a deeper understanding of the principles of sound, sound recording, connectivity, signal flow, microphone choice, and placement, attaining further Dante certification levels, and developing each student's listening skills through the practice of mixing in our studio. Planning and executing recording sessions that involve a variety of musical ensembles under diverse recording conditions; live-performance/concert recordings; multi-track recording, overdub, and remix procedures; and research in recording techniques are all part of the study culminating in a portfolio of work earning certification as a studio engineer for the AHS Recording Studio. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PAXXXXZ Advanced Scene Study (Semester 1) Grades 10-12 2.5 credits
Through intensive work on scenes,students will improve rehearsal techniques and solidify acting style. An advanced version of Scene Study for Actors, this course is designed for actors with more experience. It is especially appropriate for students who have already finished another drama course. Students will work both

collectively and in small groups to analyze and rehearse individual scenes from a variety of texts, building on the fundamental ideas of Uta Hagen. The process will culminate in a sharing of the scenes you have prepared.

In this advanced acting class, students will learn methods for performing, preparing emotionally, and acting honestly in imaginary circumstances. Students in this workshop learn to analyze texts so that they can comprehend what they are expressing and doing. There are exercises for character development, motivation, transitions, moment-to-moment acting, going out of the head and into the heart, and screenplay analysis.

PAXXXXZ Directing (Semester 1) Grades 10-12 2.5 credits
In this class, we focus on the development of skills in the areas of composition and use of theatrical space, the creation of stage imagery, dramaturgy and historical research, script analysis and textual interpretation, casting and the development of a production concept, collaboration and communication with actors and designers, ensemble development, and the creation of “style.” We examine issues such as the interplay between politics and aesthetic practice, the function of the audience, the institutional realities of professional theater, the fidelity and "auteurism" of classical texts, multiculturalism and the politics of representation, and, most broadly, the function of theater-making in our society. The program will conclude with a public presentation of the students' projects.

PAXXXXZ Improvisation (Semester 1) Grades 10-12 2.5 credits
This course is available to anybody who wants to improve their improvisational movement, communication, interpersonal, and presentational skills. It is meant for students who plan to get started in improvisation and the performing arts. In free form improvisation exercises, short and long form sketches, and conflict resolution, it gives experience in movement, voice, character study, spontaneity, presence, scene setting, and teamwork.

PAXXXXZ Playwriting (Semester 1) Grades 10-12 2.5 credits
This course stresses what makes a scene work, how to develop character via dialogue and action, and how to think in theatrical terms. It is intended for starting playwrights as well as writers of other media. Weekly writing assignments will concentrate on text and subtext, points of attack, conflict, and resolution.

PAXXXXZ Divising for Theatre: Ensemble-Made Performance (Semester 1) Grades 10-12 2.5 credits
This course offers a hands-on, experiential introduction to creative and collaborative theatermaking. The method of collaboratively creating theater is known as devising. The production of the piece, whether it is entirely original or modified, happens with the artists working together in the rehearsal room, informing each other's processes. Specific positions may be allocated, such as writer(s), director(s), actor(s), and designer(s). The processes used in creating ensemble theater will be introduced to the students, including adaptation, group writing, found text, Viewpoints and Composition, improvisation, working with counterpoint, creating solo performance, and techniques for providing constructive criticism on works-in-progress.

The program will conclude with a public presentation of the students' projects. Each student will be expected to perform their piece as well as take the lead during the audience feedback session after their performance.

PAXXXXZ Theater for Social Change (Semester 1) Grades 10-12 2.5 credits
The specific developments in the American and Western European Theaters from the First World War to the present will be covered in this course. The performers and theater companies being considered will be those whose work has centered on current social issues and the power of live performance to affect social change. Students will also experiment with writing plays and performances that are based on current events. Readings will include passages from works by Erwin Piscator, Bertolt Brecht, The Federal Theatre Project, Harold Pinter, Augusto Boal, and other authors in addition to articles from periodicals, newspapers, and other media. Students will be given one significant research project in addition to creative and analytical writing assignments. Participation in class will be emphasized.

The program will conclude with a public presentation of the students' projects. Each student will be expected to perform their piece as well as take the lead during the audience feedback session after their performance.

PEXXXXZ Outdoor Rock Climbing **Grades 10, 11, 12** **2.5 credits**
This course offers students the opportunity to participate in a series of high impact challenges on our outdoor challenge course. With a focus on safety, students will learn how to use modern climbing equipment to safely ascend high climbing elements, rock faces, climbing walls, and other various high challenge activities. A focus of the course will be on personal challenge as well as on safety and support of others.

PEXXXXZ Advanced Relaxation **Grades 11 & 12 only** **2.5 credits**
This course is designed to be an extension to practices learned in Intro to Relaxation. In this course students will spend more concentrated time on honing Relaxation skills such as: guided meditation, self-guided meditation, yoga, mindful breathing, and nature theory. Students will also be tasked with cataloging and reflecting on their practices, ultimately creating a personal wellness plan they can utilize outside of the classroom. Students must have taken Intro to Relaxation prior to this course.

PEXXXXZ Dance for Fitness **Grades 10, 11, & 12** **2.5 credits**
This course is designed to give students a fun, high-energy, alternative approach to cardiovascular fitness. This course will help students learn the basic skills of dance while improving their techniques, poise, self confidence, and creative ability. Students will engage in: proper warm ups and stretching, basic movements and steps, pattern recognition, pattern building, combinations, and full routines. By the end of the course, students will choreograph their own dance and teach it to the class. No dance experience necessary - grades will be based on effort!

PEXXXXZ Pilates **Grades 10, 11 & 12** **2.5 credits**
This course is designed to give students a low impact, high intensity approach through body weight exercises that concentrate on resistance training and flexibility. Students will learn how to pair their breathing with flowing movements that will improve their core strength and hip mobility. Students will engage in proper full body warm up and advance their muscular strength and endurance through basic pulses and posture combinations.

SCXXXXZ Design Engineering I - Curriculum H **Grades 9, 10, 11, 12** **2.5 credits**
This class is a survey of methods and materials supported by the AHS Makerspace with a goal of providing students with the material skills and craftsmanship they need to engage in engineering based problem solving. There will be instruction in techniques such as metalsmithing, mold-making and metal-casting, woodworking and steel fabrication, as well as some opportunity to independently explore other media supported by the Makerspace. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** None
**Students have the option of earning Honors Credit through more challenging research and project work.*

SCXXXXZ Design Engineering II - Curriculum H **Grades 9, 10, 11, 12** **2.5 credits**
Design Engineering II provides students with the opportunity to spread their wings and work independently with a focus on research, design, and problem solving. The class will culminate in a capstone project to create a kinetic mechanism. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** One of the above: Design Engineering I, Metalsmithing and Jewelry Making I, Woodworking I, Introduction to Architecture, CADD
**Students have the option of earning Honors Credit through more challenging research and project work.*

SSXXXXZ AP African American Studies **Grade 12** **5 credits**
Arlington High School is excited to be part of the College Board's pilot of this course in 23-24. As a pilot, this course is not eligible for college credit; however, it reflects well on students who participate in the pilot program as it shows a dedication to learning outside of credit attainment. The interdisciplinary course includes study in a variety of disciplines—literature, the arts, humanities, political science, geography, and science. This approach will allow students to explore the vital contributions and experiences of African Americans. Students will study topics including the African Diaspora, enslavement and resistance, the practice of freedom, and liberatory movements. AP African American Studies is designed to be the equivalent of a two-semester introductory college or university African American Studies course. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.*** **Prerequisite***:* US 2 or equivalent

SSXXXXZ Ethnic Studies **Grade 12** **2.5 credits**

This interdisciplinary elective course centers the history and experiences of people of color to empower us to collectively understand the world, while honoring and affirming our intersectional identities. Through Ethnic Studies, students develop the capacity to interrogate and critique systems of power while building solidarity with others in order to realize a world without racism and other forms of oppression. Ethnic Studies builds on the collective power of communities of color and their social movements to inspire us all to act locally and globally toward justice and transformation. Topics of study include, but are not limited to: intersectionality, 4 I's of Oppression, Restorative Justice, and more. *Adapted from Boston Public Schools Ethnic Studies program.* **Prerequisite:** US 2 or equivalent

English Language Arts

English classes are designed to foster clear thinking, thoughtful discussion, respectful collaboration, active listening and the improvement of student writing and reading. Each course provides opportunities for students to work with language-as readers, writers, and thinkers. Student writing will be kept in a portfolio to help students monitor their own progress.

Levels	AP	Curriculum H	Curriculum A	Heterogeneous
Grade 9		EN1105Z Foundations of English	EN1110Z Foundations of English	
Grade 10		EN2125Z Examining Expression	EN2120Z Examining Expression	
Grade 11	EN3000Z AP Language and Composition	EN3105Z American Literature	EN3110Z American Literature	EN7275Z Public Speaking
Grade 12	EN4000Z AP Language and Literature AP	All Senior electives are offered as heterogeneous courses. *** Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher in September.*		EN4266Z Memoir, Poetry and Fiction: Creating Literary Forms EN7281Z Missing Voices, Other Cultures EN4168Z Poetry as Art EN7275Z Public Speaking*

*Please note these courses are offered at 2.5 credits and do not fulfill the English requirement for senior year.

- **Graduation Requirement:** All students must pass Four years of English in order to graduate.
- **Levels**: English courses are offered at two levels in the freshman and sophomore years. At the eleventh and twelfth grades, an Advanced Placement course is also offered. All students enrolled in AP courses must take the AP exam in May.
- **Curriculum H Level:** Honors classes require certain academic strengths and habits of mind. Students should demonstrate clear enjoyment of the written language as evidenced through a love of reading and writing; the student should be able to read challenging texts independently and write carefully considered essays with limited teacher direction. Students need to be able to reason abstractly and think symbolically, take responsibility for their learning, and appreciate their important role as members of a learning community.
- **Heterogeneous Courses (Grades 11 and 12 Electives):** Students can earn Honors credit in these courses

through more challenging research and project work.

- **Grade 11 English Requirement:** American Literature is a required course for all juniors except those who select AP Language and Composition.
- **Grade 12 English Requirement:** A full year of English must be selected in Grade 12. Students who take more than one English course should carefully consider the reading and writing requirements of courses since all English courses require a serious time commitment.
- **Summer Reading:** All English courses have required summer reading. A complete list of the titles for each course will be available in June through school offices and online. Summer reading will be tested during the first full week of school in September.
- **Senior Electives:** With the exception of AP Language and Literature, all senior electives are heterogeneously grouped. Students may elect to earn honors credit in September.

English Grade 9

EN1105Z Foundations of English - Curriculum H	**Grade 9**	**5 credits**
EN1110Z Foundations of English - Curriculum A	**Grade 9**	**5 credits**

This course is designed to provide a foundation for success in the entire high school English program. To develop this foundation, students read classic and contemporary works, apply reading strategies, develop skills of literary analysis, and broaden their knowledge of literary terms. The course involves the close reading and discussion of major literary genres including poetry, nonfiction, drama, the short story, and the novel. Because this course is a study of communication in all its forms, students also critically assess information in non-traditional "texts," such as online media, advertisements, and news articles. Students compose literary analyses and expository essays with a clear focus, logically related ideas, and supporting detail to uphold their arguments. In creative writing, students work to develop a strong voice and to integrate literary elements, such as figurative language, characterization, and narrative structure. Students use their knowledge of the standard conventions of the English language to revise and edit their work. Students are encouraged to become active participants in the classroom through student-centered discussions and oral presentations. To foster a positive attitude toward learning and to support students as they assume responsibility for their progress, the course provides instruction in critical thinking, reading strategies, and effective study habits. Other emphases include grammar and vocabulary development.

Thematic Units Include:

- **Perception and Stereotypes**
  - *Monster,* Walter Dean Myers
  - *The House on Mango Street,* Sandra Cisneros
  - *Bean Trees*, Barbara Kingsolver
  - *The Penelopiad,* Margaret Atwood

- **Power and Fear**
  - *Lord of the Flies*, William Golding

- **Archetypes and Society**
  - *The Odyssey,* Homer
  - *The Penelopiad,* Margaret Atwood

- **Fate, Hubris and Reckless Behavior**
  - *Oedipus Rex,* Sophocles
  - *Romeo and Juliet,* William Shakespeare

English Grade 10

English 10: Examining Expression

EN2125Z Examining Expression - Curriculum H **Grade 10** **5 credits**
EN2120Z Examining Expression - Curriculum A **Grade 10** **5 credits**

English 10 is a full-year course developing skills gained in ninth grade. Students not only interpret fictional characters' experiences, but also examine and express their own beliefs and ideas through varied methods and media, including discussion. Students write creative pieces and evidence-based analytical essays; collaborate in order to reflect on their growth as writers and thinkers; and continue building vocabulary, learning grammar fundamentals, using technology, speaking publicly, and broadening their understanding of literary elements and genres. Additionally, students prepare for the English Language Arts MCAS exam by cultivating test-taking strategies. Authors we read in the tenth grade include but are not limited to Sophocles, Shakespeare, Jane Austen, Charles Dickens, Robert Louis Stevenson, Kate Chopin, Ray Bradbury, John Knowles, August Wilson, Arthur Miller, and Sherman Alexie.

English Grade 11

Students entering grade 11 may take one of the following year-long courses. All juniors will study both classic and contemporary works from the following list: *The Scarlet Letter, Adventures of Huckleberry Finn, Ethan Frome, The Great Gatsby, The Catcher in the Rye, Native Son, Their Eyes Were Watching God, Grapes of Wrath, Of Mice and Men, The Crucible, Plainsong, A Raisin in the Sun, Into the Wild.*

EN3000Z Advanced Placement Language and Composition AP Grade 11 **5 credits**

AP Language and Composition is intended for juniors who have demonstrated proficiency in composition and literary analysis and are ready to engage in college-level study of more sophisticated writing and effective rhetoric. Through thematic units the students will explore purpose and audience, the tools of effective argument, the elements of style, and the use (and misuse) of language. Through close analysis and synthesis of a variety of texts, students will develop their expository, analytical, and argumentative writing skills to address the essential question: *How does the study of rhetoric enable one to be a contributing citizen and a conscientious consumer?* While students will read novels of American literature, equal emphasis will be given to classic essays, speeches, political tracts, and literary criticism from such authors as Frederick Douglass, Deborah Tannen, Brent Staples, Richard Rodriguez, Annie Dillard, Perri Klass, Henry David Thoreau, Malcolm X, Martin Luther King, Amy Tan, George Orwell, and others. AP students will be expected to read deeply, prepare oral presentations and lead discussions. Portfolios allow students to reflect upon their accumulated work and establish individual writing goals. Grammar instruction, based mainly upon student writing, targets sentence complexity, variety, and precision. Students develop and strengthen their command of language through the study of vocabulary drawn from the texts read in class.

EN3105Z American Literature - Curriculum H **Grade 11** **5 credits**
EN3110Z American Literature - Curriculum A **Grade 11** **5 credits**

The English 11 full-year American Literature program is an exploration of major American writers from colonial times to the modern day. Students explore the essential questions "*What does it mean to be American?"* and *"How does the American Dream change over time?"* Specific themes include the transition from innocence to experience, the conflicts between the individual and society, the realization of a moral code, and the pursuit of happiness. Selected novels and plays from the list above are supplemented by short stories, poems, and essays. As readers, students are challenged to engage texts purposefully in order to make meaning, generate critical questions, observe connections among texts, and defend interpretations with relevant evidence. As writers, students focus on crafting and supporting original claims through organized, fluid, and unified essays. Portfolios allow students to reflect upon their accumulated work and establish individual writing goals. Grammar instruction, based mainly upon student writing, targets sentence complexity, variety, and precision. Students develop and strengthen their command of language through the study of vocabulary drawn from the texts read in class.

English Grade 12

In order to graduate, students must enroll in and pass a full year of senior English. In the fall, students will spend time on the composition of the college essay and review for the final administration of the SAT. All courses will include regular writing assignments and a variety of reading experiences.

EN4000Z AP Literature and Composition **Grade 12** **5 credits**

Advanced Placement Literature and Composition engages students in the careful reading and close textual analysis of complex, sophisticated and imaginative literature. By reading fully and deliberately, by noting how meaning is embedded in literary form, students are given the tools to strengthen their knowledge of literary analysis and to foster a deep appreciation of literature. The writing in this course challenges the student to argue ideas clearly, precisely and elegantly in essays of critical analysis. The assignments will be predominantly analytical and require students to demonstrate close reading of a text. Some works that will be studied include *Oedipus Rex, Heart of Darkness, Frankenstein*, a novel by Toni Morrison, the plays of William Shakespeare, and a rich variety of poetry from many cultures and time periods. Advanced Placement students are required to take the College Board's National Advanced Placement Test in May.

EN4266Z Memoir, Poetry and Fiction: Reading and Creating Literary Forms **Grade 12** **5 credits**

Students in this course will have the opportunity to find their creative voices in three distinct areas. The college essay will begin a study of memoir; students will then study the short story, and finally poetry. In each case, writing will be informed by both classic and contemporary literature. Memoirs by David Sedaris, Dave Eggers, Jeannette Walls; poetry by authors ranging from William Shakespeare to Robert Frost to Billy Collins; and short stories by Hemingway, Poe, Vonnegut, Chopin and many others will all give shape and texture to the literary forms that students will write. Students will create a writing portfolio as the culmination of the year's work.

** Students have the option of earning Honors Credit through more challenging research and project work.*

EN7281Z Missing Voices, Other Cultures **Grade 12** **5 credits**

Literature often tells us about people whose lives are informed by the societies in which they live. Whether defined by race or culture, exclusion or inclusion, power or weakness, characters in literature can help us to see how society shapes both behavior and motivation. Students in this course will hear the voices of people who have had to work to be heard, whether it is because of gender, beliefs, family background, political realities, or other issues that have caused them to speak out as a means of defining themselves. Students will write regularly in this course; analytical essays, personal essays, and formal presentations will offer students opportunities to hone the writing skills they have been working on throughout their high school years.

** Students have the option of earning Honors Credit through more challenging research and project work.*

EN4168Z Poetry as Art **Grade 12** **5 credits**

As one of the oldest art forms, poetry has become both a time-piece and a gallery of diverse expression. It has inspired and informed works ranging from Homer's classic epics to more contemporary forms such as rap and hip-hop. More importantly, perhaps, it is a representation of our own life rhythm. Seamus Heaney once wrote: "I rhyme to see myself. To set the darkness echoing." In an effort to find our own rhyme, we will explore poetry from its most basic roots to its more sophisticated forms. Instead of surveying poetry as a chronological timeline, we will bounce back and forth from the past to the present in order to discover how one has informed the other. Haikus and sonnets, ballads and slam poetry will all receive equal attention. Students will read, compose, and analyze poetry as an artisan might, by paying close attention to the process, the craft, and the history that informs our work. While the majority of the writing in this class will be creative in nature, students will occasionally write expository pieces about poems as well.

** Students have the option of earning Honors Credit through more challenging research and project work.*

EN7275Z Public Speaking (Semester Course) **Grades 11-12** **2.5 credits**

Sharpening communication skills, which rests on the ability to 'stand and deliver,' promises academic and professional success for life. That remains the guiding belief of this course. In a relaxed, supportive environment,

students identify and cultivate strategies to most effectively express themselves. In doing so, they discover their hidden voices and master proven techniques of informing, persuading, and motivating others. By choosing their own topics and acting on ongoing peer feedback, students come to celebrate their existing strengths as communicators while targeting focused areas for maximum improvement. In little time, all students reach heightened self-awareness, gain valuable confidence, and achieve distinct professionalism in the way they present themselves and their personal beliefs. ***This course does not count towards the four year English requirement.*** ** Students have the option of earning Honors Credit through more challenging research and project work.*

English Learner Education (ELL)

The primary goal of the English Language Learner Program is to enable the English Language Learner to achieve communicative and linguistic competence in English and to perform in academic content classrooms with high expectations. The core classes are divided into three levels, Entering/Emerging (ELL 1), Developing/Expanding (ELL II), Expanding/Bridging (ELL III). At each level the four major aspects of language (speaking, listening, reading, and writing) will be mastered before moving to the next level. Students practice all language skills in English and learn essential vocabulary and background information to foster success in content areas across the curriculum.
ENGLISH LANGUAGE LEARNER EDUCATION PLACEMENT HAS PREREQUISITES AND MUST GO THROUGH A PLACEMENT EXAM AND COMPLY WITH DEPARTMENT GUIDELINES

ESL Level	Required Language Class
ELL Level 1 - Entering/Emerging	EL01Z ELL Level 1 - Entering and Emerging
ELL Level II - Developing/Expanding	EL02Z ELL Level IIA - Developing and Expanding
ELL Level III - Expanding/Bridging	EL3002Z ELL III - Expanding/Bridging

ELL Level 1 - Entering/Emerging (Two blocks-full year) 10 credits
This course is designed for students with limited or no English language proficiency. All four areas of language acquisition are emphasized. Listening, speaking, reading, and writing in English are emphasized through content-based instruction and the teaching of learning strategies appropriate for students just learning English. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping beginning students understand the structure of the English language as they begin reading texts on their own.

ELL Level II - Developing/Expanding (One block-full year) 5 credits
This course is designed for students with early intermediate-intermediate English language proficiency. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through content-based instruction and the teaching of learning strategies. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping students be more fluent in their reading and apply reading strategies to literature.

ELL III - Expanding/Bridging (One block-full year) 5 credits
This course is designed for students with advanced English language proficiency, in need of an additional year of English language development support in addition to an ELA course. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through independent use

of reading strategies to authentic literature and students own independent reading. This course is taken in conjunction with a grade appropriate English course.

