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# Overview of Arlington High School <br> 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 $21^{\text {st }}$ 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


## $21^{\text {st }}$ 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 Physical Science to pass Introductory Physics MCAS)
5. Pass three years of Mathematics (to include Algebra \& Geometry)
6. Pass four years of Physical Education (Class of 2018 will require three years, all others will require four)
7. Pass one year of Fine Arts (5 credits) (* see below for further information)
8. Pass two years of World Language (two years of the same language is strongly recommended)
9. Demonstrate competency in Computer Technology
10. Perform and document 40 hours of community service
11. 106 credits minimum

## 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 the 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 non-verbal 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 Family and Consumer Science courses will fulfill the requirement:
a. CS1921Z Interior and Fashion Design I
b. CS2921Z Interior and Fashion Design II

## Definition of the Four Year Physical Education Graduation Requirement (YOG 2018 as exception)

- Grades 9: Students are required to take the 9th Grade 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 at any time in grades 11 and 12. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot not enroll in Quarter 4 electives.
- There is a 4 absence allowance for all Quarter Elective classes. If a student surpasses the 4 absence allowance they must enroll in another elective to earn PE Graduation requirement credit.


## 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 1022 credits minimum

| Grade 11 | 48 credits minimum |
| :--- | ---: |
| Grade 12 | 72 credits minimum |
| Graduation | 106 credits minimum |

## MCAS Competency Determination

Students must meet or exceed a scaled score of 240 on the Massachusetts Comprehensive Assessment System (MCAS) in the subject areas of English Language Arts and Mathematics. Students who earn a scaled score between 220 and 239 on the English Language Arts and Mathematics examinations may receive a high school diploma only by demonstrating proficiency in the subject matter through completion of an Education Proficiency Plan (EPP) by continuing additional work in the targeted content area(s) through grade 12.

Students must also meet or exceed a scaled score of 220 on the Science, Technology and Engineering Exam in the one of the tested subject areas: Chemistry, Introductory Physics, Biology, or Technology/Engineering.

## 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 guidance 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 his/her diploma in August of the year he/she was 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 his/her 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 time lines, 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

- Guidance 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 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 course schedules are subject to final approval of the administration.
- 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.


## 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 a 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 guidance counselor and Dean, who will seek approval for the requested online coursework with the department head of the subject of the course.

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 pilot of a blended learning course offered to a cohort of students via 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 guidance 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.

## 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.

## 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 guidance 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, purpose, voice, structure, grammar, spelling \& punctuation. | Reading and writing require increasing independence in understanding of topic development, tone, purpose, voice, structure, grammar, spelling \& punctuation. | Reading and Writing tasks directly teach skills in topic development, writer's purpose, 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 <br> 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 quidance \& considerable support. Student tasks require comprehensive idea formation and clearly supported personal opinion. |
| :---: | :---: | :---: | :---: |

## IV. 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). 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

- For full year courses, final examinations are scheduled at the end of the year.
- For semester ( $1 / 2$ year) courses, final exams will be administered at the end of each semester
- The final examination counts for $11 \%$ of the final year grade for full year courses; $20 \%$ for semester courses.


## Course Transfer/Withdrawal

A formal withdrawal procedure must be followed in order to change or withdraw from a course. A student should consult his/her 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 $\underline{\text { after this }}$ deadline will be reflected with $\underline{\underline{W}} \underline{\text { in }}$ 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.

These dates will be determined once the calendar year for 2017-2018 is set by the School Committee

| Year long course | 3 weeks after first day of school | TBD |
| :---: | :---: | :---: |
| Semester 1 course | 3 weeks after first day of school | TBD |
| Semester 2 course | 3 weeks after first day of term 3 | TBD |
| Quarter 1 | 2 weeks after the first day of term 1 | TBD |
| Quarter 2 | 2 weeks after the first day of term 2 | TBD |
| Quarter 3 | 2 weeks after the first day of term 3 | TBD |
| Quarter 4 | 2 weeks after the first day of term 4 | TBD |

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 he/she 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.