Family and Consumer Sciences

All courses in the Department of Family and Consumer Sciences address standards in the following areas:

- Massachusetts Health Frameworks Standards
- Massachusetts Career Readiness Benchmarks
- Massachusetts Visual Arts Standards
- Massachusetts Vocational Technical Standards for Early Childhood Education
- Massachusetts Vocational Technical Standards for Culinary Arts
- National Standards for Family and Consumer Sciences
- National Personal Finance Standards

Family and Consumer Sciences is all about "learning for living." We offer courses to help young men and women develop a variety of personal and career skills. Classes are in laboratory settings that provide opportunities for learning by demonstration, practical hands-on experiences, observation and discussion. These courses encourage accomplishment through work in small groups and individual projects. The skills learned in our classes will be useful to students now and throughout their lives.

Levels	**Curriculum H**	**Heterogeneous**
Grades 9-12		CS2241Z Early Childhood Education I CS1920Z Interior and Fashion Design I CS2305Z Culinary I
Grades 10-12		CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS2242Z Child Development and Parenting CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2305Z Culinary I CS3305Z Culinary II CS2315Z Bake Shop 101 (Semester 1) CS2318Z Cooking On Your Own (Semester 1) CS2317Z Morning Eats: Breakfast and Brunch (Semester 1) CS1923Z Creative Textile Design (Semester 1) CS2306Z Adulting with Technology (Semester 1) CS2320Z Cooking and Living on Your Own: Vegetarian Style (Semester 1) CSXXXXZ Marketing and Customer Service Experience
Grades 11,12	CS4241Z Early Childhood Education Practicum	CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS2242Z Child Development and Parenting (Semester 1)

		CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS1923Z Creative Textile Design (Semester 1) CS2305Z Culinary I CS3305Z Culinary II CS3405Z Culinary III CS2315Z Bake Shop 101 (Semester 1) CS2318Z Cooking On Your Own CS2317Z Morning Eats: Breakfast and Brunch (Semester 1) CS2306Z Adulting with Technology (Semester 1) CSXXXXZ Marketing and Customer Service Experience
Grade 12	CS4241Z Early Childhood Education Practicum IN7699Z Capstone: Early Childhood Internship (5 credits) IN7799Z Capstone: Early Childhood Internship (10 credits) IN7750Z Early Childhood Education Practicum/Internship (5 credits) IN7751Z Early Childhood Practicum/Internship DB (10 credits)	CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS2242Z Child Development and Parenting (Semester 1) CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS1923Z Creative Textile Design (Semester 1) CS2305Z Culinary I CS3305Z Culinary II CS2318Z Cooking On Your Own (Semester 1) CS2317Z Morning Eats: Breakfast and Brunch (Semester 1) CS3405Z Culinary III CS2320Z Cooking and Living on Your Own: Vegetarian Style (Semester 1) CS2315Z Bake Shop 101 (Semester 1) CS2306Z Adulting with Technology (Semester 1) CSXXXXZ Marketing and Customer Service Experience

Child Development Studies

These courses are designed for students interested in studying Early Childhood in college or pursuing careers working with young children such as early childhood or elementary school teachers, daycare providers, child psychologists, pediatricians, or social workers. These courses also benefit students who aspire to be a parent, aunt, or uncle.Students will learn about the development of children through a variety of classroom and preschool lab activities. Students will gain invaluable experience and insight into the roles of parents, teachers, and other professionals who work with young children.

Students who complete the course requirements for Early Childhood Education I, Early Childhood Education II, and Early Childhood Education Practicum and Internship may meet the requirements for EEC (Office for Early Education and Care) certification. This certification allows individuals to work in private early childhood programs as teachers. Students will be awarded a letter documenting their participation upon completion of requirements.

CS2241Z Early Childhood Education I **Grades 9, 10, 11, 12** **5 credits**
Although all students are welcome, this elective course is especially designed for students who are interested in pursuing careers in early childhood and elementary education and care or other fields working with children. Students study the development of children from birth to age 5 with a strong emphasis on early childhood curriculum and programs. There will be a focus on current research of brain development, different learning styles, and theories of development, teaching, and learning. The study of children will be accomplished through class readings and discussion, research projects, observations in early childhood programs, media presentations, and hands-on experience working with three and five year old children in Menotomy Preschool. Students apply their knowledge of developmentally appropriate activities for young children by planning, implementing, and evaluating activities for the preschool children in all curriculum areas.

CS3243Z Early Childhood Education II **Grades 10, 11, 12** **5 credits**
This challenging and rewarding class gives you the opportunity to begin working with children in Menotomy Preschool on a regular basis. You will write and implement lesson plans, create educational games, plan lessons for simple math, language arts, social studies and science concepts, explore music and movement activities, and develop creativity through art. You will apply the knowledge you learn directly with the children in the preschool on a regular basis. **Entry Criteria:** Successful completion of Early Childhood Education I and Lead Teacher approval.
** Students have the option of earning Honors Credit through more challenging research and project work.*

CS4241Z Early Childhood Education Practicum **Grades 11, 12** **5 credits**
This course is for students who have already taken Early Childhood Education I and II and are ready for considerable responsibility applying and practicing their teaching skills in the preschool on a regular basis. You will experience the fun and challenge of working with three to five year old children in the Menotomy Preschool Program as you become involved in all aspects of preschool teaching including planning and implementing activities with the children, interacting with them, and supervising and ensuring their safety. This course provides an invaluable opportunity for first-hand experience in teaching for those students who are planning to enter the field of childcare after high school or who will pursue a college degree in education or another child related field.
Entry Criteria: Successful completion of Early Childhood Education II and Lead Teacher approval.
** Students have the option of earning Honors Credit through more challenging research and project work.*

IN7699Z Early Childhood Education Internship **Grade 12** **5 credits**
IN7799Z Early Childhood Education Internship **Grade 12** **10 credits**
Students who have already completed three years of Early Childhood Education courses may choose to do an internship in an elementary school classroom. Students who enroll in this program will work out a school placement and a project plan with the ECE teacher in early fall and will then spend the school year working in an elementary or preschool classroom. Students will need flexibility in their schedule in order to schedule this internship around their other high school courses. 5 credits will be awarded to students completing 4 blocks per week of the internship, while 10 credits will be awarded to students completing 8 blocks per week.
Entry Criteria: Successful completion of Early Childhood Education I, Early Childhood Education II, and Early Childhood Practicum, as well as teacher approval.

IN7750Z Early Childhood Practicum/Internship **Grade 12** **5 credits**
IN7751Z Early Childhood Practicum/Internship DB **Grade 12** **10 credits**
This course is designed for Seniors who were unable to participate in all four years of the Early Childhood Education Program, but who would like to participate in an internship at Menotomy Preschool, one of the Arlington Public Schools elementary classrooms, or a teacher approved community preschool or daycare. The course is designed to be a combination of the Early Childhood Practicum coursework and Early Childhood Education Internship. 5 credits will be awarded to students completing 4 blocks per week of the internship, while 10 credits will be awarded to students completing 8 blocks per week. ***Please Note:*** *Students must have pre-approval from the program instructor and Family and Consumer Sciences Lead-teacher. Students who participate in this course will not be eligible for certification with the Massachusetts Office of Early Childhood and Care*

CS2242Z Child Development and Parenting **Grade 10-12** **2.5 credits**
Would you like to learn more about children, but are having a difficult time fitting a one year course into your schedule? Would you like to explore the role of being an important person in a child's life? Would you like to learn more about how to support families? This is the perfect opportunity to learn more about child development, as well as parenting and caregiving roles in relation to the developing **child** and guiding them in the learning process. Join us for a highly engaging, hands-on, personalized look at children, how they grow and develop, and how parents and extended family members and/or friends help them grow into healthy young adults. Explore the various roles that adults play in children's development, learning, and personal family lives. This class is a great option for students who would like to explore child development or who are interested in having or working with children and families in the future.

Foods, Hospitality, and Tourism Career Paths

The exciting worlds of hospitality and tourism are two of the fastest growing and most exciting industries in the world today. This encompasses more than 15 related industries including food service, travel, tourism, and lodging services. This program will give students the opportunity to explore and research the career paths available and participate in shadow programs for a first-hand look at what the professionals in these industries actually do on the job. Students will be given a broad overview of these career paths in the grade 9 course. In the following years, students will have the option of concentrating their studies in a specific related career path.

CS2305Z Culinary I **Grades 9, 10, 11, 12** **5 credits**
In this course, you will learn food preparation skills for both home and in the hospitality industry. Explore the wide range of career and business opportunities available in this billion dollar industry. Through food labs, a variety of hands-on activities, discussions, field trips, guest speakers, readings, and research projects. Learn how to prepare healthy foods, fun menus, arranging trips,"planning events, and comparing features of all areas of the hospitality and tourism industry. Walk out of this class with the skills necessary to get an entry level job in the field and find out what this industry can offer you as you consider your future career options. In addition, the foods and nutrition units of this course provide opportunities for students to develop skills in food preparation techniques, meal planning, consumerism, and nutrition planning. Students will be evaluated through a variety of food labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts.

CS3305Z Culinary II **Grades 10, 11, 12** **5 credits**
This elective course is for students who have taken Culinary Arts and Hospitality I and are interested in pursuing a career in the hospitality field. There will continue to be a focus on the wide range of career and business opportunities available in this field, with a concentration on marketing, planning and research in the hospitality and tourism industry. Students will engage in product development, learn to prepare some recipes in the production method style**,** and will analyze nutritional content of foods and recipes through the use of technology. Students will be evaluated through a variety of foods labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts
Entry Criteria: Successful completion of Culinary Arts and Hospitality I

CS3405Z Culinary III **Grades 11, 12** **5 credits**
Culinary Arts and Hospitality III is the third level of Culinary Arts and Hospitality at Arlington High School and prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and advanced culinary skills. Part of this course will prepare the student to pass the test for ServSafe Certification as a Food Handler. Skills and content will be explored through a variety of hands-on activities, simulations, guest speakers, and field trips. We will also explore a variety of Culinary Arts Programs at the post-secondary level.
Entry Criteria: Successful completion of Culinary Arts and Hospitality I, Culinary Arts and Hospitality II, and teacher approval.

CS2315Z Bake Shop 101 (Semester 1) Grades 10, 11, 12 2.5 credits
Do you love baking? Learn the basics and science of preparing while baking a variety of baked goods in our culinary labs . Learn how to “bake your own signature items” by tailoring ingredients to meet your tastes. For those students who are not able to fit in a full-year culinary course, this is a great opportunity to explore the art of baking in a one semester format. This baking course will provide opportunities to learn baking skills, by preparing a variety of baked goods; but will also provide opportunities for personalization and making connections between science and the art of baking. Students will develop a portfolio of their work and achievement of academic standards.

CS2317Z Morning Eats: Breakfast and Brunch (Semester 1) Grades 10, 11, 12 2.5 credits
Having a difficult time getting ready, eating, and getting to the homeroom before the late bell? Join us to cook and learn more about the most important meal of the day, as well as strategies for fitting it in so you can have more energy, give a boost to your academics, and contribute to your personal health triangle. Research shows that many people miss out on this very important meal of the day, including the Arlington Youth Risk Behavior Survey (YRBS). This is a great opportunity to learn how to plan and prepare a variety of traditional and updated breakfast and brunch recipes through our cooking labs, walking field trips, and engaging projects. We will also learn how to plan, prepare, and host a brunch. We will explore food preparation techniques, valuable menu planning skills, recipe resources, and how to personalize recipes for both personal taste and time. Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and will leave class with a personalized cookbook of recipes and information that will be a valuable tool for now and when you live on your own.

Young Adult Living, Design, and Consumer Education

CS2318Z Cooking On Your Own (Semester 1) Grades 10, 11, 12 2.5 credits
Do you only know how to cook Ramen and boxed mac and cheese? Is that how you’re planning to survive college and your early adulthood? Join this class to learn how to plan, shop for, and cook fun, healthy, and inexpensive meals for you and your friends. Students will discover tips and tricks for surviving on their own. This is a great opportunity to learn how to plan and prepare a variety of foods in our cooking labs, walking field trips, and engaging projects. We will explore food preparation techniques, valuable menu planning skills, recipe resources, and how to personalize recipes for both personal taste and time. Basic Budgeting and financial responsibility will also be explored and practiced.Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and will leave class with a personalized cookbook of recipes and information that will be a valuable tool for now and when you live on your own.

CS2307Z Adulting with Technology I (Semester 1) Grades 10, 11, 12 2.5 credits
Adulting with Technology will integrate aspects of culinary classes with career, financial literacy, relationship and health skills with the technology students are already using in their daily lives. Students will explore apps and free websites to find the best methods for managing their resources throughout their adult lives. Adulting with Technology is a semester course that allows students to participate in a variety of group and independent learning activities including, labs, simulations, guest speakers, and hands-on activities.

CS2320Z Cooking and Living on Your Own: Vegetarian Style Grades 10-12 2.5 credits
Are you a vegetarian looking for some delicious dinner ideas or learning about vegetarianism? Or maybe you’re a vegan with a sweet tooth? Learn techniques and recipes designed for a vegetarian lifestyle, including tasty meat alternatives in your cooking and vegan alternatives in your baking. In Cooking on Your Own: Vegetarian Style, you will create an inventory of great tasting and healthy recipes that will give your body the nutrients you need and can be easily and cheaply cooked when you're out on your own.

CSXXXXZ Marketing and Customer Service Experience Grades 10-12 2.5 credits
Learn more about the role that customer service and marketing play in the success of both large and small businesses. Learn what employers are looking for in good customer service focused employees and marketing to

help their business succeed. Practice your new skills, research and market products for our school laboratory store/cafe. This course will be a great introduction for students interested in business, marketing, hospitality, and/or customer service in any industry. Students will rotate working in our school store/cafe, participate in local field trips to examine customer service practices and large and small business marketing strategies to use as a point of reference and to spark ideas for our small school business.

Interior and Fashion Design

Are you creative? Do you have a flair for design? Do you find yourself examining room designs and fashions and thinking of ways you would add your own creative touch? If you do, then Interior Design and Fashion Design are for you. Come explore color theory and the elements and principles of design as they apply to room interiors and fashion. Use your talents and skills to discover the designer in you. These courses are elected in tandem and can be elected for two years, the second year at an advanced level.

Fashion and Interior Design Courses fulfill the Fine Arts graduation requirements.

CS1921Z Interior and Fashion Design I **Grades 9, 10, 11, 12** **5 credits**
The first half of this course enables students to explore their creativity in the field of Interior Design by focusing on color, the elements and principles of design, room arrangements and floorplanning. Students will gain an appreciation of the design fundamentals that form the foundation for which all design is judged. Opportunities for using computer aided design software will be available. Students will learn how to manipulate and apply the tools of design in a variety of situations in the home to create beautiful environments through hands-on projects, field trips, and guest speakers. The second half of this course will focus on fashion where students will develop an awareness of the role of clothing, textiles and fashion in our daily lives. They will learn about major fashion designers, how to create mood boards, and what equipment they will need in order to make clothes.-Students will learn how to read a sewing pattern and what shapes of clothes suit certain body types as well as the historical significance of various silhouettes. They will explore the different career paths available to them in the fields of Interior and Fashion Design through field trips, guest speakers. Students will become familiar with the sewing machine through the creation of projects such as pillows, tote bags, and pajamas.

CS2921Z Interior and Fashion Design II **Grades 10, 11, 12** **5 credits**
Students will apply more advanced design techniques through their study of color theory, trends, and costume and historical design. They will select some of their own creative projects and participate in creative community service assignments. Students will stay up to date on the fashion industry by learning about upcycling, famous designers, and fair industry practices. **Entry Criteria:** Successful completion of CS1920Z Interior and Fashion Design I.

CS1922Z Interior & Fashion III **Grades 11, 12** **5 credits**
Students will apply more advanced design techniques, building upon the skills they learned in Interior & Fashion I and II. They will create a portfolio, designing a fashion line which will include inspirational research, a mood board, sketching, and selecting fabrics. Students will explore more advanced sewing techniques through their independent projects, as well as study various careers related to fashion, merchandising and design.
Entry Criteria: Successful completion of CS1920Z Interior and Fashion Design I, CS2921Z Interior and Fashion Design II, and Interior Fashion and Design teacher recommendation.

CS1923Z Creative Textile Design- Curriculum A **Grades 10, 11, 12** **2.5 credits**
Do you enjoy creative, hands-on classes? Want something to add to your fashion portfolio? Do you enjoy exploring color and design to create a custom wardrobe accessory? Then this semester-long class is for you!! We'll be combining technology with traditional methods, such as knitting and weaving, working with a variety of fibers in creating your own fabric. Use the principles of design, color theory, and your newly learned skills to create your own textiles that can be made into something to suit your personalized wardrobe or home accessory.

History & Social Studies

In Arlington Public Schools, students engage in the study of history and social studies through student-centered as well as inquiry and project based learning that emphasizes historical thinking skills such as analysis, sourcing, synthesizing, contextualization, and corroboration. Students will also consider history from diverse perspectives and engage in a critical analysis of the past that makes connections to today's society and the choices that individuals/groups/nations make today. As part of their study of history, students will also develop their research, media literacy, reading, and writing skills as well as modeling and cultivating their ability to engage in civil discourse, leading students to be prepared to become active members of the society they live in.

Required Courses:
All students must take and pass Modern World History and United States History 1 and 2 in order to graduate from Arlington High School. AP US History may take the place of United States History 2.

Levels	Curriculum A	Heterogenous	Honors/Advanced Placement
Grade 9	SS1110Z Modern World History		SS1105Z Modern World History
Grade 10	SS2210Z United States History I		SS2105Z United States History I
Grade 11	SS3110Z United States History II		SS4000Z US History AP **OR** SS3105Z US History II H

The following link may be helpful when determining if Honors History is correct level for your student:

"What Does It Mean to Take Honors History?" and "Sample Honors History Work"

History Requirement - Grade 9

SS1110Z Modern World History - Curriculum A **Grade 9** **5 credits**
SS1105Z Modern World History - Curriculum H **Grade 9** **5 credits**
In this course, students study major historical events that have created and impacted the world in which we live today. Students will begin with a study of key events from the first half of the twentieth century such as World War I, the interwar years, World War II, modern economic systems, globalization, and international organizations. Students will also study units on the modern Middle East, modern Russia, modern China, Latin America, and colonization and post-colonization in Africa. We will also incorporate discussions of current events that connect to eras of the past.

History Requirement - Grade 10

SS2210Z United States History 1 - Curriculum A **Grade 10** **5 credits**
SS2105Z United States History 1 - Honors **Grade 10** **5 credits**
United States History 1 asks students to study the historical foundations of America and make connections to how the U.S. became the country that it is today. This is done in order to help students become more informed citizens of the country they live in. Students will examine Indigenous history, the establishment of race in North America, the 13 Colonies, American Revolution, U.S. Constitution, early American presidencies, the Civil War and Reconstruction. Throughout their study of early U.S. history, students will consider recurring political, social, economic, military, and cultural themes through diverse perspectives. Students will also complete a Civics Action Project (CAP) in this course.

History Requirement - Grade 11

SS3110Z United States History 2 - Curriculum A **Grade 11** **5 credits**
SS3105Z United States History 2 - Honors **Grade 11** **5 credits**

In United States History 2, students will study major events and themes in modern American history. Topics include immigration, industrialization and urbanization, American imperialism, Progressivism, World War 1, the Great Depression, World War 2, the Cold War, the Civil Rights Movement, the Vietnam War and contemporary events in U.S. history. Major themes in this course include American foreign policy, government involvement in peoples' lives (domestic policy), protest/change, as well as the experiences of historically marginalized groups in U.S. history.

SS4000Z AP United States History AP **Grade 11** **5 credits**

The A.P. U.S. History course focuses on developing student's understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. History for significant events, individuals, developments, and processes in nine historical periods and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. History course.

Students selecting the AP US History course must take the College Board AP US History exam in May in order to receive AP credit for the class.

NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.

History & Social Studies Elective Offerings

Levels	Advanced Placement	Heterogeneous (all semester courses)
Open to Grades 10, 11, 12	SS7804Z AP Human Geography (full year)	SS7298Z American Law SS7386Z American Pop Culture SS7167Z Psychology and Human Behavior SS7390Z Social History Through Sports
Open to Grades 11 & 12 ONLY	SS4400Z AP European History (full year) SS7000Z AP Psychology (full year) SS7802Z AP United States Government and Politics (full year) SS7293Z The Economics of Personal Finance (Dual Enrollment with Syracuse) (Semester) SS7196Z Economic Ideas and Policy (Dual Enrollment with Syracuse) (Semester)	SS7154Z Current Issues: America and the World SS7806Z Gender & Society SS7295Z Intro to Economics SS7302Z Introduction to Personal Finance SS7280Z Race, Society, and Identity

SS7804Z AP Human Geography **Grades 10, 11, 12** **5 credits**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human

understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).
NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.

SS7802Z AP United States Government and Politics Grades 11, 12 5 credits
U.S. Government and Politics is the study of the United States national government's policies, institutions, and foundations. Topics include, constitutional theories forming the basis of government, political beliefs and behaviors, political parties, interest groups, and the mass media, the Congress, presidency, bureaucracy, and Federal court system, public policy, and civil rights and civil liberties. This course gives students an analytical perspective on American government and politics that prepares them to take the AP U.S. Government and Politics exam. The course is a rigorous, intensive, and is taught with college-level texts. Students will be required to take the AP Exam in May.
NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.

SS4400Z AP European History AP Grades 11, 12 5 credits
Advanced Placement Modern European History is a full-year course focusing on European history from the Renaissance to the present. Coursework includes analysis of historical documents, essay writing, student-centered activities and simulations, and writing document-based questions. This course is designed to prepare students for the Advanced Placement Modern European History Exam by making demands upon them equivalent to that of an introductory college course. Highly motivated, independent learners who have a strong interest in European history should take this course. Students will be required to take the AP Exam in May.
NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.

SS7000Z AP Psychology Grades 11, 12 5 credits
Advanced Placement Psychology is a full-year course that is the equivalent to a one-Semester introductory college course in psychology. This course will give students a better understanding of why people think and behave as they do. AP Psychology will introduce students to the discipline of psychology as a science, the different theoretical explanations of behavior, contemporary research methods used by psychologists, biological bases of behavior, personality, disorders and therapeutic processes, memory, thinking and learning, developmental and social psychology. Students will be required to take the AP examination in May. **Note: this course may be taken by 11th grade students *in addition* to AP US History or US History II, but not instead of AP US History or US History II.**
NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.

SS7293Z The Economics of Personal Finance Grades 11, 12 2.5 credits
(Semester course) (AP weighting & Syracuse University dual enrollment)
The world of personal finance can be overwhelming. From credit cards to mortgages and more, Personal Finance is an in- depth explanation of the essential information you need to know to make financially smart decisions for the rest of your life. This detailed Introduction to Personal Finance focuses on the foundations of financial planning—such as setting short-term and long-term financial goals—and then tackles essential aspects of consumer personal finance, including record keeping, budgeting, banking, saving, borrowing, investing, insurance, taxes, and retirement planning. By the end, you will feel more confident about making informed and reasoned financial choices with regard to your professional and personal lives. Your bank account will thank you later. This is a college course offered on-site at Arlington High School through a partnership with Syracuse University. All students taking the one semester class will receive a grade at the AP weight for the course on their Arlington High transcript. Additionally, students may opt to pay a nominal fee of $336 for three SU credits.

Students on free/reduced lunches can take the course for credit at a greatly reduced fee (See History Dept Head Denny Conklin). Typically, colleges will accept the Syracuse credits with a grade for transfer credit.

SS7298Z American Law (Semester course) Grades 10, 11, 12 2.5 credits
This course examines criminal, civil, and constitutional law. Major emphasis is placed upon understanding one's legal rights and responsibilities both inside and outside of school. The specialized areas of criminal justice and the court system receive considerable attention and provide students with a general knowledge of their rights and civic duties. Debate, discussion and mock trials will be heavily utilized to examine current legal issues and important court cases. Topics include homicide, conflict resolution, search and seizure, race and gender discrimination, and property crimes.
** Students have the option of earning Honors Credit through more challenging research and project work.*

SS7386Z American Popular Culture (Semester course) Grades 10, 11, 12 2.5 credits
What does popular mean? How does someone or something become popular? Students in this course will examine these questions in the context of American culture. We are surrounded by popular culture and it influences how we think, feel, and live. Students will use a variety of cultural products, such as music, movies, television shows, sports, fashion trends, comic books, magazines, and social networks, to explore what has defined American popular culture over time and the role that popular culture plays in their lives today. Students will complete reviews on different types of media, projects, short essays and reflections, as well as research on elements of pop culture.
**Students have the option of earning Honors Credit through more challenging research and project work.*

SS7154Z Current Issues: America & the World (Semester course) Grades 11, 12 2.5 credits
Students will study important problems facing the global community and will conduct in-depth research and analysis of these topics. Half of the course will focus on domestic issues, such as, U.S. Gun Policy/Gun Control, National Politics, Criminal Justice Reform, Income/Wealth Inequality, among others. The other half of the course will be devoted to foreign issues, with primary focus being on U.S. regional foreign policy. Classroom activities will include class discussions, collaborative activities, individual projects, and Skype sessions with experts in key areas being studied. Assessments will take the form of writing assignments, which include formal papers and opinion pieces, as well as projects.
** Students have the option of earning Honors Credit through more challenging research and project work.*

SS7806Z Gender & Society (Semester course) Grades 11, 12 2.5 credits
This course will examine why gender equality is so important and yet so hard to achieve. The central aim is to foster critical reading and thinking about gender and the ways in which it is shaped by the interlocking systems of racism, sexism, ethnocentrism, heterosexism, ageism, ableism, colonialism and globalization; and how social movements have resisted these inequalities and worked to create new systems of change. We will scrutinize political, social and legal constructions of gender which continue to operate as though gender is binary, and explore a more inclusive approach which reflects a gender continuum within the context of entrenched power structures. Through understanding the construction of gender and its relationship with society, we will look for solutions to eradicate gender discrimination and gender-based violence.

SS7295Z Introduction to Economics (Semester course) Grades 11, 12 2.5 credits
Through the use of simulations and activities, students will be given the economic tools needed for life as a consumer and citizen. In this class, students will learn the basic fundamentals of how capitalism and markets work. As a case study of markets and to start building a foundation in investing, students will engage in the study of the stock and bond markets. There is also a personal finance unit in which students will learn the tools needed to make informed financial decisions. Students will also engage in the study of macroeconomics to learn concepts needed for citizenship. This will include an in depth analysis of the US budget and tax code. Furthermore the students will learn about the causes of inflation and unemployment and what, if anything, the Federal Reserve, Congress, and the President could do to manage these economic situations. The primary goals

of this course are to foster basic economic literacy and thinking skills that will enable students to think critically and to make informed personal and public decisions.
**Students have the option of earning Honors Credit through more challenging research and project work.*

SS7302Z Introduction to Personal Finance (Semester course) Grades 11, 12 2.5 credits
This class is designed to give students the tools needed to successfully manage their personal finances by learning basic financial concepts and research skills. Students will learn about the pressures to spend and how to avoid spending haphazardly by making financial statements which includes budgets. They will investigate credit, so they can know how to have a high credit score while limiting bad debt. In addition students will learn how to navigate major purchases like college, housing, and automobiles while protecting themselves from economic peril by learning about insurance. Finally the students will also engage in an in depth study of saving and investing.
**Students have the option of earning Honors Credit through more challenging research and project work.*

SS7167Z Psychology & Human Behavior Grades 10, 11,12 2.5 credits (Semester course)
This class pulls together the most important and applicable concepts from the fields of psychology, neuroscience, behavioral economics, and evolutionary biology. Students will walk away with practical knowledge they can use in their own lives. In the past few decades, we have learned a huge amount about the human mind. So many vital things in life — the way we behave, the way we organize ourselves, our attitudes and beliefs, our ability to solve hard problems — are connected to it. The more we understand about these concepts, the more we can become authors of our own lives.
** Students have the option of earning Honors Credit through more challenging research and project work.*

SS7280Z Race, Society, and Identity Grades 11, 12 2.5 credits
In this course students will critically analyze the construction of Race and the effects it has had on American society through a seminar style approach with hands-on projects. The course starts with an understanding of the self, from which an understanding of modern racial context is then sought. Throughout the course of this class we will go over various case studies in order to shed light on the deeply rooted history of racial discrimination and violence in this country that continues to be prevalent today. Towards the end of the course our focus will shift towards learning contemporary theory around Race and empowering students to act against those issues in meaningful ways.
** Students have the option of earning Honors Credit through more challenging research and project work.*

SS7390Z Social History Through Sports Grades 10, 11, 12 2.5 credits (Semester course)
Students will examine historical social issues such as race, gender, political unrest, war, and religion through the lens of sports. The course will utilize a case study approach to give students a detailed sense of the historical time period, the social issue, its relationship to a specific sport, and the legacy of the social issue/sport that continues through today. The methodology and approach of the course will include large amounts of discussions, reflective writing, and creative projects based on several multimedia resources such as documentaries and films, as well as historical readings and resources. Some topics will include Muhammad Ali and Malcolm X, gender equality in sports, the O.J. Simpson trial, and an examination of Boston sports racial history, and many more. By the end of the course, students will see sports beyond fandom, competition, and athletic skill; rather they will understand how sports have functioned as both a reflection of social issues, but also a vehicle to move them forward.** Students have the option of earning Honors Credit through more challenging research and project work.*

SSXXXXZ AP African American Studies Grade 12 5 credits
Arlington High School is excited to be part of the College Board's pilot of this course in 23-24. As a pilot, this course is not eligible for college credit; however, it reflects well on students who participate in the pilot program as it shows a dedication to learning outside of credit attainment. The interdisciplinary course includes study in a variety of disciplines—literature, the arts, humanities, political science, geography, and science. This approach will allow students to explore the vital contributions and experiences of African Americans. Students will study topics

including the African Diaspora, enslavement and resistance, the practice of freedom, and liberatory movements. AP African American Studies is designed to be the equivalent of a two-semester introductory college or university African American Studies course. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.*** **Prerequisite***:* US 2 or equivalent

SSXXXXZ Ethnic Studies **Grade 12** **2.5 credits**
This interdisciplinary elective course centers the history and experiences of people of color to empower us to collectively understand the world, while honoring and affirming our intersectional identities. Through Ethnic Studies, students develop the capacity to interrogate and critique systems of power while building solidarity with others in order to realize a world without racism and other forms of oppression. Ethnic Studies builds on the collective power of communities of color and their social movements to inspire us all to act locally and globally toward justice and transformation. Topics of study include, but are not limited to: intersectionality, 4 I's of Oppression, Restorative Justice, and more. *Adapted from Boston Public Schools Ethnic Studies program.* **Prerequisite:** US 2 or equivalent

Makerspace Course Offerings

Levels	Courses (All Honors level)
Grades 9-12	AC7612Z Introduction to Architecture - Curriculum H
Grades 9-12	AC3602Z Woodworking I - Curriculum H
Grades 9-12	AC3613Z Woodworking II - Curriculum H
Grades 10-12	ACXXXXZ Woodworking III - Curriculum H
Grades 9-12	ACXXXXZ Design Engineering I - Curriculum H
Grades 9-12	ACXXXXZ Design Engineering II - Curriculum H
Grades 9-12	ACXXXXZ Metalsmithing & Jewelry Making I - Curriculum H
Grades 9-12	ACXXXXZ Metalsmithing & Jewelry Making II - Curriculum H
Grades 10-12	ACXXXXZ Metalsmithing & Jewelry Making III - Curriculum H

INNOVATION AND DESIGN THINKING CERTIFICATE PROGRAM

PURPOSE AND RATIONALE
Advances in technology have lead to increasingly rapid changes at the beginning of the 21st century. The speed and impact of these advances have created a contemporary culture that values innovation and discovery. The idea of STEAM education has risen in recent years as a response to the need for preparing young people with the skills to be creators of technology and culture and not simply consumers. While a student may learn the content of the individual disciplines of the STEAM acronym (Science, Technology, Engineering, Art and Math), grouping

them together implies an interdisciplinary approach. Work on teaching problem solving and thinking skills for effective application of STEAM education has lead to the concept of Design Thinking. Design Thinking encourages students to think deeply about a problem and to work collaboratively across disciplines to arrive at the best possible solution.

The AHS Innovation and Design Thinking Certificate is a program that students elect to participate in to foster the skills related to effectively applying their STEAM based skills and knowledge. Students will apply brainstorming and problem solving techniques to their project-based school work and document the process in a web based portfolio. The program will culminate in an independent project their senior year, overseen by an advisor, solving a real world problem that the student has identified. Students who meet the requirements will receive an AHS Innovation and Design Thinking credential on their transcript and be recognized for their focused interest and effort in STEAM related fields.

DESIGN THINKING CERTIFICATE STUDENTS WILL

1. IDENTIFY PROBLEMS: Individuals who elect to participate will identify real world problems and arrive at solutions that are meaningful to themselves and helpful to others.
2. THINK CREATIVELY: Students will think deeply and solve problems in innovative ways to arrive at the best possible solution.
3. DEMONSTRATE PERSISTENCE: Participants will work through iterations of their projects and demonstrate design thinking skills related to identifying problems, building and testing prototypes, and problem solving.
4. WORK COLLABORATIVELY: Students will work as a cohort to bring expertise from across disciplines to their work.
5. DOCUMENT PROGRESS AND ACCOMPLISHMENTS: Students will create an online portfolio of related projects that illustrates planning, process, and outcomes, and complete a final independent faculty reviewed project.

REQUIREMENTS

The Innovation and Design Thinking Certificate program is intended to be a two year commitment for individuals in their junior and senior year who want to focus their effort, work collaboratively with like minded people, and be challenged to take their school work to a higher level.

ACXXXXZ Introduction to Architecture - Curriculum H Grades 9, 10, 11, 12 2.5 credits

Introduction to Architecture is a semester-long course that takes place in the CADD lab and the AHS Makerspace. Students will create original designs and models using a combination of computer aided drafting, and digital fabrication including 3D printing and use of the laser cutter, as well as traditional tools and materials.
Prerequisites: None

ACXXXXZ Woodworking I - Curriculum H Grades 9, 10, 11, 12 2.5 credits

Woodworking I cultivates student's skills related to designing and fabricating small and medium sized wooden structures. These include boxes, cutting boards and furniture.We will use hand and power tools and work in an increasingly independent manner (once they have demonstrated that they can do so safely and confidently). Projects will be presented in a way that encourages problem solving and allows for students to design and build objects that are useful and of interest to the individual. Each finished project will be graded using a rubric that takes into account the student's understanding, effort, and execution. **Prerequisites:** None

ACXXXXZ Woodworking II - Curriculum H Grades 9, 10, 11, 12 2.5 credits

Woodworking II further develops student's skills related to designing and fabricating larger, more complex wooden structures. Concepts related to housing construction will be introduced and individuals will design and build a scale model of a framed house. The class will also work collaboratively to build a full size shed. Students will also have the opportunity to complete projects of their own design. **Prerequisites:** Woodworking I

ACXXXXZ Woodworking III - Curriculum H Grades 10, 11, 12 2.5 credits

Woodworking Three is an independent study that allows students to design and fabricate long term independent projects. In addition to creating their own original designs, students will also have opportunities to engage in building projects around the school that contribute to the community. Students can apply to participate in Woodworking III during any period of the school day. **Prerequisites:** Woodworking II

ACXXXXZ Design Engineering I - Curriculum H Grades 9, 10, 11, 12 2.5 credits
This class is a survey of methods and materials supported by the AHS Makerspace with a goal of providing students with the material skills and craftsmanship they need to engage in engineering based problem solving. There will be instruction in techniques such as metalsmithing, mold-making and metal-casting, woodworking and steel fabrication, as well as some opportunity to independently explore other media supported by the Makerspace. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** None

ACXXXXZ Design Engineering II - Curriculum H Grades 9, 10, 11, 12 2.5 credits
Design Engineering II provides students with the opportunity to spread their wings and work independently with a focus on research, design, and problem solving. The class will culminate in a capstone project to create a kinetic mechanism. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** One of the above: Design Engineering I, Metalsmithing and Jewelry Making I, Woodworking I, Introduction to Architecture, CADD

ACXXXXZ Metalsmithing & Jewelry Making I - Curriculum H Grades 9, 10, 11, 12 2.5 credits
This class is an introduction to basic metalsmithing and jewelry making techniques with a focus on skill building, creativity, expression, and craftsmanship. Students will use copper, nickel, and brass, to create their own designs using varied techniques such as sawing, casting, soldering, stone-setting, and many more. These skills can be used to create jewelry such as rings, pendants, earrings, brooches, and bracelets, as well as other objects beyond jewelry such as figurines, stamps, boxes, coins, or anything else they can imagine. **Prerequisites:** None

ACXXXXZ Metalsmithing & Jewelry Making II - Curriculum H Grades 9, 10, 11, 12 2.5 credits
This class builds on the skills learned in Metalsmithing and Jewelry Making I, with an added focus on creativity, expression, and craftsmanship. Students will learn more advanced metalsmithing techniques such as forging, forming, chain-making, hinges, clasps, etching, enameling, and many more. Students will have much more opportunity to explore and create independent projects as they utilize the varied techniques they have learned.
Prerequisites: Metalsmithing & Jewelry Making I

ACXXXXZ Metalsmithing & Jewelry Making III - Curriculum H Grades 10, 11, 12 2.5 credits
Metalsmithing & Jewelry Making III is an independent study that provides the opportunity for experienced metalsmiths to spread their wings to develop their own artistic vision. The class structure will allow students to create their own projects and provide the coaching they need to realize their aesthetic and technical goals.
Prerequisites: Metalsmithing & Jewelry Making II

Mathematics

The course sequences in the chart below represent the traditional progression at each level. While students may take courses in any grade, they must follow the recommended sequence. For example, a student may take Algebra I as a senior or Calculus as a sophomore, depending upon preparation. However, **students must complete Algebra I, Geometry, and Algebra II, or their equivalent, before advancing to other math courses**. Please note the courses listed under “Electives” do not satisfy the mathematics graduation requirements.

Levels	Curriculum H or AP	Curriculum A	Curriculum B
Grade 9	MA1105Z Geometry - Cur. H	MA1215Z Algebra I - Cur. A MA2215Z Geometry - Cur. A	MA1210Z Pre-Algebra - Cur. B

Grade 10	MA2105Z Algebra II - Cur. H	MA2215Z Geometry - Cur. A MA3215Z Algebra II - Cur. A	
Grade 11	MA3105Z Pre-Calculus - Cur. H MA4100Z AP Statistics	MA3215Z Algebra II - Cur. A MA3110Z Pre-Calculus - Cur. A MA4125Z Statistics - Cur. A MA4315Z Quantitative Reasoning - Cur. A	
Grade 12	MA4000Z AP Calculus AB MA4005Z AP Calculus BC MA4105Z Calculus - Cur. H MA4100Z AP Statistics	MA3110Z Pre-Calculus - Cur. A MA4125Z Statistics - Cur. A MA4315Z Quantitative Reasoning - Cur. A	
Grade 11 & 12	MA5002Z Linear Algebra MA5003Z Introduction to Number Theory		

Pre-Algebra

MA1210Z Pre-Algebra - Curriculum B **Grades 9, 10, 11, 12** **5 credits**

Pre-Algebra Curriculum B focuses on four critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Students extend their understanding of ratios and develop an understanding of proportionality to solve single- and multi-step problems. Students use their knowledge of ratios and proportionality to solve various percent problems, including discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or using the fact that relationships of lengths within an object are preserved in similarity. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

All students will engage in mathematical practices such as reasoning abstractly and quantitatively, looking for and expressing regularity in repeated reasoning, and looking for and making use of structure.
Suggested Entry Criteria: Understand basic arithmetic
Next Course: Algebra I Curriculum A

Algebra I

MA1215Z Algebra I - Curriculum A **Grades 9, 10, 11, 12** **5 credits**

Algebra I Curriculum A is the first course in a college preparatory sequence. This course addresses the standards of the current state framework with significant emphasis on the Algebra domain and the Functions domain. Students will investigate patterns, relations, and functions, simplify polynomials, and solve linear and quadratic

equations, inequalities, and systems of equations. Students will also study powers and roots following the Number and Quantity domain standards. Content areas including scatter plot, line of best fit, and basic counting principles, connect to the Statistics and Probability domain. The Geometry domain is addressed in work done in the coordinate plane.
Suggested Entry Criteria: Understand Math 8 or equivalent concepts and skills
Next Course: Geometry Curriculum A or Geometry Curriculum H

Geometry

MA1105Z Geometry - Curriculum H **Grades 9, 10** **5 credits**
Geometry Curriculum H is the second course in a college preparatory sequence. This honors course addresses the requirements of the current state framework, with significant emphasis on the Geometry domain. Major content areas from this domain include the study of angles, polygons, polyhedrons, and circles, recognizing and applying properties of similarity and congruence, calculating measurements, and demonstrating and applying transformations. Students will also identify and apply trigonometric ratios and the Pythagorean theorem. The Statistics and Probability domain is addressed as students determine sample spaces using counting principles to find probability. The students demonstrate higher-order thinking skills in solving non-routine problems, discovering and writing inductive, deductive, indirect, and coordinate proofs. Additionally, all students will participate in the year-long Math Fair project. The focus for Geometry students will be on research skills and presentation skills.
Suggested Entry Criteria: Mastery of the concepts and skills of Algebra I
Next course: Algebra II Curriculum H or Algebra II Curriculum A

MA2215Z Geometry - Curriculum A **Grades 9, 10, 11, 12** **5 credits**
Geometry Curriculum A is the second course in a college preparatory sequence. This course addresses the requirements of the current state framework with significant emphasis on the Geometry domain. In the content standards of this domain, students study a full geometry curriculum. Major content areas include the study of lines, angles, polygons, circles, and congruence and similarity relationships. Students apply area and volume formulas to solve problems and use inductive and deductive reasoning to justify conclusions. Students will also work in the coordinate plane with transformations, distance and midpoint formulas, and parallel and perpendicular lines. The Number and Quantity domain is addressed as students work with powers and roots and use estimation in problem-solving. Students use sample spaces to find simple probabilities consistent with the Statistics and Probability domain standards.
Suggested Entry Criteria: Successful completion of Algebra I
Next course: Algebra II Curriculum H or Algebra II Curriculum A

Algebra II

MA2105Z Algebra II - Curriculum H **Grades 10, 11, 12** **5 credits**
Algebra II Curriculum H is the third course in a college preparatory sequence. Students demonstrate higher-order thinking skills by applying concepts to challenging and real-world problems. This honors course addresses the current state framework, emphasizing the Algebra and Functions domains. Consistent with the content standards of these domains, students expand their knowledge of functions to include exponential, logarithmic, trigonometric, and polynomial functions using discrete and recursive models. They will develop their understanding of equation solving to incorporate multiple methods of solving quadratics, linear systems in three variables, and linear programming problems. The Number and Quantity domain is addressed as students study complex numbers and finite graphs, extend the real number system to rational exponents and study its structure and properties. Students work in the coordinate plane exploring quadratic relationships as they address the standards of the Geometry domain. The Statistics and Probability domain standards are addressed as students interpret data to find a model to fit the data. **A TI-83+or TI-84 graphing calculator or equivalent is required.** Additionally, all students will participate in the year-long Math Fair project. The focus for Algebra II students will be conjectures and proofs.

Suggested Entry Criteria: Mastery of the concepts and skills of Geometry
Next course: Pre-Calculus Curriculum H, Pre-Calculus Curriculum A, Statistics Curriculum A, or AP Statistics

MA3215Z Algebra II - Curriculum A **Grades 10, 11, 12** **5 credits**
Algebra II Curriculum A is the third course in a college preparatory sequence that further develops and strengthens the concepts and skills of Algebra I and extends these concepts and skills into the traditional topics of Algebra II. The course is aligned with the current state framework and primarily focuses on the Algebra domain and the Functions domain. The topics emphasized include linear, quadratic, and exponential functions, graphs, inequalities, polynomials, trigonometry, logarithms, systems of equations, graph translations, radicals, and an introduction to complex numbers. Students apply their knowledge in problem-solving applications. Technology is integrated into the course to support problem-solving. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Successful completion of Geometry
Next Course: Pre-Calculus Curriculum H, Pre-Calculus Curriculum A, Statistics Curriculum A, or AP Statistics

Pre-Calculus

MA3105Z Pre-Calculus - Curriculum H **Grades 11, 12** **5 credits**
Pre-Calculus Curriculum H is a prerequisite course for our Calculus sequence. It is a rigorous course focusing on mathematical relations and their graphs, inverses, and applications. Topics studied include polynomial, trigonometric, exponential and logarithmic functions, matrices, polar coordinates, complex numbers, sequences, series, and conics (and as time permits, combinations, permutations, probability and statistics.) The course is designed to emphasize theory and mathematical structure. Students will be invited to participate in the Competitive Math Exam Program of the Math Department, taking both the Math Olympiad and the AMC Exams. Students will be prepared to take the SAT II, Math Level 2 College Board Achievement exam in June. **A TI-83+ or TI-84 graphing calculator or equivalent is required.** Additionally, all students will participate in the year-long Math Fair project. Students will have the freedom to choose their own area of exploration for the project.
Suggested Entry Criteria: Mastery of the concept and skills of Algebra II.
Next Course: AP Calculus BC, AP Calculus AB, Calculus Curriculum H, AP Statistics, or Statistics Curriculum A

MA3110Z Pre-Calculus - Curriculum A **Grades 11, 12** **5 credits**
Pre-Calculus Curriculum A is a prerequisite course for our Calculus sequence. Pre-Calculus Curriculum A addresses the same topics as Pre-Calculus Curriculum H at a modified level of rigor. Topics studied include polynomial, trigonometric functions including their graphs, inverses, and identities, exponential and logarithmic functions, complex numbers, and an introduction to vectors. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Mastery of the concepts and skills of Algebra II.
Next Course: AP Calculus AB, Calculus Curriculum H, AP Statistics, or Statistics Curriculum A

Calculus

MA4005Z AP Calculus BC **Grade 12** **5 credits**
Calculus BC covers the BC syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. Calculus BC covers all of the topics in Calculus AB, additional material in differential equations, approximation using infinite series, and a more advanced level of rigor. Calculus BC represents college-level mathematics for which most colleges grant advanced placement or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation. The content of Calculus BC is designed to allow students to receive credit for and placement beyond one full year of calculus at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Calculus (BC) exam. Students are required to take the Advanced Placement Exam at the BC level (cost approx. $115) in May. In addition, students will be invited to participate in the competitive Math Exam Program of the Math Department, taking both

the Math Olympiad and the AMC Exams. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: Mastery of the concepts and skills of Pre-Calculus Curriculum H

MA4000Z AP Calculus AB **Grade 12** **5 credits**
Calculus AB covers the AB syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. The content topics of this course include limits, continuity, derivatives; graph characteristics of a function and its first and second derivative equations, applications of derivatives, anti-differentiation, integrals, applications of integrals, and the fundamental theorem of calculus. Calculus AB represents college-level mathematics for which most colleges grant advanced placement or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation. The content of Calculus AB is designed to allow students to receive credit for and placement beyond one semester of calculus at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Calculus (AB) exam. Students are required to take the Advanced Placement Exam at the AB level (cost approx. $115) in May. In addition, students will be invited to participate in the competitive Math Exam Program of the Math Department, taking both the Math Olympiad and the AMC Exams. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: Mastery of the concepts and skills of Pre-Calculus

MA4105Z Calculus - Curriculum H **Grade 12** **5 credits**
Calculus Curriculum H completes the advanced sequence, emphasizing functions, derivatives, and antiderivatives. Students are introduced to the fundamental topics in calculus, including limits, simple derivatives, and their applications to functions and problem-solving. Applications of the derivative and integral are introduced throughout the course. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Mastery of the concepts and skills of Pre-Calculus

Statistics and Quantitative Reasoning

MA4100Z AP Statistics **Grades 11, 12** **5 credits**
AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

The content of AP Statistics is designed to allow students to receive credit for and placement beyond one semester of introductory statistics at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Statistics exam. Students are required to take the Advanced Placement Exam in Statistics (cost approx. $115) in May. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: The successful completion of Algebra II Curriculum A, at a minimum.

MA4125Z Statistics - Curriculum A **Grades 11, 12** **5 credits**
Statistics A is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The level of rigor is reduced from that of the AP Statistics course. Students are exposed to three themes:

- Exploring Data: Describing patterns and departures from patterns
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended. Suggested Entry Criteria: The successful completion of Algebra II Curriculum A.

MA4315Z Quantitative Reasoning - Curriculum A **Grades 11, 12** **5 credits**
Quantitative Reasoning A is a modified mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes probability, statistics and financial applications. It prepares students to use algebra, geometry, recursively defined functions, and discrete mathematics to model a range of situations and solve problems. **The TI-83+ or TI-84 graphing calculator or equivalent is highly recommended. Suggested Entry Criteria:** Understand the concepts and skills of Algebra II

Math Electives Beyond Algebra II

MA5002Z Linear Algebra - Curriculum H **Grades 11, 12** **2.5 credits**
Linear algebra is the study of linear systems of equations, vector spaces, and linear transformations. Solving systems of linear equations is an essential tool of many mathematical procedures used for solving problems in science and engineering. This class will concentrate on linear algebra's mathematical theory and methods. The student will become competent in solving linear equations, performing matrix algebra, calculating determinants, and finding eigenvalues and eigenvectors. On the theoretical side, the student will understand a matrix as a linear transformation relative to a basis of a vector space. **Suggested Entry Criteria:** Algebra II or equivalent

MA5003Z Introduction to Number Theory - Curriculum H **Grades 11, 12** **2.5 credits**
This is an introductory course in Number Theory for students interested in mathematics. The course begins with the basic notions of integers and sequences, divisibility, and mathematical induction. It also covers standard topics such as Prime Numbers, the Fundamental Theorem of Arithmetic, the Euclidean Algorithm, the Diophantine Equations, Congruence Equations and their Applications (e.g., Fermat's Little Theorem); Multiplicative Functions (e.g., Euler's Phi Function); Application to Encryption and Decryption of Text.
Suggested Entry Criteria: Algebra II or equivalent

Project-Based Electives

Computer Science	**Electives** **Full-Year Courses** MA7414Z Honors Computer Science Principles (Grades 9-12) MA7415Z AP Computer Science Principles (Grades 10-12) MA7411Z AP Computer Science A (Grades 10-12) MA7419Z Computer Science Discoveries - Curr. A (Grades 9-12) **Semester Courses** MA7420Z Video Game Development - Honors (Grades 10-12) MA7425Z SUPA Cyber Security - Honors (Grades 10-12) MA7424Z Artificial Intelligence (A.I.) with Python - Honors (Grades 10-12) MA7518Z JavaScript and Web Development - Honors (Grades 10-12) IN9915Z Independent Study in Computer Science MAXXXZ Community Projects in Computer Science **These courses will be offered again during the 2024-2025 school year.** MA7421Z Advanced Robotics - Honors (Grades 10-12)	
Computer Aided Drafting and Design (C.A.D.D.)	C.A.D.D. is offered as a heterogeneous course. Students have the option of earning honors credit through more challenging research and project work. Students interested in earning honors credit	**Full-Year Course** MA7287Z C.A.D.D. 1 **Semester Courses** MA7274Z C.A.D.D. 2.1 MA7276Z C.A.D.D. 2.2

	will inform the teacher in September.	MA7279Z C.A.D.D. 3.1 MA7281Z C.A.D.D. 3.2 MA7283Z C.A.D.D. 4.1 MA7285Z C.A.D.D. 4.2

The following electives are offered within the Mathematics Department. While presented as listings in the Mathematics Department, these electives do not satisfy mathematics graduation requirements.

Computer-Aided Drafting and Design (C.A.D.D.)

MA7287Z C.A.D.D. 1	**Grades 9-12**	**5 credits**
MA7262Z C.A.D.D. 2.1	**Grades 10-12**	**2.5 credits**
MA7268Z C.A.D.D. 2.2	**Grades 10-12**	**2.5 credits**
MA7263Z C.A.D.D. 3.1	**Grades 11-12**	**2.5 credits**
MA7269Z C.A.D.D. 3.2	**Grades 11-12**	**2.5 credits**
MA7264Z C.A.D.D. 4.1	**Grade 12**	**2.5 credits**
MA7270Z C.A.D.D. 4.2	**Grade 12**	**2.5 credits**

C.A.D.D. is offered as an elective within the Mathematics Department for all grades 9–12. C.A.D.D. will be offered at either the Curriculum A or Honors level. Students must declare the level of their course by the designated deadline. Some colleges, such as Middlesex Community College, may accept the class for college credit.

C.A.D.D. is offered as a full-year course only in C.A.D.D. 1. In subsequent years, C.A.D.D. will be offered as a semester course that should be enrolled in sequential order. For example, C.A.D.D. 2.2 will be a prerequisite to C.A.D.D. 3.1

This course will offer students an opportunity to explore the world of architectural, civil, mechanical, Industrial and drafting, and design. The students will use the following software: AutoCAD Suite, SolidWorks, Home Designer Architectural, Sketch-Up A, PowerPoint, PhotoShop, Sketchpad, Excel, Access, and other applications to develop a solid background in engineering drawing, C.A.D.D. technology, and architectural, civil, mechanical, and Industrial design. The students will also use the following hardware: MakerBot 3D printer to print 3-dimensional objects and HP Plotter for large drawings and color printers. This course is recommended for students interested in pursuing a career in civil or mechanical engineering, drafting technology, or architectural design. This class can go in many different directions -all depending on the student's choice with guidance from the instructor. While C.A.D.D. is focused on digital drafting and design aspects (i.e., visual or creative projects involving a computer), there are also many additional features. In a project-based curriculum, students work in an area of their interest, generating works of their inspiration. Within the class, the flexibility exists to assign projects ranging in difficulty on the student's ambition and ability. Students are the designers and researchers of their project, whether simply designing the blueprints of a house, modifying a preexisting plan, or creating a digitally enhanced pamphlet. As students advance through the year, they learn to take on more significant challenges, including real jobs. Overall, C.A.D.D. is an excellent class for anyone. Students work hands-on creating computer-oriented projects that generate final products sparked by their interests.

Computer Science

MA7419Z Computer Science Discoveries - Curriculum A Grades 9-12 5 credits
What is computer science? Computer Science Discoveries (CS Discoveries) is an introductory semester-long computer science course that empowers students to create authentic artifacts and engage with computer science

as a medium for creativity, communication, problem-solving, and fun.
Suggested Entry Criteria: There are no prerequisites for this course.

MA7414Z Honors Computer Science Principles Grades 9-12 5 credits
Honors Computer Science Principles allows students to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet and algorithms. Students will also explore the impact on science, business, and society. And finally, students will use computational tools and techniques, including abstraction, modeling, and simulation, to collaborate in solving problems that connect computation to their lives.
Suggested Entry Criteria: Open to students who complete Computer Science Discoveries or equivalent.

MA7415Z AP Computer Science Principles Grades 10-12 5 credits
AP Computer Science Principles allows students to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms. Students will also explore the impact on science, business, and society. And finally, students will use computational tools and techniques, including abstraction, modeling, and simulation, to collaborate in solving problems that connect computation to their lives.
Suggested Entry Criteria: Open to students who complete Computer Science Discoveries or equivalent.

MA7410Z AP Computer Science A Grades 10-12 5 credits
The Advanced Placement Program offers a course and exam in introductory computer science. The course emphasizes object-oriented programming methodology concentrating on problem-solving and algorithm development. It is meant to be equivalent to a first-semester college-level computer science course. It also includes the study of data structures, design, and abstraction. The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science majors offered in college and university computer science departments.
Suggested Entry Criteria: Successful completion of Computer Science Principles.

MA7420Z Video Game Development - Honors Grades 10-12 2.5 credits
Learn to program and have fun doing it. We will use the Java programming language to develop video games and simulations. This course will feature several independent projects and is appropriate for students just starting to learn how to program and for students who already have experience and want to hone their skills on projects of their choice. Students will work independently and in groups to create their projects. Computers and online tools will be provided for all students, but the environment that we will be using is available for use at home as well.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7425Z SUPA Cyber Security - Honors Grades 10-12 2.5 credits
Introduction to Information Security is intended to teach fundamental elements in information security and introduce the key areas of security challenges, countermeasures, and real-life examples. The course will focus on a comprehensive understanding of information security rather than a specific security area. Topics include security properties, vulnerabilities, cryptography, security policies, access control, authentication, firewalls, wireless security, Internet security protocols, security management, security evaluation, and case studies. Students will also have hands-on experiences in information security through customized online labs.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the essentials of computer programming. It is a college level course that is considered above AP level of difficulty.

MA7424Z Artificial Intelligence with Python - Honors Grades 10-12 2.5 credits
Learn one of the computer languages voted most fun to learn and use. It's also one of the languages that many college computer science departments use in their introductory course. We will learn the basics of this scripting language, explore artificial intelligence and have time to explore other high-level concepts as driven by student projects. Students will work independently and in groups to create their projects. Computers and online tools will

be provided for all students. Still, the environment we will be using is also available for use at home.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7518Z JavaScript and Web Development - Honors Grades 10-12 2.5 credits
Learn to make websites come alive with interactive components. This course will focus on individual students creating interactive websites. Create your own in-browser games, simulations, and informational websites. The course will introduce the students to various computer science topics, including HTML, CSS, and JavaScript. We will develop full websites and JavaScript-enabled elements within them. Class is designed to let students combine their interests in computer science and other endeavors to create projects that expand both. Computers and online tools will be provided for all students. Still, the environment we will be using is available for use at home.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

IN9915Z Independent Study in Computer Science Grade 12 2.5 credits
This course focuses on applying advanced concepts learned during the AP course to fun and exciting student-driven projects. With a broad range of potential projects from websites, apps, and games, to simulations and robotics, students will be able to pursue aspects of Computer Science that they find most interesting. The students will have the opportunity to work with other teachers and community members to help discover the needs and goals of software that can be used in the broader community.
Suggested Entry Criteria: Successful completion of AP Computer Science A.

MAXXXXZ Community Projects in Computer Science Grades 10, 11, 12 2.5 credits
Course description to follow

Performing Arts

The Performing Arts program at Arlington High School provides a variety of high quality music and drama courses in which students will build a foundation for life-long contribution to the cultural enlightenment of the community. Through the performing arts, students express ideas and emotions that they cannot express in language alone and develop an understanding of the historical and cultural contexts of the arts. Students are encouraged to pursue sequential studies in the performing arts in order to create, perform, and respond to art. All full-year Performing Arts classes fulfill the Fine Arts graduation requirement.

PERFORMING ARTS - Full year courses

Levels	Curriculum H	Curriculum A or Heterogeneous
Grades 9	PA7105Z Honors Symphonic Band PA7110Z Honors String Orchestra* PA7125Z Madrigal Singers* PA7220Z Jazz Band* **PAXXXXZ Mural Painting & Set Design**	PA7228Z Concert Choir PA7231Z Concert Choir (biweekly) PA1250Z Drama I PA8200Z Intro to Music Technology (year long) PA7026Z Symphonic Band (biweekly/year-long) PA7210Z String Orchestra PA7111Z String Orchestra (biweekly/year-long) **PAXXXXZ History of Music in Film I - Early (Semester 1)** **PAXXXXZ History of Music in Film II - Modern (Semester 2)** **PAXXXXZ Contemporary Music Ensemble I**

		(Semester 1 **PAXXXXZ Contemporary Music Ensemble II (Semester 2)** **PAXXXXZ Live Music Engineering (Semester 1)** **PAXXXXZ Recording Engineering (Semester 2)**
Grades 10-12	PA7105Z Honors Symphonic Band PA7110Z Honors String Orchestra* PA7125Z Madrigal Singers* PA7220Z Jazz Band*	PA7205Z Symphonic Band PA7026Z Symphonic Band (biweekly/year-long) PA7210Z String Orchestra PA7111Z String Orchestra (biweekly/year-long) PA8200Z Intro to Music Technology (year long) PA7241Z Music Improvisation (Semester) PA0003Z Songwriting and Production(Semester) PA0004Z Music and Sound for Film (Semester) PA0005Z Mixing and Mastering Music (Semester) PA0006Z Sound and Design Electronic Music (Semester) PA0007Z Digital Music Portfolio I (Semester) PA0008Z Digital Music Portfolio II (Semester) PA7223Z Chorale PA2232Z Chorale (Biweekly) PA4141Z Classic American Film (Semester) PA4142Z Modern American Film (Semester) PA4143Z Global Film Comedies: The International Convergence of Humor, Culture, and History (Semester) **PAXXXXZ History of Music in Film I - Early (Semester 1)** **PAXXXXZ History of Music in Film II - Modern (Semester 2)** **PAXXXXZ Contemporary Music Ensemble I (Semester 1** **PAXXXXZ Contemporary Music Ensemble II (Semester 2)** **PAXXXXZ Live Music Engineering (Semester 1)** **PAXXXXZ Recording Engineering (Semester 2** **PAXXXXZ Advanced Scene Study (Semester 1)** **PAXXXXZ Directing (Semester 1)** **PAXXXXZ Improvisation (Semester 1)** **PAXXXXZ Playwriting (Semester 1)** **PAXXXXZTheater for Social Change (Semester 1)**

*Students must try out for this course. See Performing Arts Director for details

PA1250Z Drama I - Curriculum A **Grade 9** **5 credits**

Drama 1 is an introductory course that approaches the study of drama through encounters with acting, improvisation, storytelling, playwriting, design, and dramatic literature. Beginning with the study of Oral Interpretation of Literature and continuing with character development, students will present scenes, monologues, and short original pieces to their peers. Emphasis will be placed on the physical work of an actor. Theatre history

and play construction will be studied during the second term. The course is an introduction to drama and is meant as a survey course preparing you for more in-depth study in the future.

PA4141Z Classic American Film **Grades 10-12** **2.5 credits**
This course is an introduction to film history covering the period 1915-1940s. Students will study how film reflects the major artistic and cultural developments in motion picture history of this era. Topics will include the invention of motion pictures, the establishment of a film industry and the studio system, and developments in the use of cinematic technique. Films explored will include *Modern Times*, *Citizen Kane*, and *Casablanca* (among others). In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism. This is a one Semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA4142Z Modern American Film **Grades 10-12** **2.5 credits**
This course is an introduction to film history covering the period 1940s-1990s. Students will study how film reflects the major artistic and cultural developments in motion picture history. Topics will include the idea of film as art, the development of a particularly American acting style. The historical and political movements that produce specific works of art will be explored. Films explored will be *Rear Window*, *On the Waterfront* and *The Graduate* (among others). In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism. This is a one Semester class that fulfills 1/2 the credits of the fine arts requirement for graduation. (Classic American Film is **NOT** a prerequisite for this course.)

PA4143Z Global Film Comedies: **Grades 10-12** **2.5 credits**
The International Convergence of Humor, Culture, and History
This course explores the universality of comedy as represented in the study of a diverse world cinema. We will delve into how comedic films reflect beliefs, values, and traditions of various global experiences. What is considered funny in Europe, Africa, and Asia reveals significant differences and embraces the common bonds we all have.

PAXXXXZ Mural Painting & Set Design - Curriculum H **Grades 9, 10, 11, 12** **2.5 credits**
Mural Painting and Set Design gives students the chance to work collaboratively to paint murals for public display and create sets for Arlington High School theater productions. The class will explore the history of mural art and its roots in social justice, as well as the history of set design and painting. Students will then work in small groups to design and execute murals or work with the AHS theater department to design and paint sets for the Fall and Spring productions. This is an extremely collaborative and community oriented class. All projects will be created in consultation with the community, and all murals will have to go through a public art application process before being approved for display.

PA7210Z String Orchestra - Curriculum A **Grades 9, 10, 11, 12** **5 credits**
In this course, students will develop instrumental and ensemble skills through such standards as: performing with expression and technical accuracy, exploring a large repertoire of ensemble literature representing various genres and historical periods and acquiring the knowledge of the technical vocabulary of music. Pianists may elect this course only by permission of the instructor.

PA7111Z String Orchestra - Curriculum A **Grade 9** **2.5 credits**
(biweekly/year-long)
For an option for grade 9 students that meets twice a week opposite your PE course. **Students in grades 10-12 require pre-approval from the instructor.**

PA7110Z Honors String Orchestra - Curriculum H **Grades 9, 10, 11, 12** **5 credits**
In this honors level course, students will develop advanced instrumental and ensemble skills through such standards as: playing in a small ensemble, playing music of an advanced degree of difficulty, and being encouraged to perform *solo.* The Honors Orchestra performs music from the Baroque period to contemporary popular selections and is aligned with the Massachusetts Arts Frameworks and core concepts.
Required Entry Criteria: Audition

PA7105Z Honors Symphonic Band - Curriculum H **Grades 9, 10, 11, 12** **5 credits**
PA7205Z Symphonic Band - Curriculum A
This Symphonic Band course is open to all instrumentalists. Students will explore various musical styles and historical periods by playing with expression, playing with technical accuracy, and demonstrating well-developed ensemble skills. Pianists may elect this course only by permission of instructor. Students wishing to take this course at Honors level (PA7105Z) must qualify by audition, perform a selection approved by the instructor at the end of each marking period, and study privately.

PA7026Z Symphonic Band - Curriculum A **Grade 9** **2.5 credits**
(biweekly/year-long)
For an option for grade 9 students that meets twice a week opposite your PE course. **Students in grades 10-12 require pre-approval from the instructor.**

PA7220Z Jazz Band - Curriculum A **Grades 9, 10, 11, 12** **2.5 credits**
The Jazz Band course is open to all qualified instrumentalists. Students will explore various musical styles from early Jazz to Latin and fusion through such standards as playing with expression, playing with technical accuracy and demonstrating well-developed ensemble skills. Students will also be encouraged to improvise in different styles. All Students electing this course must be members of the Symphonic Band, String Orchestra, or Mixed Chorus. **Required Entry Criteria: Audition**

PA7228Z Concert Choir - Curriculum A **Grade 9** **5 credits**
This choir is open to anyone in grade 9. We learn healthy singing techniques, a variety of music literature and repertoire, and perform in concerts at the high school auditorium, Town Hall and in community events and/or festivals when able. The students will sing daily, practice these musical techniques, learn to sight read, learn foundational theory and perform in concerts to expand their musical experience. Attendance at all performances is a requirement of this course.

PA7231Z Concert Choir - Curriculum A (biweekly/year-long) **Grade 9** **2.5 credits**
For an option for grade 9 students that meets twice a week opposite your PE course, please use the course.

PA7223Z Chorale - Curriculum A **Grades 10, 11, 12** **5 credits**
This choir is open to anyone in grades 10-12 with no audition requirements. We learn healthy singing techniques, a variety of music literature and repertoire, and perform in concerts. The students sing daily to give practice to these techniques, learn to sight read, learn basic theory and perform in concerts to expand their musical experience. Attendance at all performances is a requirement of this course.

PA2232Z Chorale - Curriculum A (biweekly/year-long) **Grade 9** **2.5 credits**
For an option that meets twice a week opposite your PE course. **Requires pre-approval from the instructor.**

PA7125Z Madrigal Singers - Curriculum H **Grades 9, 10, 11, 12** **5 credits**
This is an honors class, an auditioned choir that further applies the principles and techniques learned in Chorale. ***Students in grades 10-12 accepted in Madrigal Singers are required to be enrolled in Chorale concurrently; students in grade 9 are required to enroll in Concert Choir.*** This class meets every day at 7:00am. This choir performs in many concerts and when there are choir tours available, will be given the opportunity to participate. They sing more challenging repertoire and are held to a higher standard of performance

and musicianship. Attendance at all performances is a requirement of this course. **Required Entry Criteria: Audition; concurrent enrollment in Chorale (grade 9 students); Concert Choir (grades 10-12 students)**

PAXXXXZ Advanced Scene Study (Semester 1) Grades 10-12 2.5 credits
Through intensive work on scenes,students will improve rehearsal techniques and solidify acting style. An advanced version of Scene Study for Actors, this course is designed for actors with more experience. It is especially appropriate for students who have already finished another drama course. Students will work both collectively and in small groups to analyze and rehearse individual scenes from a variety of texts, building on the fundamental ideas of Uta Hagen. The process will culminate in a sharing of the scenes you have prepared.

In this advanced acting class, students will learn methods for performing, preparing emotionally, and acting honestly in imaginary circumstances. Students in this workshop learn to analyze texts so that they can comprehend what they are expressing and doing. There are exercises for character development, motivation, transitions, moment-to-moment acting, going out of the head and into the heart, and screenplay analysis.

PAXXXXZ Directing (Semester 1) Grades 10-12 2.5 credits
In this class, we focus on the development of skills in the areas of composition and use of theatrical space, the creation of stage imagery, dramaturgy and historical research, script analysis and textual interpretation, casting and the development of a production concept, collaboration and communication with actors and designers, ensemble development, and the creation of “style.” We examine issues such as the interplay between politics and aesthetic practice, the function of the audience, the institutional realities of professional theater, the fidelity and "auteurism" of classical texts, multiculturalism and the politics of representation, and, most broadly, the function of theater-making in our society. The program will conclude with a public presentation of the students' projects.

PAXXXXZ Improvisation (Semester 1) Grades 10-12 2.5 credits
This course is available to anybody who wants to improve their improvisational movement, communication, interpersonal, and presentational skills. It is meant for students who plan to get started in improvisation and the performing arts. In free form improvisation exercises, short and long form sketches, and conflict resolution, it gives experience in movement, voice, character study, spontaneity, presence, scene setting, and teamwork.

PAXXXXZ Playwriting (Semester 1) Grades 10-12 2.5 credits
This course stresses what makes a scene work, how to develop character via dialogue and action, and how to think in theatrical terms. It is intended for starting playwrights as well as writers of other media. Weekly writing assignments will concentrate on text and subtext, points of attack, conflict, and resolution.

PAXXXXZ Divising for Theatre: Ensemble-Made Performance (Semester 1) Grades 10-12 2.5 credits
This course offers a hands-on, experiential introduction to creative and collaborative theatermaking. The method of collaboratively creating theater is known as devising. The production of the piece, whether it is entirely original or modified, happens with the artists working together in the rehearsal room, informing each other's processes. Specific positions may be allocated, such as writer(s), director(s), actor(s), and designer(s). The processes used in creating ensemble theater will be introduced to the students, including adaptation, group writing, found text, Viewpoints and Composition, improvisation, working with counterpoint, creating solo performance, and techniques for providing constructive criticism on works-in-progress.

The program will conclude with a public presentation of the students' projects. Each student will be expected to perform their piece as well as take the lead during the audience feedback session after their performance.

PAXXXXZ Theater for Social Change (Semester 1) Grades 10-12 2.5 credits
The specific developments in the American and Western European Theaters from the First World War to the present will be covered in this course. The performers and theater companies being considered will be those whose work has centered on current social issues and the power of live performance to affect social change. Students will also experiment with writing plays and performances that are based on current events. Readings will

include passages from works by Erwin Piscator, Bertolt Brecht, The Federal Theatre Project, Harold Pinter, Augusto Boal, and other authors in addition to articles from periodicals, newspapers, and other media. Students will be given one significant research project in addition to creative and analytical writing assignments. Participation in class will be emphasized.

The program will conclude with a public presentation of the students' projects. Each student will be expected to perform their piece as well as take the lead during the audience feedback session after their performance.

Music Technology

Teaching music through technology is one of the fastest growing areas of music education. Students use technology in many aspects of their lives and this program will provide them with the tools to create music and further support our mission of creating lifelong music makers.

Music Technology reaches a broad group of students and gives them the opportunity to create, change, and form sound in new ways. Working in the lab is a perfect example of differentiated instruction: students will be able to save their assignments in an electronic portfolio that may be included later in a college application. Each Music Technology class meets the Fine Arts graduation requirement and meets all of the national standards of music. Classes are limited to 20 students. Students who elect Music Technology courses for honors level credit must complete additional coursework.

Semester courses in Music Technology can be taken in any order and each can be a focus track for Junior and Senior Digital Music Portfolio - especially helpful for those who will major or minor in music production at the college level or seek business internships. ***PREREQUISITE:*** *Intro to Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)*

Please note that Introduction to Music Technology is a full year class, while the subsequent classes are all taught in a semesterised format.

PA8200Z Introduction to Music Technology Grades 9, 10, 11, 12 5 credits - Heterogeneous
This course is <u>required</u> before a student may take any other course in music technology *(waived for students with a year or more experience in one of our performing ensemble classes)*. Students will be introduced to the study of music technology, the equipment, and to the programs offered in our lab (including Band-in-a-Box, Aurelia Ear Training, Sibelius Notation software, and Music Theory tools). Instrument and equipment care will be included. Students will complete ‘mini’ projects in each of the programs.

PA9004Z Music and Sound for Film - Heterogeneous Grades 10-12 2.5 credits
Learn the craft and history of great music and sound in Cinema. Apply your learning in creative projects, practicing the art of film scoring, Projects focus on creating the music and soundscapes that bring films to life including environmental sounds or "Foley" and sound effects.
Culminating projects will be created in association with ACMI, presented for the community.

PA0003Z Songwriting and Production - Heterogeneous Grades 10-12 2.5 credits
The craft and business of songwriting as a semester course. In this course, students learn to create demos of their songs using a combination of recorded audio and synthesized/sampled textures in order to fit their needs. They use virtual instruments; learn to mix multiple audio sources; create semi-professional level mixes that incorporate groups, effects and effect chains; and more. Students create a personal workflow for composition, demo production and artist management.

PA9005Z Mixing and Mastering - Heterogeneous Grades 10-12 2.5 credits

Project centered course with a focus on using digital processing to improve and restore recordings to their full potential. Learn how EQ, compression, filters and delay effects work together in music and sound production. Mix and master your own songs or the songs of others recorded in our music studio. Before/after projects in your portfolio will demonstrate practical results of what you have learned.

PA9006Z Sound Design, Synthesis and Electronic Music Programming Grades 10-12 2.5 credits - Heterogenous

Project centered course for the electronic musician or sound designer. The course will focus on creating customized sound pallets, with various software synthesizers. Students engage in learning the fundamentals of synthesis, while using and even creating their own music "plugins".

PA9007Z Digital Music Portfolio I - Heterogeneous Grades 11, 12 only 2.5 credits

For those who might major or minor in music performance or production at the college level or seek business internships. Build your own digital music portfolios including audition tapes, and contest entries. Final portfolio is an important element in starting a musical career and suitable for college admissions, applications and interviews.

PA9008Z Digital Music Portfolio II - Heterogeneous Grade 12 only 2.5 credits

For those who might major or minor in music performance or production at the college level or seek business internships. Build your own digital music portfolios including audition tapes, and contest entries. Final portfolio is an important element in starting a musical career and suitable for college admissions, applications and interviews.

PAXXXXZ History of Music in Film I - Early (Semester 1) Grades 9-12 2.5 credits

The course will enrich anyone's appreciation for this art form and provide an introduction to the music and sound of the film industry. The development of film music will be traced from the early Silent Film era through the advent of the "Talkies" and on to the grand Romantic scores of modern times through the 1970s and John William's first "Star Wars". In addition, each student will be required to complete an independent analysis of a film score of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. Students will be taken through the significant film developments of each decade and will view many examples of musical elements in filmmaking. Through the study of film music, students can understand the relationship of film music to history and culture. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PAXXXXZ History of Music in Film II - Modern (Semester 2) Grades 9-12 2.5 credits

The course will enrich anyone's appreciation for this art form and provide an introduction to the music and sound of the film industry. The modern development of film music will be traced from 1970s and "Saturday Night Fever" using popular music, Jazz-Rock scores such as "Rocky I and II" through the advent of more Synthesized scores including "Risky Business" and on to the grand re-emergence of orchestral scores of modern times including "Pirates of the Caribbean" and "Inception". In addition, each student will be required to complete an independent analysis of a film score of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. Students will be taken through the significant film developments of each decade and will view many examples of musical elements in filmmaking. Through the study of film music, students can understand the relationship of film music to history and culture. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PAXXXXZ Contemporary Music Ensemble I (Semester 1) Grades 9-12 2.5 credits

Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live

performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PAXXXXZ Contemporary Music Ensemble II (Semester 2) Grades 9-12 2.5 credits
Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate significant classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PAXXXXZ Live Music Engineering (Semester 1) Grades 9-12 2.5 credits
Using our Auditorium and earning a place as a sound engineer on live events will require this course or the ability to demonstrate the knowledge it provides. This course provides an introduction to Live Event Engineering through learning the principles of sound, sound recording, connectivity, signal flow, microphone choice, and placement, attaining Dante certification levels, and developing each student's listening skills through the practice of mixing in our auditorium. Planning and executing sound support for Live Events that involve a variety of musical ensembles under diverse performance conditions; live-performance/concert recordings are the core elements of this course, culminating in a portfolio of work earning certification as a studio and live engineer for the AHS Performing Arts Center. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PAXXXXZ Recording Engineering (Semester 2) Grades 9-12 2.5 credits
Using our recording studio and earning a place as a sound engineer on live events will require this course or the ability to demonstrate the knowledge it provides. This course continues the introduction to Sound Recording Engineering building a deeper understanding of the principles of sound, sound recording, connectivity, signal flow, microphone choice, and placement, attaining further Dante certification levels, and developing each student's listening skills through the practice of mixing in our studio. Planning and executing recording sessions that involve a variety of musical ensembles under diverse recording conditions; live-performance/concert recordings; multi-track recording, overdub, and remix procedures; and research in recording techniques are all part of the study culminating in a portfolio of work earning certification as a studio engineer for the AHS Recording Studio. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

Wellness

The program of Wellness at Arlington High School is a sequence that aligns with many components of the Health Frameworks of the Massachusetts Department of Education and National Standards. Content is drawn from Physical Health, Social and Emotional Health, Safety and Prevention, and Personal and Community Health Strands of the Framework. All students are scheduled to take Health through their Wellness classes. A parent may request to have their child exempt from classes related to sexuality. Such requests shall be made in writing to the principal.

There is a 4 year Physical Education Graduation Requirement

- **Grades 9:** Students are required to take the 9th Grade Wellness Program.
- **Grades 10:** Students are required to take two different quarter electives (preferably in the same semester). Students are not allowed to take electives marked for Grade 11 and 12 only.
- **Grades 11 and 12:** Students are required to take two quarter electives by the time of their graduation. This may entrail taking two quarter electives during your junior year, or one junior and one senior year.

Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot enroll in Quarter 4 electives.

For each year in attendance, students must complete a number of wellness classes as defined below. Some students may opt to complete their grade 12 requirement during their 11th year. Students are required to fulfill the graduation requirements for Wellness only for the time they are enrolled in the school. For example, a student who transfers during their junior year, is subject to the graduation requirements for Grade 11 and 12, but not for grades 9 and 10.

Wellness Absence Clarification

- There is a three (3) absence allowance for all Quarter Elective classes. If a student surpasses the 3 absence allowance they must enroll in another elective in a different quarter to earn the PE Graduation requirement credit and may require changes to their schedule in order to complete this requirement.

Levels	Courses
Grade 9	PE1610Z 9th Grade Wellness Program
Grades 10, 11 & 12 Electives **Grades 11+12 (see below as well)**	PE7661Z Personal Fitness (2.5 credits) PE7705Z Team Sports (2.5 credits) PE7025Z Yoga (2.5 credits) PE7006Z Walking (2.5 credits) PE7700Z Advanced CPR & First Aid (2.5 credits) PE5655Z Adaptive Physical Education Leader (2.5 credits) PE7021Z Nutrition (2.5 credits) PE7007Z Biking (2.5 credits) PE7026Z Intro to Relaxation (2.5 credits) PE7020Z Recreational Sports (2.5 credits) PE7660Z Wilderness First Aid (2.5 credits) PE7918Z Basic Physical Self Defense (for students who identify as female/non-binary) (2.5 credits) PE7919Z Basic Physical Self Defense (for students who identify as male/non-binary) (2.5 credits) PE7662Z AM Personal Fitness (2.5 credits) PE7664Z Drugs and the Body (2.5 credits) PE7916Z Athletic Training (2.5 credits) PEXXXXZ Outdoor Rock Climbing (2.5 credits) PEXXXXZ Dance for Fitness (2.5 credits)

	PEXXXXZ Pilates (2.5 credits)
Grades 11 & 12 Only	PE7914Z Backpacking & Camping (Grade 11 and 12 only) (2.5 credits) PE7659Z Survival and Wilderness Camping (Grade 11 and 12 only) (2.5 credits) PEXXXXZ Advanced Relaxation (Grade 11 and 12 only) (2.5 credits) PE7686Z Physical Education Leader (Grade 11 and 12 only, Fall Semester, 5 credits) PE7688Z Physical Education Leader (Grade 11 and 12 only, Spring Semester, 5 credits)
Grade 12 only	PE3725Z Personal PE Contract (All four Quarters) (2.5 credits)

PE1610Z 9th Grade Wellness Program Grade 9 2.5 credits
This introductory course includes regular physical activity with a core of adventure programming and cooperative games, introduction to fitness, and lifetime and team sports. Students examine motor skill development, fitness, and personal and social competency. In Life issues, students address substance addictions, dating issues, sexuality, media influence, personal wellness, and take a CPR course.

Electives

PE3725Z Personal PE Contract Grade 12 only 2.5 credits
Personal PE Contract is an independent study designed for grade 12 students who are taking a full course load and cannot fit a Physical Education Elective into their schedule. Students fulfill their PE requirement by participating in an extracurricular, supervised, physical activity. The minimal requirement for fulfilling the contract is 15 hours of Physical Activity as well as other mandatory assignments that coincide with their logged physical activity. In order for students to take the PE Contract they must demonstrate a need for the course by taking a full schedule of classes and get instructor consent.

PE7661Z Personal Fitness Grades 10, 11, 12 2.5 credits
This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE77662Z A.M. Personal Fitness Grades 10, 11, 12 2.5 credits
This course will meet from 7:30am-8:20am. This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE7686Z Physical Education Leader (Fall Q1 & Q2) Grades 11, 12 only 5 credits
PE7688Z Physical Education Leader (Spring Q3 & Q4) Grades 11, 12 only 5 credits
This course is designed for the student who has been successful in the freshman/sophomore physical education program. They have demonstrated effective leadership and cooperative skills. The student gets the opportunity to assist in the freshman physical education class.

PE7914Z Backpacking & Camping Grades 11, 12 only 2.5 credits
This is a one Quarter PE elective designed to teach students the skills needed to plan and participate in backpacking trips. Students will learn skills such as map reading, meal planning, fire lighting, and basic first aid, among others needed for successful low impact backpacking. The course will culminate with a 3 day 2 night backpacking trip that is required for successful completion of the course. Course size is limited to no more than 13 students. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in

Quarter 4).

PE7705Z Team Sports **Grades 10, 11, 12** **2.5 credits**
Students will choose and participate in team activities ranging from football, basketball, soccer, and other team sports. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7659Z Survival and Wilderness Camping **Grades 11, 12 only** **2.5 credits**
This course offers students the opportunity to experience adventure in the outdoors. Through hands-on experience, students learn wilderness survival skills such as orienteering, shelter building, fire making, water purification, and other skills to make them more comfortable and capable in a remote forested environment. These skills are put to the test when the students participate in a required four day solo winter camping experience. Course size is limited to no more than 14 students.

PE7700Z Advanced CPR & First Aid **Grades 10, 11, 12** **2.5 credits**
Through a combination of classroom lecture and hands-on practice, this course is designed to teach the basic skills necessary to competently and effectively respond to a variety of crisis situations. Students will learn how to assist individuals with various traumatic injuries and sudden medical emergencies. Through the course, students will learn the recognized skills to receive a certification in BLS CPR and First Aid.

PE7006Z Walking **Grades 10, 11,12** **2.5 credits**
This course offers students the opportunity to walk for exercise and learn various ways to map routes and to learn the benefits of walking as a lifelong fitness activity. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7025Z Yoga **Grades 10, 11, 12** **2.5 credits**
Students will learn and engage in Yoga exercises, and design their own Yoga routines.

PE5655Z Adaptive PE Leader **Grades 10, 11, 12** **2.5 credits**
This elective is designed to work closely with students with special needs. Similar to the Best Buddies Club, students in this elective will be paired up with a special needs student in the LABBB program to provide adapted physical education activities. Students that take this elective will plan a variety of physical activities that can be taught to the students in the LABBB program.

PE7021Z Nutrition **Grades 10, 11, 12** **2.5 credits**
This course is designed to focus on healthy foods and lifestyle choices. The goal is to enhance student awareness in regards to personal food choices and physical activity. Topics will include general nutrition knowledge, daily caloric needs, healthy foods and recipes, healthy weight management, creating healthy meals, etc.

PE7007Z Biking **Grades 10, 11 ,12** **2.5 credits**
This course will include topics such as bicycle safety, road bicycling safety, and bicycle maintenance. Students will learn skills such as use of proper equipment, changing a flat tire, fixing a disassembled chain, rules to the road, bicycle operation, and cycling for fitness. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7026Z Intro to Relaxation **Grades 10, 11, 12** **2.5 credits**
This course will offer techniques and strategies for relaxation and mindfulness as a means to reduce stress. The class will also examine the psychological and physiological effects of stress, the assessment of individual risk factors that relate to stress, and strategies to reduce stress and take control over stress levels.

PE7020Z Recreational Sports **Grades 10, 11, 12** **2.5 credits**
Students in this course will participate in activities that are more individually based such as badminton, table

tennis, tennis, etc. and activities that are team based but recreationally focused. (please note; the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7660Z Wilderness First Aid **Grades 10, 11, 12** **2.5 credits**
This course designed for students who are interested in working as seasonal outdoor staff, summer camp staff and those involved in recreational wilderness trips. Class time will involve hands-on skill practice, discussions and reading assignments. Students will be expected to demonstrate their proficiency and knowledge of the course materials through practical and written assessments. Course topics include: Patient Assessment System; Critical Body Systems; Fractures, Stable Injuries; Splinting; Hypothermia; Hyperthermia and Heat Illness; Near Drowning; Lightning Injuries; Wounds and Burns; Anaphylaxis; Lifting, Moving Extrication; Patient Carries; Backcountry Medicine.

PE7916Z Athletic Training **Grades 10, 11, 12** **2.5 credits**
This course provides high school students with a general overview of athletic training and sports medicine. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. This course is led by a certified and licensed Athletic Trainer.

PE7918Z Basic Physical Self Defense (Female/non-binary) **Grades 10, 11,12** **2.5 credits**
This course is designed for students who would like to learn self defense and conflict reduction skills appropriate for those identifying as female or non-binary . The course has its foundations in education and awareness. The course includes lecture, discussion and self-defense techniques.

PE7919Z Basic Physical Self Defense (Male/non-binary) **Grades 10, 11,12** **2.5 credits**
This course is designed for students who would like to learn self defense and conflict reduction skills appropriate for those identifying as male or non-binary . The course has its foundations in education and awareness. The course includes lecture, discussion and self-defense techniques.

PE7664Z Drugs and the Body **Grades 10, 11, 12** **2.5 credits**
This course will dive deeper into the effects of drugs, both legal and illegal, and how they affect the body. The course will build off of the Grade 9 curriculum and offer a more in-depth look at their effects on the human body, behavior, psychology, and experience.

PEXXXXZ Outdoor Rock Climbing **Grades 10, 11, 12** **2.5 credits**
This course offers students the opportunity to participate in a series of high impact challenges on our outdoor challenge course. With a focus on safety, students will learn how to use modern climbing equipment to safely ascend high climbing elements, rock faces, climbing walls, and other various high challenge activities. A focus of the course will be on personal challenge as well as on safety and support of others.

PEXXXXZ Advanced Relaxation **Grades 11 & 12 only** **2.5 credits**
This course is designed to be an extension to practices learned in Intro to Relaxation. In this course students will spend more concentrated time on honing Relaxation skills such as: guided meditation, self-guided meditation, yoga, mindful breathing, and nature theory. Students will also be tasked with cataloging and reflecting on their practices, ultimately creating a personal wellness plan they can utilize outside of the classroom. Students must have taken Intro to Relaxation prior to this course.

PEXXXXZ Dance for Fitness **Grades 10, 11, & 12** **2.5 credits**
This course is designed to give students a fun, high-energy, alternative approach to cardiovascular fitness. This course will help students learn the basic skills of dance while improving their techniques, poise, self confidence, and creative ability. Students will engage in: proper warm ups and stretching, basic movements and steps, pattern recognition, pattern building, combinations, and full routines. By the end of the course, students will choreograph their own dance and teach it to the class. No dance experience necessary - grades will be based on effort!

PEXXXXZ Pilates **Grades 10, 11 & 12** **2.5 credits**
This course is designed to give students a low impact, high intensity approach through body weight exercises that concentrate on resistance training and flexibility. Students will learn how to pair their breathing with flowing movements that will improve their core strength and hip mobility. Students will engage in proper full body warm up and advance their muscular strength and endurance through basic pulses and posture combinations.

Science

The goal of the science department at AHS is to support all students in attaining content knowledge and complex reasoning skills necessary to understand the core areas of science as well as to become a scientifically informed citizen through hands-on laboratory experiences. We also strive to foster science-specific literacy in the reading, writing, and mathematics necessary for career and college readiness. Taking more than one science course during a given year (10–12) is possible with departmental approval. A four year science sequence can be generated from the table below. All science courses include laboratory experiences.

- Since our science curriculum often involves application, spiraling and cross cutting of concepts, pre/co-requisites are highlighted in the program of studies for science progression.
    - **9th grade students** must take Physical Science as a precursor to the level of science knowledge expected at the high school, but more importantly for the laboratory skills acquisition necessary for higher level coursework.
        - Students take the Introductory Physics Massachusetts Comprehensive Assessment System (MCAS) science test near the end of the 9th grade. Passing a science MCAS is required to meet state and local graduation requirements.^
    - **10th grade students** take an Introductory Biology Course.
    - **11th and 12th grade students** are encouraged to explore areas of interest in the realm of science, and offer a variety of rigorous courses at appropriate levels. All students must take at least 3 years (15 credits) of science.
- All college bound students should plan to take both Chemistry and Physics courses. These are core sciences, along with Biology, and expected by most competitive colleges. These courses are offered at various levels. There is a significant difference between the levels in these classes and can be taken on the academic, honors, and AP levels of rigor. Some of the differences are found in the content depth, pace, common assessments, pre-requisites, amount of time they require outside of class, expectations of independence in laboratory experiences, and differences in the course text.
    - We encourage any student who has an interest in an intended area of study to visit a college website and to obtain the academic plan. They will find in all STEM related or medical science research based career choices, these core science classes are highlighted.

^If a student does not pass the Introductory Physics MCAS after grade 9, but has passed the Physical Science course, they will move on to Biology and then take the Biology MCAS.

Science Course Offerings

Grade 9 Required	Grade 10 Required with a choice of	Grade 11 Required with a choice of	Grade 12 Choice of
Honors Physical Science Physical Science	Honors Biology Biology	Honors Chemistry Chemistry Applied Chemistry Physics AP Biology	Honors Chemistry Chemistry Applied Chemistry Physics AP Biology

		AP Physics 1 AP Physics 2 AP Physics C (Mechanics) AP Physics C (Electricity and Magnetism) Science Electives*	AP Chemistry AP Environmental Science AP Physics 1 AP Physics 2 AP Physics C (Mechanics) AP Physics C (Electricity and Magnetism) Science Electives*

***** Science elective courses are available as heterogeneous courses at the H or A level. Additional requirements are assigned for H level. Students declare H or A in September.

Physical Science Course Offerings

SC1105Z Physical Science Honors **Grade 9** **5 credits**
This is an honors level course for ninth grade students with a strong interest and ability in science and mathematics. The course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem solving, laboratory investigations, and STEM projects, students will apply physical laws in order to become aware of the strong relationship between science and technology and between the process and content of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. Students will be prepared to successfully complete the Introductory Physics MCAS test.
Suggested Entry Criteria: A- or better in eighth grade science and algebra, teacher recommendation.

SC1115Z Physical Science - Curriculum A **Grade 9** **5 credits**
This course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigations, students will apply physical laws in order to become aware of the strong partnership between science and technology and between the process and product of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. This course includes a wide variety of laboratory demonstrations and activities. Students will be prepared to successfully complete the Introductory Physics MCAS test.

Biology Course Offerings

SC2106Z Honors Biology - Curriculum H **Grade 10** **5 credits**
Students in Honors Biology encounter the principles of biology through advanced readings, scientific inquiry and laboratory investigation. This course emphasizes the molecular aspects of life through the study of: biochemistry, cellular structure, function and replication, energy transfer in living systems, genetics and reproduction. The course includes significant study of evolution, scientific and technical literacy, as well as human and systemic applications. This laboratory, reading, and writing intensive course expects significant independence on the part of the student so that more class time can be devoted to in-depth discussion. Students should be willing to take responsibility for learning and appreciate their role as members of a learning community. The topics studied in Honors Biology are consistent with the Massachusetts Science and Technology Frameworks.
Suggested Entry Criteria: "B" or better in Honors level Physical Science or an "A" in A level Physical Science and science teacher recommendation.

SC2111Z Biology - Curriculum A **Grade 10** **5 credits**
This student-centered and differentiated course emphasizes the molecular, cellular, anatomical and ecological aspects of the living world. Students gain skills in note taking and oral defense of their ideas. Special emphasis is placed on characteristics of organisms, cells, evolution of life, principles of heredity, molecular genetics, and the

dynamics of ecosystems. Students complete approximately twenty laboratory exercises, some of which require formal lab reports. Reading and writing assignments include articles from science magazines.

Chemistry Course Offerings

SC3106Z Honors Chemistry - Curriculum H **Grades 11, 12** **5 credits**
This course is designed for students with a strong interest in science and who demonstrate a high level of mathematical competency. The course covers, in detail, a broad range of topics and is thus geared toward the highly motivated student who can manage the pace and academic rigor of the course. Honors Chemistry is a laboratory and writing intensive course. Students who take this course will need to study several other topics to be completely prepared for the SAT II subject test in chemistry.
Suggested Entry Criteria: Completed Algebra 2

SC3111Z Chemistry - Curriculum A **Grades 11, 12** **5 credits**
This chemistry course offers students a rigorous course in modern chemistry, but at a more moderate pace than Honors Chemistry. Students in this course will have more time to review concepts, including mathematical calculations, than Honors Level Chemistry students. The course is laboratory intensive with emphasis on qualitative and quantitative experiments. Topics covered will conform to the Massachusetts State Frameworks for Chemistry and will prepare students for undergraduate General Chemistry.

SC3217Z Applied and Qualitative Chemistry - Curriculum A **Grades 11, 12** **5 credits**
The Applied and Qualitative Chemistry program is designed to be a hands-on inquiry-based exploration of chemistry. It is designed to develop problem-solving and critical-thinking skills related to chemistry, apply chemistry knowledge to decision-making about scientific issues, and recognize the importance of chemistry in daily life. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of chemistry uses multiple pathways of scientific reasoning with specific emphasis on written and oral communication as well as logical reasoning to explore atomic and molecular structure, chemical bonds, conservation of matter, reaction rates, organic chemistry, acid-base chemistry and biochemistry. Students will be expected to relate and use learned concepts in class through lab experiences, projects, tests, and common applications.

Physics Course Offerings

SC4116Z Physics* **Grade 11, 12** **5 credits**
This physics course is for highly motivated students with strong scientific interest and mathematical ability. Students should be able to handle abstract ideas both conceptually and quantitatively, including their application to new situations. The major topics include force and motion, vectors and projectiles, energy and momentum, electricity and magnetism, and waves and light.
Suggested Entry Criteria: Algebra 2 (may be taken concurrently).
**Students have the option of earning Honors Credit through more challenging research and project work.*

Advanced Placement Courses

The following courses are designed to offer an introductory college science experience and meet the requirements of the College Board. These courses are offered as the student's second high school exposure to the content, not as a preliminary course in the subject. The College Board has approved the curriculum and textbooks for these courses. *AP students are required to take the College Board's National Advanced Placement examination in May.*

SC4010Z Advanced Placement Biology AP **Grades 11, 12** **5 credits**
The Advanced Placement Biology Course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their freshman year. It provides students with the conceptual

framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. As suggested by the College Board in its Advanced Placement Course Description, the course is divided into three major topic areas: 1) molecules and cells, 2) genetics and evolution, and 3) organisms and populations. Laboratory experiences comprise approximately 40% of the grade, and students are involved in original research during the year. In addition to reading from a college text, students will be required to read articles from outside sources including scientific journals.
Suggested Entry Criteria: B or better in Honors Biology or A- or better in Biology, *Successful completion of chemistry is highly recommended,* teacher recommendation.

SC4002Z Advanced Placement Chemistry AP Grade 12 5 credits
Advanced Placement Chemistry is designed to be the equivalent of a college introductory chemistry course usually taken by science majors during their freshman year. Students utilize a college textbook and the course moves at a brisk pace. The topics covered are those suggested by the College Board. Laboratory experiments with formal lab reports are a significant portion of the class and are reflected as such in the course grade.
Suggested Entry Criteria: "B" or better in Honors Chemistry or "A" in Chemistry; *Successful completion of Pre-calculus is highly recommended*, teacher recommendation.

SC4007Z Advanced Placement Physics 1 AP Grades 10,11, 12 5 credits
This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 1 curriculum. This involves Newtonian mechanics (including angular and rotational), work, energy, power, and momentum. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum. There will be an integrated lab component to the course and STEM projects will be assigned both semesters.
Suggested Entry Criteria: Algebra 2; *must be comfortable with trig and manipulating equations.*

SC4008Z Advanced Placement Physics 2 Grades 11, 12 5 credits
This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 2 curriculum. This involves fluids, thermodynamics, electricity & electromagnetism, optics, and atomic physics. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum: previous high-level coursework in Kinematics, Newtonian Mechanics, Mechanical Waves and basic Electricity is assumed. There will be an integrated lab component to the course and long-term STEM projects will be assigned both semesters.
Suggested Entry Criteria: B or better in previous AP Physics 1 class or Physics class, and Algebra 2

SC4011Z AP Physics C (Mechanics) Grades 11, 12 2.5 credits
AP Physics C is a laboratory science course that offers a conceptual and rigorous mathematical approach to physics, and an advanced understanding of high school math is assumed. This course forms the first part of a college sequence serving as the foundation in physics for students majoring in the physical sciences or engineering. Differential and integral calculus are applied to 45 topics outlined by the College Board for the AP Physics C: Mechanics exam. Topics included are kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems.
MUST ALSO BE ENROLLED IN AP PHYSICS C ELECTRICITY AND MAGNETISM
corequisite: ***Successful completion of Calculus is necessary. Teacher and Science Director approval is required.***

SC4011Z AP Physics C (Electricity and Magnetism) Grades 11, 12 2.5 credits

AP Physics C is a laboratory science course that offers a conceptual and rigorous mathematical approach to physics, and an advanced understanding of high school math is assumed. This course forms the first part of a college sequence serving as the foundation in physics for students majoring in the physical sciences or engineering. Differential and integral calculus are applied to topics outlined by the College Board for the AP Physics C: Electricity and Magnetism exam. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.
MUST ALSO BE ENROLLED IN AP PHYSICS C MECHANICS
Corequisite: ***Successful completion of Calculus is necessary. Teacher and Science Director approval is required.***

SC4070Z Advanced Placement Environmental Science Grades 11, 12 5 credits
AP Environmental Science is designed to explore and investigate the relationships of the natural world, identify and analyze environmental problems, both natural and human made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. The course follows the curriculum suggested by the College Board. A strong hands-on component with lab and field studies will be integrated.
Suggested entry criteria: Completion of biology, completed or concurrent chemistry, previous science teacher recommendation.

Full Science Elective Course Offerings

SC3252Z Anatomy and Physiology Grades 11, 12 5 credits
This course will concentrate on areas of anatomy and physiology not generally covered in depth in a first year biology course. It will provide a balanced and integrated introduction to the human body suitable for students with varying needs and interests but especially for those interested in allied health fields, pre-nursing, and pre-medical education. Students complete projects, research papers, anatomical dissections, and other laboratory exercises that reinforce the basic principles of physiology and anatomy.
Suggested Entry Criteria: B- or better in Biology
** Students have the option of earning Honors Credit through more challenging research and project work.*

SC7268Z Environmental Science Grades 11, 12 5 credits
Environmental science focuses on the study of how human activity affects habitats and the relationships among organisms and the natural world. The course will include the detailed study of the principles of ecology, including several hands-on investigations and research projects and papers. Students will investigate the earth's natural resources, including biodiversity, soil, land, air, water, and energy, with the goal of understanding the delicate balance of life on earth. Problems such as pollution, overpopulation, and extinction are studied in a global context, and students investigate a wide range of solutions based on the in-depth study of environmental science. The principles of chemistry and physics are integrated into the course, as they relate to environmental science.
Suggested Entry Criteria: B- or better in Biology.
** Students have the option of earning Honors Credit through more challenging research and project work.*

SC7294Z Science Training and Research Grades 10, 11, 12 5 credits
All students begin their first year working to build a critical mass of understanding of an area of research related to: physical science, life science, computer science, mathematics, or social science. Initially, students are taught the process of online bibliographic research and are able to access many professional scientific databases. Students use library and Internet research tools to identify specific subjects currently being studied within their chosen area of interest.
Students find and study several scientific journal articles then present the information from some of their articles to the class. Once an extensive amount of background material is acquired and a strong sense of understanding is gained, students make contact with research scientists within their field of interest. Often these are the local authors of the articles they have read. At this time, the students ask the scientists to serve as mentors, assisting

in carrying out a research project in the area of interest over the upcoming summers and following school years, or to help find appropriate scientists to do so.
During the summer following the first year of the course, students participate in research that they design and conduct under the supervision of their mentors. Most often this occurs at the lab where the mentors do their research.
Due to the extensive amount of time many of the research projects demand, and the continuity required, **the majority of the research takes place over the next two summers** (leading into Junior and Senior years) with some work being done to maintain the project during the Junior year of school. Students therefore **must** schedule their summers appropriately. Extensive summer jobs or multi-week vacations (unless related to the research project) have often been the reason students may not take the course.
As Juniors and Seniors students actively continue working on their project as well as write a research paper documenting their work and enter all possible science competitions to present their research.

½ year Science Elective Courses

SC7258Z Astronomy **Grades 11, 12** **2.5 credits**
This half-year course provides a comprehensive introduction to astronomy, from the history of this early science to cutting-edge theories about the universe and its origin. Students will examine the Earth's place in space and the relationships among the Earth, Moon, and Sun. Our solar-system survey will encompass the planets, their moons, asteroids, comets, and the microscopic particles that give rise to the northern lights. The course will then take us step by step into the universe beyond the solar system: stars, galaxies, and the cosmos as a whole. Basic chemistry and physics are integrated into the course, as are high-school-level algebra and basic geometry. Students will also explore the concepts of space travel and rocketry by designing, building, and testing their own spacecrafts in Kerbal Space Program.
** Students have the option of earning Honors Credit through more challenging exercises, tests, and lab work.*

SC7277Z Oceanography **Grades 11, 12** **2.5 credits**
This half-year course, offered each semester, provides an introduction to oceanography, including the origin of the Earth and its oceans, the geography and geology of ocean basins, and plate tectonics. Students examine the chemistry of ocean water, marine sediments, and saltwater organisms and their unique adaptations. Waves and tides provide examples of the physical science supporting oceanography. Marine habitats are studied as examples of ecosystems impacted by the ocean environment. The course includes term research projects and one or more field trips. Basic principles of chemistry and physics are integrated into the course, as they relate to the study of Oceanography. ***(Not offered in the 2023-2024 school year)***
** Students have the option of earning Honors Credit through more challenging research and project work.*

SC7286Z Weather and Climate **Grades 10, 11, 12** **2.5 credits**
With a planet in extreme environmental disruption due to the increasing effects of Global Climate Change, it has never been more important to study the science of weather and climate on planet Earth. This half-year course of introductory meteorology will explore how the orbital mechanics of the Earth alter the way it absorbs energy from the Sun, thereby causing the air and water on the surface of the Earth to cycle and cause the various weather phenomena we experience throughout our lives. In addition to learning about the complex global climate systems that influence our weather, students will learn the basics of observing the environment around them to forecast local weather to come. Students will be expected to collect field samples and measure weather conditions numerous times throughout the course, so prepare to be outside throughout the seasons both in class and for homework.
** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

SC7298Z Geomorphology **Grades 10, 11, 12** **2.5 credits**
The Earth's surface is sculpted by tectonic plates, gravity, the movement of water and glaciers, air patterns, and other surficial processes. The topography of the land in turn affects the flow of matter and energy and how

humans and other organisms are able to interact with it. In this course, students will explore the surface processes that have and continue to carve Earth into its current form, spend time outside observing examples of landmasses, construct a geologic history of the Greater Boston region, and build 3-dimensional models to test and represent their understanding.
**Students have the option of earning Honors Credit through more challenging research and project work.*

SC7288Z Physiology of Exercise & Activity **Grades 10, 11, 12** **2.5 credits**
This course examines the physiological effects of exercise and activity with an emphasis on humans. Major topics include energy use & nutrition, the muscular, cardiovascular, and respiratory adaptations across the age span and special environments (high and low altitude, heat and cold). **Must be currently enrolled or have completed biology.**
** Students have the option of earning Honors Credit through more extensive assignments, tests, and projects.* ***(Not offered in the 2023-2024 school year)***

SC7295Z Entomology **Grades 10, 11, 12** **2.5 credits**
This course is designed as an introduction to insects and their allies. Morphology, anatomical adaptations, classification, identification, ecology, and social applications will be discussed throughout the course. Laboratory activities will include identification investigations, observing live specimens, preparing specimens, and dissection. An endangered insect species from the IUCN Red List of your choice will be researched and a proposal for conservation will be presented. ***(Not offered in the 2023-2024 school year)***

SCXXXXZ Design Engineering I **Grades 9, 10, 11, 12** **2.5 credits**
This class is a survey of methods and materials supported by the AHS Makerspace with a goal of providing students with the material skills and craftsmanship they need to engage in engineering based problem solving. There will be instruction in techniques such as metalsmithing, mold-making and metal-casting, woodworking and steel fabrication, as well as some opportunity to independently explore other media supported by the Makerspace. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** None
**Students have the option of earning Honors Credit through more challenging research and project work.*

SCXXXXZ Design Engineering II **Grades 10, 11, 12** **2.5 credits**
Design Engineering II provides students with the opportunity to spread their wings and work independently with a focus on research, design, and problem solving. The class will culminate in a capstone project to create a kinetic mechanism. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** One of the above: Design Engineering I, Metalsmithing and Jewelry Making I, Woodworking I, Introduction to Architecture, CADD
**Students have the option of earning Honors Credit through more challenging research and project work.*

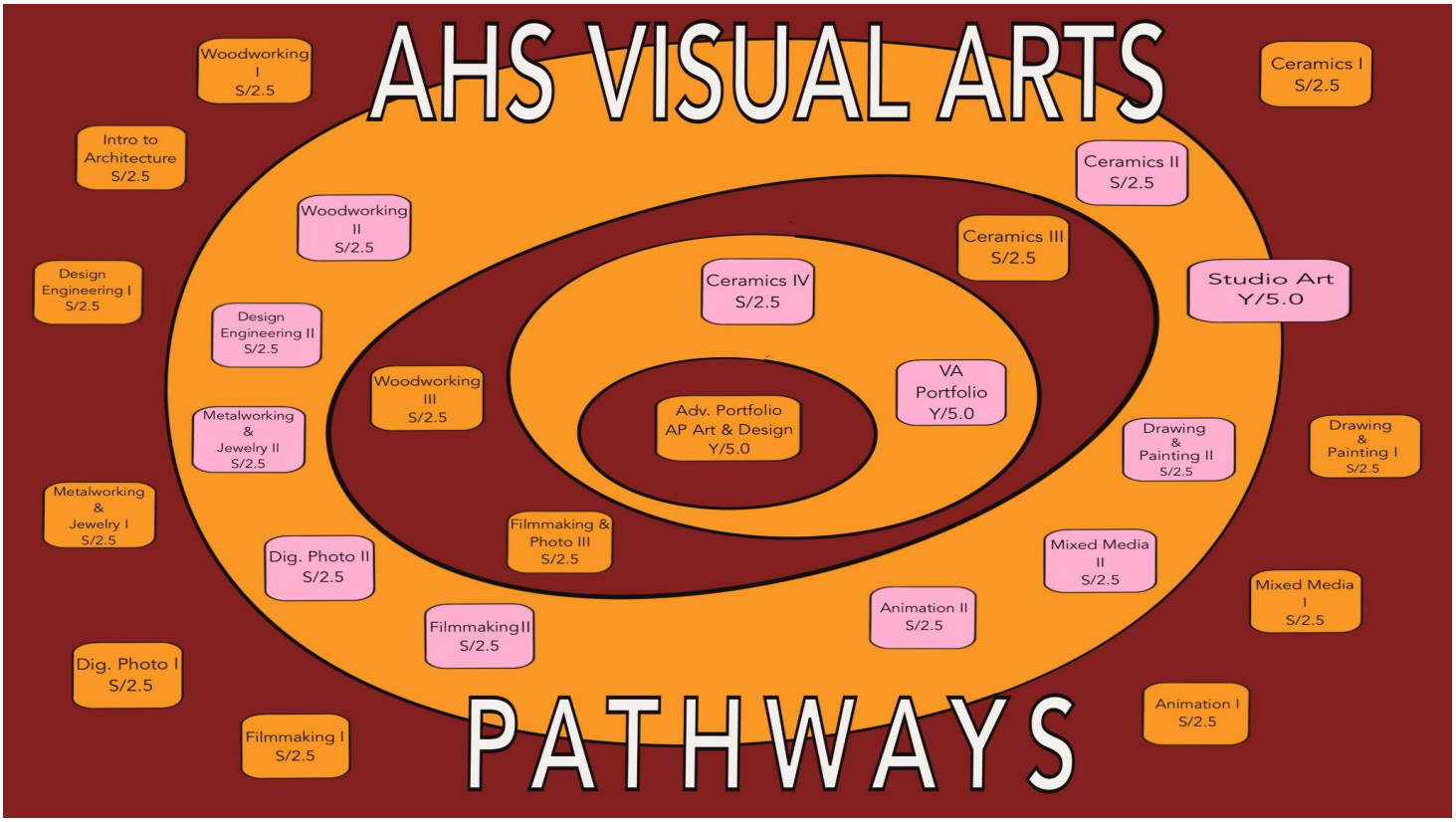
Visual Arts

The Visual Arts program is designed to equip students with the technical skills and habits of mind they need to:

- design and fulfill their own unique creative vision
- connect with their community and advance social justice through the arts
- participate confidently in the 21st century's thriving Creative Economy.

We offer 26 courses that span a wide variety of traditional and digital media, two and three-dimensional art forms, and industrial arts. All courses are Honors level (with one AP offering), and satisfy the Fine Arts graduation requirement (either two one-semester or one year-long class). Please note that while there are eleven classes open to all levels, the rest have specific prerequisites. In order to skip a prerequisite students must complete a portfolio review and receive permission from the Director of Visual Arts.

Flow Chart of offerings



Levels	Courses (Curriculum H)
Level I **1 Sem/2.5** **Grades 9-12**	ACXXXXZ Animation I AC3600Z Ceramic I ACXXXXZ Design Engineering I ACXXXXZ Digital Photography I AC7822Z Drawing and Painting I ACXXXXZ Filmmaking I AC7612Z Intro to Architecture ACXXXXZ Metalworking & Jewelry Making I AC7832Z Mixed Media I ACXXXXZ Mural Painting & Set Design AC2206Z Studio Art (Year long, 5 credits) AC3602Z Woodworking I
Level II **1 Sem/2.5** **Grades 9-12**	ACXXXXZ Animation II AC3603Z Ceramics II ACXXXXZ Design Engineering II ACXXXXZ Digital Photography II AC7826Z Drawing & Painting II

	ACXXXXZ Filmmaking II ACXXXXZ Metalworking & Jewelry Making II ACXXXXZ Mixed Media II AC3613Z Woodworking II
Level III 1 Sem/2.5 Grades 10-12	ACXXXXZ Ceramics III ACXXXXZ Digital Photography III ACXXXXZ Woodworking III ACXXXXZ Metalworking & Jewelry Making III
Level IV Grades 10-12	ACXXXXZ Ceramics IV (1 Semester, 2.5 Credits) AC3105Z Portfolio Preparation (Year Long, 5 credits)
Level V Year/5.0 Grades 11-12	AC4130Z Senior Studio AC4002Z Advanced Placement Art & Design

Digital Arts Courses

ACXXXXZ Animation I - Curriculum H **Grades 9, 10, 11, 12** **2.5 credits**
This course introduces students to traditional and digital animation methods. Students will learn a variety of techniques including stop motion, claymation, hand-drawn, cut-paper, and various digital methods. Students will study the history of animation and contemporary masters, and learn filmmaking basics. Projects will be done both collaboratively and individually, culminating in each student producing their own animated short. Critiques, digital portfolio creation and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

ACXXXXZ Animation II - Curriculum H **Grades 9, 10, 11, 12** **2.5 credits**
In Animation II students will explore more advanced techniques and begin to develop their own creative vision as an animator. Students will continue to work both individually and collaboratively, but both the content and methods used will be increasingly up to students to decide. Together we will work towards the completion of longer animations that are more complex both in terms of technique and content. Critiques, digital portfolio creation and presentation will be essential elements of the class. **Prerequisites:** Animation I

ACXXXXZ Digital Photography I - Curriculum H **Grades 9-12** **2.5 credits**
This course is an introduction to the digital camera as an art-making tool, with a focus on expressive, and compositional skills. This course will also explore the history of photography, and push them to investigate their own identity and culture through the photographic lens. In addition students will develop their skills in the use of Adobe Photoshop and Lightroom, and learn about digital photographic equipment, materials, methods, and processes. Cellphone photography and editing with a variety of phone applications will also be infused in the curriculum. Students will present their work in a digital portfolio and in exhibitions. Digital cameras will be loaned to students who do not possess their own. **Prerequisites: None**

ACXXXXZ Digital Photography II- Curriculum H **Grades 9-12** **2.5 credits**
This course allows students to further refine their skills in advanced digital imaging techniques, and to create well-composed images for Commercial and Fine Art applications. The creative use of different lenses, effective lighting, camera settings, and digital editing software (such as Adobe Photoshop and Lightroom) will enhance students' use of photography to express personal feelings and ideas. Students will study major photographers, explore historical movements in art and photography from a wide variety of cultures and contexts. Students will

present their work in a digital portfolio and through in person exhibitions. **Prerequisites:** Digital Photography I

ACXXXXZ Digital Photography III- Curriculum H Grades 9-12 2.5 credits
This course focuses on the students' development as a highly expressive digital photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in digital portfolios and in in-person exhibitions. **Prerequisites:** Digital Photography II

ACXXXXZ Filmmaking I - Curriculum H Grades 9-12 2.5 credits
This course introduces students to the art of filmmaking. Students will study both the creative and technical aspects of this media and learn about historical and contemporary methods from around the world. Camera, audio, and digital media production will be emphasized through projects using DSLRs, Mirrorless, Video, and iPhones cameras. Film editing will be done with Adobe Premiere Pro, iMovie, and ISO Davinci applications. Visiting Filmmakers will share their work and introduce students to careers in cinema and multimedia production. Arlington Community Media Inc. (ACM)I and the AHS Digital Media Lab resources will be available to all students. Students will present their work in digital portfolios and exhibitions. **Prerequisites: None**

ACXXXXZ Filmmaking II - Curriculum H Grades 9-12 2.5 credits
This course will build upon the foundations provided in Filmmaking I. Historical foundations of Cinema, aesthetic decisions, and personal judgment will be emphasized. Documentary, narrative, and comedic content works will be shot with DSLR, Mirrorless, and Video Cameras, and edited with Adobe Premiere Pro, iMovie, and ISO Davinci applications. Production planning will help students build mastery in storyboarding, script writing, set design, lighting, costume design, and camera techniques. Visiting Filmmakers will share their work with the class and introduce students to careers in cinema and multimedia production By the end of this course students will have begun to develop and refine their own personal aesthetic. Arlington Community Media Inc. (ACMI) and the AHS Digital Media Lab resources will be available to all students. Students will present their work in digital portfolios and exhibitions. **Prerequisites: Filmmaking I**

Ceramics Courses

AC3600Z Ceramics I - Curriculum H Grades 9, 10, 11, 12 2.5 credits
This course introduces students to clay and the ceramic process. Students will learn basic techniques of handbuilding (pinch, coil and slab) and wheel throwing. Projects may be both functional and sculptural and a variety of surface techniques and glazing treatments will be introduced. **Prerequisites:** None

AC3603Z Ceramics II - Curriculum H Grades 9, 10, 11, 12 2.5 credits
This course expands on the skills learned in Ceramics I. Students will explore more complex forms and engage in the artistic thinking process to explore deeper meaning in their work. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics I

ACXXXXZ Ceramics III - Curriculum H Grades 10, 11, 12 2.5 credits
This advanced level course builds upon the foundations developed in Ceramics I and II. Students will be pushed to fully embrace their own creative process and vision. Student learning is self-driven and complete choice in the direction of study is encouraged. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics II

ACXXXXZ Ceramics IV - Curriculum H Grades 10, 11, 12 2.5 credits
This course is an independent study in ceramics. Students will continue to explore new ideas and methods, but the paramount concern is to develop their own personal expression and voice in clay. This course will also expand upon students' technical knowledge and use of ceramics equipment, including glaze chemistry, kilns and firing techniques. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics III

Studio Arts Courses

AC2206Z Studio Art - Curriculum H **Grades 9, 10, 11, 12** **5.0 credits**
This course provides students with a chance to experiment with a wide variety of 2D and 3D media including drawing, painting, printmaking, sculpture, digital art and mixed media. Studio Art is designed to increase students' independence and confidence in their artmaking. Emphasis is placed on individualized instruction and on the ability of students to make informed decisions about materials and themes. Students study a range of historical periods and contemporary art styles and are encouraged to explore complex ideas in their art. Work will be shared, critiqued and exhibited regularly, and a digital portfolio will be created and maintained throughout the year. **Prerequisites:** None

ACXXXXZ Mural Painting & Set Design - Curriculum H **Grades 9, 10, 11, 12** **2.5 credits**
Mural Painting and Set Design gives students the chance to work collaboratively to paint murals for public display and create sets for Arlington High School theater productions. The class will explore the history of mural art and its roots in social justice, as well as the history of set design and painting. Students will then work in small groups to design and execute murals or work with the AHS theater department to design and paint sets for the Fall and Spring productions. This is an extremely collaborative and community oriented class. All projects will be created in consultation with the community, and all murals will have to go through a public art application process before being approved for display.

AC7832Z Mixed Media I- Curriculum H **Grades 9, 10, 11, 12** **2.5 credits**
Mixed Media is designed for students who want to explore a wide variety of techniques in the area of sculpture (3D) as well as projects that integrate 2D and 3D processes. Materials and techniques include assemblage, wire, found object construction, installations, public art, fiber arts, puppet making and other traditional and non-traditional methods of art making. Students are introduced to contemporary and historical artists and issues in visual art across cultures. They work both independently and collaboratively to complete creative works ready for critique and exhibition. Students are expected to maintain a digital portfolio for documentation of their process, write about and engage in research related to their own work and the art of others. **Prerequisites:** None

ACXXXXZ Mixed Media II - Curriculum H **Grades 9, 10, 11, 12** **2.5 credits**
This half year course builds upon the experience and skill sets gained from Mixed Media I and is designed for students who wish to continue their investigation of sculptural and mixed media works through independent and collaborative projects. Students will experiment with a range of materials, processes, and themes and maintain a digital portfolio documenting their process. The content of the artworks created will be student-driven, and focus on the development of their own personal, artistic voice. **Prerequisites:** Mixed Media I

AC7822Z Drawing and Painting I - Curriculum H **Grades 9, 10, 11, 12** **2.5 credits**
This half year 2D studio course is made for students who want to explore and expand upon traditional and contemporary approaches to drawing and painting. Students will develop skills in a variety of drawing and painting techniques and materials while exploring artistic voice and vision through choice based themes. We will experiment in depth with color and composition, with additional focus on the use of line, form, edges, and space to create dynamic artworks. We will explore a variety of media including watercolor, acrylic, graphite, charcoal, among others. After completing a series of skill building exercises students will explore personal interests in themed based work in the media of their choice. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

AC7823Z Drawing and Painting II - Curriculum H **Grades 9, 10, 11, 12** **2.5 credits**
The knowledge and skills learned in Drawing and Painting I will be expanded in Drawing and Painting II. Students use a variety of two and three-dimensional materials to explore thematic, choice based works. Students learn how today's artists push the boundaries of traditional drawing and painting to include mixed media, collaborative projects, and subjects and themes that are inspired by the artist's personal experiences and beliefs. Hands-on

studio work is supported by presentations of contemporary artists' work, technical demonstrations, class discussions, readings, and group critiques. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product.
Prerequisites: Drawing and Painting I or Mural Painting and Set Design

AC4130Z Portfolio Preparation - Curriculum H Grade 11, 12 5 credits
This year-long course provides students with the studio space and instruction they need to continue improving their skills and developing their own artistic vision. Through independent projects in the media of their choice, collaborative assignments, and frequent 1-1 meetings with the instructor, students will build a portfolio that will be the basis for potential college applications or as a supplement for other post-high school opportunities. Students will have periodic portfolio reviews with visual art department staff as well as various art school representatives for valuable feedback about their work and the growth of their artistic voice. In addition students will build fluency in their ability to discuss and critique visual art by researching art historical and contemporary movements, and by participating verbally and in writing in critiques of their own artwork and of that of their peers. Each year there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area.
Prerequisites: 7.5 Visual Arts credits or portfolio review and permission of the Director of Visual Arts

AC4130 Senior Studio - Curriculum H Grade 12 5 credits
Advanced Portfolio is designed for students to pursue their own interests and passions while becoming familiar with the opportunities and demands of the contemporary visual arts world. In this year-long course, students will work both individually and collaboratively on projects of their own design. Interdisciplinary and community oriented projects will be strongly encouraged. The course instructor will play a coaching role, supporting students' project work and holding them accountable to their own standards and timelines that they have set for themselves and their peers. In addition, significant time will be devoted to looking at and discussing contemporary art, and there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area.
Prerequisites: 10 Visual Arts credits or permission of the Director of Visual Arts

AC4002Z Advanced Placement Art & Design - Curriculum H Grades 11-12 5 credits
In this course students spend the year developing a portfolio for submission to the College Board's AP Art exam. First students choose a curriculum strand: Drawing, 2D or 3D Design. They then create a portfolio that includes a coherent body of work demonstrating their creative vision as well as a sustained investigation (through writing, in process sketching and finished artworks) of a media and/or theme in art history. In May, students submit a digital portfolio as their exam. As this is a rigorous, college-level class, students are expected to complete summer pre-work, and continue working on their art afterschool and on weekends.
Prerequisites: 10 Visual Arts credits or permission of the Director of Visual Arts

World Languages

The goal of the world languages program is to support students in developing proficiency in a language other than English and to understand the cultures where those languages are spoken, in order to become responsible global citizens. At Arlington High School, students may choose to study from among five* modern and classical world languages: French, Italian, Latin, Mandarin, and Spanish. Our curriculum is aligned with the Massachusetts Frameworks and the World-Readiness Standards for Learning Languages, with an emphasis on oral proficiency in modern languages and reading comprehension in Latin. All modern language courses are conducted almost exclusively in the target language, with little to no use of English, and students use increasing amounts of target language, starting in level 1.

Students are required to complete two years of language study for graduation, however consecutive years of study of the **same language** is required by most colleges, with many requiring three to four years. For this reason, students who choose to change their language after only one year of study may only do so with approval from the Principal. Students who enroll in AP courses are expected to take the AP exam in May.
**Level 1 language courses are offered based on enrollment.*

Level 1 language courses are offered based on enrollment.

Suggested criteria for Honors: Successful completion of previous level with a grade of B+ or above and teacher recommendation.
Suggested criteria for Curriculum A: Successful completion of previous level with a grade of C- or above and teacher recommendation.

French

French continues to be a crucial international language, being spoken by over 120 million native and non-native speakers across the globe. It is also the only language besides English that is spoken on five continents and is taught in every country in the world. Arlington High School offers the following courses in French.

ML1015Z French 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of French in the High School and for students who studied French in the Middle School and would benefit from additional practice of the language. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, as well as to develop understanding of cultures of French speaking countries. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.
** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2205Z French 2 – Curriculum A **5 credits**
ML2105Z French 2 – Curriculum H **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3205Z French 3 – Curriculum A **5 credits**
ML3105Z French 3 – Curriculum H **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries.The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4205Z French 4 – Curriculum A **5 credits**
ML4105Z French 4 – Curriculum H **5 credits**

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.
Students taking the course for Honors credit participate in the Café Parisian competition, in which they develop a business plan for their own Café in a section of Paris.

ML5114Z French 5: French Cinema – Curriculum A **5 credits**
ML5115Z French 5: French Cinema – Curriculum H **5 credits**
This advanced course builds upon and expands students' at the advanced level in the three modes of communication (interpretive, interpersonal and presentational) through the study French and Francophone cinema. Students watch and analyze films on different themes, review original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral presentations. The proficiency target for the end of this course is Intermediate High: students will be increasingly able to actively participate in conversations, narrate in past, present, and future with some control, and communicate in paragraphs with suitable accuracy and confidence.

ML5005Z Advanced Placement French Language & Culture **5 credits**
This college-level course builds upon and expands students' proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational). Students read and critique novels, plays, articles, orations, and films, and address cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. The proficiency target for the end of this course is Intermediate High: students will be able to actively participate in conversations, narrate in past, present, and future with control, and communicate in paragraphs with suitable accuracy and confidence.
Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Italian

Italian is an important heritage language for many Americans. Italy remains a world leader in many important fields, and its economy is one of the top five in the world. According to UNESCO, over 60% of the world's treasures are found in Italy. Arlington High School offers the following courses in Italian..

ML1020Z Italian 1 – Introductory **5 credits**
This is an introductory course designed for first-year students who begin the study of Italian in High School. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, as well as to develop understanding of Italian culture. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.
** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2220Z Italian 2 – Curriculum A **5 credits**
ML2120Z Italian 2 – Curriculum H **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding Italian culture. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3220Z Italian 3 – Curriculum A **5 credits**
ML3120Z Italian 3 – Curriculum H **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding of Italian culture. The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4220Z Italian 4 – Curriculum A **5 credits**

ML4120Z Italian 4 – Curriculum H **5 credits**
This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding of Italian culture. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

Latin

Latin is the foundation of all the romance languages and makes up approximately 60% of English vocabulary. Its profound influence on the thought and culture of Western civilization makes it an important foundation of academic study. Arlington High School offers the following courses in Latin.

CL1015Z Latin 1 – Introductory **5 credits**
This is an introductory course designed for first-year students who begin the study of Latin in the High School and for students who studied Latin in the Middle School and would benefit from additional practice of the language. This course aims to develop reading comprehension of Latin texts, primarily narratives written for the modern student, as well as to develop an understanding of the people and contributions of the early Roman Empire. The proficiency target for the end of this course is Novice High: students will be able to read and interpret texts and develop oral proficiency in Latin to support comprehension and skills in reading and writing.

CL2205Z Latin 2 – Curriculum A **5 credits**
CL2105Z Latin 2 – Curriculum H **5 credits**
This course builds upon and expands students' reading comprehension at the intermediate level in Latin, deepens understanding of social structures of the Roman Empire, and engages students in linguistic comparisons between English and Latin. The proficiency target for the end of this course is Intermediate Low: students will be able to read and interpret texts and increased oral proficiency in Latin to support comprehension and skills in reading and writing.

CL3205Z Latin 3 – Curriculum A **5 credits**
CL3105Z Latin 3 – Curriculum H **5 credits**
This course builds upon and expands students' reading comprehension at the intermediate level in Latin, deepens understanding of social structures of the Roman Empire, engages students in linguistic comparisons between English and Latin and identifying aspects of Greco-Roman culture in art, architecture and literature. The proficiency target for the end of this course is Intermediate Mid (beginning):students will be able to demonstrate comprehension of the main idea and some supporting details on familiar topics from a variety of texts, and developing oral proficiency in Latin to support comprehension and skills in reading and writing.

CL4205Z Latin 4 – Curriculum A **5 credits**
CL4105Z Latin 4 – Curriculum H **5 credits**
This advanced course expands students' reading comprehension and translation at the intermediate level in Latin, including major genres such as satire and lyric poetry. The course deepens understanding of social structures and institutions of the Roman Empire, engages students in linguistic comparisons between English and Latin, and identifying aspects of Greco-Roman culture in art, architecture and literature. The proficiency target for the end of this course is Intermediate Mid (continuing):students will be able to demonstrate increasing comprehension of the main idea and some supporting details on familiar topics from a variety of texts, and developing oral proficiency in Latin to support comprehension and skills in reading and writing.

CL5205Z Latin 5 – Curriculum A **5 credits**
CL5105Z Latin 5 – Curriculum H **5 credits**
This advanced course expands students' reading comprehension at the advanced level in Latin of original pieces of Roman literature, such as the poetry of Virgil and Ovid, and the letters of Cicero and Pliny. The course deepens

understanding of Roman history, mythology, art, architecture, and other cultural and historical considerations. The proficiency target for the end of this course is Intermediate High: students will be able to demonstrate increased comprehension of the main idea and supporting details of advanced texts, both familiar and new. Some use of oral Latin, in addition to reading and writing, provides additional support to aid comprehension and appreciation of these texts.

CL5005Z Advanced Placement Latin **5 credits**

This college-level course focuses on Vergil's momentous epic poem, *The Aeneid,* and Caesar's memoirs to develop mastery of the latin language as a medium of literary expression and to examine the phenomenon of language and literary technique as utilized by the premier Roman poet, Virgil, and the premier prose writer, Caesar. The proficiency target for the end of this course is Advanced Low: students will be able to demonstrate increased comprehension of the main idea and supporting details of advanced texts, both familiar and new. Some use of oral Latin, in addition to reading and writing, provides additional support to aid comprehension and appreciation of these texts.

Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Mandarin

Mandarin continues to grow in importance as an international language. Currently, one-fifth of the global population speaks Mandarin Chinese, with over 870 million native speakers worldwide. Arlington High School currently offers the following courses in Mandarin.

ML1000Z Mandarin 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of Mandarin in the High School and for students who studied Mandarin in the Middle School and would benefit from additional practice of the language. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, as well as to develop understanding of Chinese culture. The proficiency target for the end of this course is Novice High, with students able to participate in direct conversations with simple sentences and to satisfy some basic needs. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2215Z Mandarin 2 – Curriculum A **5 credits**
ML2115Z Mandarin 2 – Curriculum H **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Low, with students able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML3215Z Mandarin 3 – Curriculum A **5 credits**
ML3115Z Mandarin 3 – Curriculum H **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (beginning), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, and using strings of more complex sentences. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four

different tones of Mandarin.

ML4115Z Mandarin 4 – Curriculum H **5 credits**
ML5115Z Mandarin 5 – Curriculum H **5 credits**
This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (continuing), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.
Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

Spanish

The importance of studying Spanish can be seen all around us. There are over 30 million people of Hispanic origin living in the United States alone. Arlington High School offers the following courses in Spanish.

ML1010Z Spanish 1 – Introductory **5 credits**
This is an introductory course designed for first-year students who begin the study of Spanish in the High School and for students who studied Spanish in the Middle School and would benefit from additional practice of the language. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, as well as to develop understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.
** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2210Z Spanish 2 – Curriculum A **5 credits**
ML2110Z Spanish 2 – Curriculum H **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3210Z Spanish 3 – Curriculum A **5 credits**
ML3110Z Spanish 3 – Curriculum H **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4210Z Spanish 4 – Curriculum A **5 credits**
ML4110Z Spanish 4 – Curriculum H **5 credits**
This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with

language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

ML5210Z Spanish 5: Spanish Cinema – Curriculum A **5 credits**
ML5110Z Spanish 5: Spanish Cinema – Curriculum H **5 credits**
This advanced course builds upon and expands students' developing proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational) through the study of Spanish and Hispanic cinema. Students watch and analyze films from different geographical areas of the Spanish-speaking world, review original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral presentations. The proficiency target for the end of this course is Intermediate High: students will be increasingly able to actively participate in conversations, narrate in past, present, and future with some control, and communicate in paragraphs with suitable accuracy and confidence.

ML5305Z Advanced Placement Spanish Language **5 credits**
This college-level course builds upon and expands students' proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational). Students read and critique novels, plays, articles, orations, and films, and address cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. The proficiency target for the end of this course is Advanced Low: students will be able to actively participate in conversations, narrate in past, present, and future with control, and communicate in paragraphs with suitable accuracy and confidence.

Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Global Competence Program

The **Global Competence Program (GCP)** is designed to foster students' global awareness, and, in so doing, provide AHS graduates with the essential skills for participating in and contributing to an increasingly globalized society. Through coursework, community service, a global engagement project, and foreign travel*, GCP participants will:

- **Think Globally**: Have an increased knowledge of their relationship to the world; think about issues from a global perspective; gain an appreciation for other world cultures, viewpoints and perspectives.
- **Communicate Effectively**: Improve their foreign language skills and their ability to communicate with people across cultural and language divides.
- **Contribute Responsibly**: Use their global knowledge to interact and build relationships with people from other cultures; actively seek world knowledge to develop their own values and perspectives; demonstrate respect, open mindedness, understanding and flexibility in behavior and thinking; help others to embrace multiple perspectives.
    - * Students who are unable to participate in travel may complete an alternative project.

The Global Competence Program is open to all students and students are encouraged to submit their Initial Application early in their high school career in order to have time to complete all required components. Upon successful completion, students will be awarded a **Global Competence Certificate** and pin for graduation. Additional information can be found at **arlingtonworldlanguages.blogspot.com** and by contacting Dawn Carney, Director of World Languages.

Seal of Biliteracy

The Seal of Biliteracy is a distinction that encourages students to pursue literacy in two or more languages, honors the language skills our students attain, and serves as evidence of skills that are attractive to future employers and college admissions offices. Students meeting the Massachusetts Department Elementary and Secondary Education requirements for the Seal of Biliteracy will receive this designation in the form of an insignia

affixed to their transcript or diploma during senior year. Arlington also partners with the Language Opportunity Coalition to offer supporting biliteracy awards.

Additional information can be found at arlingtonworldlanguages.blogspot.com and by contacting Dawn Carney, Director of World Languages.

World Languages Electives

The following courses are open to **sophomores, juniors and seniors** as electives, and do not count toward the two year language graduation requirement.

Digital Language Courses – Curriculum H
Students who are interested in learning a language that is not currently offered at Arlington High School may enroll in a fee-based online course through Brigham and Young University Independent Study program. While primarily an independent study course, weekly participation in the online learning activities, supervision by a World Language teacher, and weekly mandatory meetings for the first quarter are required. These courses are most successful for students who are highly motivated, independent and active learners; possess strong organizational and time management skills; have discipline to study without external reminders; and can adapt to new learning environments.

Registration payment to Brigham and Young University is required before the school year begins to reserve a place in the course; students may also be required to purchase a textbook. Students must have the approval of a school counselor and the World Language Director prior to enrolling in a course.

Please note there is a fee associated with this course. If interested please contact Dawn Carney, Director of World Languages.

OL7000Z Arabic 1 – Part 1 (5 credits)
OL7020Z Arabic 1 – Part 2 (5 credits)
OL7030Z Arabic 2 – Part 1 (5 credits)
OL7040Z Arabic 2 – Part 2 (5 credits)

OL7011Z American Sign Language 1 – Part 1 (5 credits)
OL7021Z American Sign Language 1 – Part 2 (5 credits)
OL7031Z American Sign Language 2 – Part 1 (5 credits)
OL7041Z American Sign Language 2 – Part 2 (5 credits)

OL7012Z German 1 – Part 1 (5 credits)
OL7022Z German 1 – Part 2 (5 credits)
OL7013Z German 2 – Part 1 (5 credits)
OL7023Z German 2 – Part 2 (5 credits)

OL7014Z Japanese 1 – Part 1 (5 credits)
OL7024Z Japanese 1 – Part 2 (5 credits)
OL7015Z Japanese 2 – Part 1 (5 credits)
OL7025Z Japanese 2 – Part 2 (5 credits)

OL7018Z Korean 1 – Part 1 (5 credits)
OL7028Z Korean 1 – Part 2 (5 credits)
OL7019Z Korean 2 – Part 1 (5 credits)
OL7029Z Korean 2 – Part 2 (5 credits)

OL7106Z Russian 1 – Part 1 (5 credits)
OL7026Z Russian 1 – Part 2 (5 credits)
OL7017Z Russian 2 – Part 1 (5 credits)
OL7027Z Russian 2 – Part 2 (5 credits)

ML7102Z World Language Teaching Internship Grades 11,12 2.5 credits
ML7103Z World Language Teaching Internship Grades 11,12 5 credits
11th or 12th grade students with an interest in a career in education or a desire to assist other students may enroll in this course with the approval of a world language teacher and the World Language Director. Students in this program will be paired with a language teacher to assist students in a designated language course. Responsibilities will include helping with the teacher's administrative tasks and providing individual assistance to students. Hours may be counted as community service. Appropriate proficiency in the target language is required.

Technology, Self-Directed Courses and Miscellaneous Electives

Levels	Curriculum A	Ungraded courses
Grade 9		FR9999Z Freshman Seminar
Grades 9-12	Massive Open Online Courses (MOOC)	
Grades 11-12	IN5001Z Academic Internships	CD6000Z Technology Intern AP9999Z AP Seminar

Massive Open Online Course (MOOC) Grade 12 1.25 credits
Arlington High School is piloting the use of Massive Open Online Courses (MOOCs) to expand our offerings. As the online world gives us access to courses, content, and teachers all around the world, we are working to discover new ways to take advantage of this potential.

A MOOC may be proposed by Faculty or Students (Juniors and Seniors). The courses we are using are offered through Coursera (www.coursera.org). We may expand to other providers in the future. Course proposals will be evaluated by administration based on students served, whether they enhance our existing offerings, the quality and appropriateness of the content, and school resources available. As Coursera courses vary in terms of their scope and rigor, they may be approved for from 0.5 to 5 credits. Most will be offered at the AP level weight. MOOCs at Arlington High School require a combination of participation in the online activities, supervision by an approved faculty member, and weekly one-hour mandatory meetings after school. Upon completion of the 6 week course, students will be awarded a completion certificate from Coursera, and a grade to appear on their AHS transcript. All required materials and fees will be paid by AHS.

If you are interested, send a proposal to the Principal stating:

1. The course you are interested in
2. The names of any interested students or faculty
3. The reason for choosing this course (students served, enhancement of our offerings, quality/appropriateness of the content)
4. A proposed timeline
5. A statement of resources needed (budget, equipment, facilities, time, schedule)

IN5001Z Academic Internship Grades 11, 12 2.5 credits

Academic Internships allow seniors and juniors to pursue an area of interest in a community-based work situation. Participation in the program will require an application and placement in an appropriate work situation as deemed by Arlington High School and the internship Coordinator. Through this program, eligible seniors and juniors will be released for the last period of the day for one semester to participate in a 5-hour per week internship off-site. Students will present a completed project at a public showcase at the end of the semester. Students will receive a grade and 2.5 credits, at honors weight upon, successful completion of the program.

Further information, including a listing of approved internship placement sites and the application will be available during course selection. Contact Nicole Eidson (neidson@arlington.k12.ma.us) with questions. We welcome recommendations of possible internship sites.

AP9999Z AP Seminar **No credits**

Students who are taking AP courses can take this seminar class for no credit. It provides an opportunity for students to support each other, work together in Study Groups, and collaborate on projects. Students will be assigned to a designated workspace provided just for them.

FR9999Z Freshman Seminar **Grade 9** **1.25 credits**

Grade 9 students will meet 3 times per cycle opposite their PE classes to participate in a variety of orientation activities and skill development to support them as they transition into high school. Seminar will be presented in modules presented by a variety of high school staff. Directed study time will also be incorporated into the seminar. Some topics included in the program are:

- Orientation to high school
- School Counseling seminars
- Study Skills
- Research skills
- Technology Skills
- Stress Management
- ICARE

The Workplace Alternative Program

The Workplace alternative program, housed on the campus of Arlington High School, has three major components: academic, social/emotional support, and community involvement. The core curriculum meets the requirements of graduation from Arlington High School and is in alignment with the frameworks in Massachusetts. The academic component covers English, history, mathematics, science, and physical education. Social/emotional support is offered through the Omni course, small class sizes, and continued support from trained counselors, (Arlington High School Counseling and Arlington Youth Consultation Center). Also, in addition to their role as teachers, the Workplace faculty also serves as academic and career advisors. The Workplace program takes on many community service projects throughout the year with the goal of creating a sense of investment and pride in Arlington.

Workplace is a relationship-based program. Therefore, students who enter this program must be able to form meaningful relationships with adults. Students who are not appropriate for this program are those who are drug addicted, unwilling to participate in their own education, and those who are not committed to change. This program is a choice for the student to decide who they are and who they will become and that academic pursuit is worthwhile. The student decides that his or her attitude, behavior, and/or belief systems are open to change and the student is willing to explore and keep their options open for the future.
Workplace is an alternative regular education program at AHS to meet the needs of those students who benefit from learning in a different environment than the one provided in the traditional high school. The Workplace focuses primarily on relationship building within the parameters of academic growth, social responsibility, emotional health, community awareness, and career possibilities. Classes for Workplace students are small, individualized and structured. The Workplace program offers a combination of challenging classroom

experiences and specialized services. A major component of the program is centered in the Omni Class where students work on self-awareness, group trust, leadership, and community service.

Placement Procedures and Criteria
Interested students are admitted to the program through an interview process involving the student, the student's parent(s) and/or guardian(s), the Workplace staff and interested parties such as the student's School counselor or referring faculty member. Students may be referred to the program from various sources from within the school including the AHS Student Support Team. A student may inquire about the program through his or her school counselor. Spaces are limited and, therefore, admittance to the program is not always possible. Students who enter this program do so voluntarily with a commitment to the program ideals of academic achievement and planning toward the pursuit of a productive future after graduating from high school. All admissions are on a trial basis and continued participation in the program is contingent upon compliance with the contractual obligations.

In general, the students in the Workplace meet the following criteria:

- The student is of average or above average cognitive ability.
- The student is seeking post high school education, whether it is college, continued academic pursuit, or vocational setting.
- The student shows motivation to improve skills and complete high school.
- The student agrees to the program contract.

Workplace Course Offerings
English, History, and Science courses are offered at the Curriculum A level. Mathematics is at the Curriculum B level, all of which satisfy the Massachusetts Curriculum Frameworks. Curriculum matches topics offered in traditional academic courses at Arlington High School.

Levels	ELA	Math	History	Science	Electives
Grade 9	TW1210Z English 1	TW1320Z Algebra 1-Curr. A			SP7831Z Academic Support X3 TW1277Z Wellness TW9091 OMNI-A TW9092 OMNI-B
Grade 10	TW2210Z English 2		TW3245Z US History I	TW2215Z Biology	
Grades 11-12	TW3210Z English 3	TW2320Z Geometry B	TW3246Z US History II	TW1230Z Earth Science	
Grade 12	TW4210Z English 4	TW1310Z Math Applications B	TW3240Z History of Arlington		

Specialized Programs

In order to offer a comprehensive continuum of programming for young adults with disabilities, Arlington Public Schools has developed several specialized programs that provide combinations of specialized and mainstream classes for identified students. Facilitated with supports including special education teachers, tutors, teaching assistants and social workers, identified students are able to prepare for post-secondary transition to college

and/or employment situations. Students are identified for one of the specialized programs through recommendations from the evaluation team and the IEP process and have a disability diagnosis and academic profile that fits a particular program.

- **Language Based Learning Disabilities Support Program**
- **Supported Learning Center A**
- **Supported Learning Center B**
- **Supported Learning Center C**

Courses offered in specialized programs

ELA

- Language Arts I
- Language Arts II
- Language Arts III
- Language Arts IV
- Contemporary Literature
- American Literature

History

- US History I B
- US History II B

Math

- Algebra I
- Geometry

Science

- Concepts in Biology
- Applied and Qualitative Chemistry

*****The structure of all specialized programs and support services are currently being reorganized and revamped to better meet the <u>individual needs</u> of all students on Individual Education Plans. Course descriptions will be disseminated once they have been revised.**

This section of the POS will be updated once the new structure has been fully developed.

Arlington Public Schools Technology Graduation Standards

Achievement of these competencies is arrived at through use of technology in various classes across the curriculum. Students are expected to know several skills in each area listed below upon graduation.

Computer Ethics

- Explain and demonstrate understanding of classroom rules regarding responsible use of computers (2.6)
- Explain and demonstrate ethical and legal behavior in copying files, applications, and media (2.7)
- Explain potential problem of computer viruses and exercise caution in opening e-mail attachments from unknown sources; class e-mail account only (2.8)
- Explain safe practices for sharing personal information via e-mail and the Internet (2.9)
- Explain proper mail etiquette (2.10)
- Describe and demonstrate knowledge of the school's Acceptable Use Policy, and know the consequences of violating that policy (2.11)
- Validate a Website for authenticity; find site sponsor, author, date the site was last updated (2.12)

- Explain how media and technology can be misused to distort or exaggerate information (2.13)
- Write correct citations for text and images gathered from electronic sources.Understand that use of materials is limited by the fair use rule of copyright law (2.14)
- Develop an awareness of the issue of ergonomics and how to use equipment safely (2.15)

Computer Skills

- Identify and use drawing and painting applications as appropriate for class projects (1.33).
- Run multiple applications simultaneously, alternating among them (1.36)
- Identify and use basic features of computer operating system, e.g., format/initialize disks, access information on size and format of file, create folders on local hard drive (1.12)
- Save a file to the desktop, the hard drive, and external storage spaces, e.g., floppy disk, CD-ROM, virtual electronic space (1.13)
- Resolve commonly occurring error messages and hardware and software problems (1.37)
- Use a variety of external peripherals and understand how they connect to the computer (1.40)
- Perform efficient keyboarding technique (1.41)
- Identify and use methods for downloading and converting graphic, sound, and video files (1.38)
- Select the appropriate technology tool for the task (1.60)
- Select a printer and print a document with appropriate page setup and orientation (1.14).
- Operate peripheral equipment, e.g., scanner, digital camera, camcorder (1.15)

Word Processing

- Identify and use editing and formatting features of a word processing program, e.g., centering, line spacing, margins, cut and paste, fonts, styles, spelling, page numbers (1.17)
- Insert images (e.g., graphics, clip art, tables) from other files into word-processed document (1.18)
- Import/import and link data between word process and other application (1.42)

Spreadsheet

- Describe structure and function of database, identify components (1.19)
- Create a database, defining field formats and adding records (1.20)
- Perform simple operations in a database (1.21)
- Use formulas in a spreadsheet (1.47)
- Customize formatting of charts or graphs (1.49)
- Define and use functions such as sort, filter, find (1.50)
- Describe structure and function of a spreadsheet (1.22)
- Create an original spreadsheet, entering simple formulas (1.23)
- Produce simple charts from a spreadsheet (1.24)
- Duplicate spreadsheet structure without data (1.43)
- Use features of spreadsheet such as mail merges (1.44)
- Import/link data between spreadsheet and other applications (1.45)
- Use advanced format features such as repositioning columns (1.46)
- Create multiple links among various pieces of information in different applications such as a chart imported into a word processor from a spreadsheet (3.18)
- Use various number formats, percentages, exponents, etc. (1.51)

Internet

- Identify and use navigation features of browser (1.25)
- Using a browser, “bookmark” a Web site, e.g., URL, hyperlinks, site map, etc. (1.26)
- Identify basic elements of a Website, e.g., URL, hyperlinks, site map, etc. (1.27)
- Copy an image from a Website into a file on the desktop; write a correct citation in keeping with copyright law (1.28)
- Organize bookmarks into folders for future reference (1.52)
- Open e-mail attachment from class account and save it to the desktop (1.30)
- Using e-mail, create an address book (1.55)

- Send e-mail attachment using class account (1.56)
- Using e-mail, create and send a message using class account (1.29)
- Using e-mail, using a class account, to communicate with other schools (3.11)

Multimedia

- Create a multimedia presentation, desktop-published report, or Web page that incorporates data from other files (1.57)
- Create and manipulate illustrations using a drawing or painting program, e.g., adjust scale, size shape (1.58)
- Communicate results of research and learning with others using the most appropriate tools, e.g., desktop-published or word-processed report, multimedia presentation (3.9)
- Use a variety of external peripherals and understand how they connect to a computer (1.40)
- Manipulate data using charting tools and graphic organizers, e.g., concept mapping, flowcharting, and outlining software, to connect ideas (3.10)
- Present information, ideas, and results of work using any of a variety of communications technologies, e.g., multimedia presentations, web pages, videotapes, desktop-published documents (3.15)
- Import graphics, photos, and other media into report or presentation, citing sources appropriately (3.16)
- Demonstrate how specialized technology tools can be used for problem-solving, decision-making, and creativity, e.g. simulation software, environmental probes, computer-aided design, graphing calculators, art and music composition software (3.19)

Research

- Routinely evaluate Websites for authenticity when using them (3.14)
- Explain effective search strategies to locate and retrieve electronic information, e.g. understand and use syntax and Boolean logic operators (1.54)
- Identify capabilities of technology resources and understand how they can be used for lifelong learning (1.59)
- Know how to select and use search engines. Understand the differences between search engines (1.53)

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