## V. Transcripts, GPA, and Class Ranking

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 Power School. 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- $(90-92)=3.7$
$\mathbf{B}+(87-89)=3.3$
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 $9^{\text {th }}$ and $10^{\text {th }}$ 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 |

## 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 determine and recognize those students who have achieved at highest level 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 will appoints the honors speaker(s) for graduation, taking into consideration, student scholarship, school citizenship, and effectiveness as a writer and speaker.

## VI. Guidance 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.

Guidance counselors utilize an online tool through the AHS Guidance 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 indicated 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 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. Juniors and sophomores are encouraged to take the PSAT in order to participate in the National Merit Scholarship Qualifying Program (NMSQP). Although sophomores who take the exam are not eligible for the NMSQP, they are encouraged to take the PSAT as a practice for their junior year. Information about these tests is given at regular intervals through the Guidance 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.


## Social - Emotional Counseling

## Guidance Counselors

The relationship a guidance counselor has with his/her 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 guidance counselor can make a referral through our Student Support Team.

## Clinical Services at AHS

## General Services

The Intervention Coordinator/Social Worker offers and coordinates a range of support services at Arlington High School. The Intervention Coordinator provides 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 guidance 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 the 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/guardian 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 parent/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 Guidance 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 Guidance Department, also provides a range of supports 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.

## Academic Support Services

## The Learning Center $\quad$ 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 Power School. 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 2017-2018

## English Grade 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.

## MA7417Z Python - Honors <br> Grades 10-12 <br> 2.5 credits

Learn one of the computer languages voted most fun to learn and use. Its also one of the languages that many college computer science departments are using in their introductory course. We will learn the basics of this scripting language and have time to explore higher 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, but the environment that we will 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.

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 a broad range of 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, but the environment that we will 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.

## ML0101Z Intermediate French Conversation: Conversational Skills $\quad 1.25$ credits

Students currently enrolled in French 2 or French 3 may enroll in this semester-long class (semester 1), which meets twice a week and has honors credit. The class will focus on developing conversational skills in French while discussing various thematic topics, such as school and home life, celebrities, current events, technology, or other topics of the students' choosing. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions.
This course does not count towards the graduation requirement.

Students currently enrolled in French 2 or French 3 may enroll in this semester-long class (semester 2), which meets twice a week and has honors credit. The class will focus on developing conversational skills in French while discussing various thematic cultural topics, such as cuisine, art, music, cultural traditions or other topics of the students' choosing. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions.
This course does not count towards the graduation requirement.

## ML0103Z Advanced French Conversation: Current Events

1.25 credits

Students currently enrolled in French 4 or French 5 may enroll in this semester-long class (semester 1), which meets twice a week and has honors credit. The class will focus on developing advanced speaking skills in French while discussing various current events. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions.
This course does not count towards the graduation requirement.

## ML0104Z Advanced French Conversation: Popular Culture

1.25 credits

Students currently enrolled in French 4 or French 5 may enroll in this semester-long class (semester 2), which meets twice a week and has honors credit. The class will focus on developing advanced conversational skills in French while discussing various aspects of popular culture. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions.
This course does not count towards the graduation requirement.
ML0110Z Intermediate Spanish Conversation: Conversational Skills
1.25 credits

Students currently enrolled in Spanish 2 or Spanish 3 may enroll in this semester-long class (semester 1), which meets twice a week and has honors credit. The class will focus on developing conversational skills in Spanish while discussing various thematic topics, such as school and home life, celebrities, current events, technology, or other topics of the students' choosing. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions.
This course does not count towards the graduation requirement.

## ML0111Z Intermediate Spanish Conversation: Cultural Perspectives

1.25 credits

Students currently enrolled in Spanish 2 or Spanish 3 may enroll in this semester-long class (semester 2), which meets twice a week and has honors credit. The class will focus on developing conversational skills in Spanish while discussing various thematic cultural topics, such as cuisine, art, music, cultural traditions or other topics of the students' choosing. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions.
This course does not count towards the graduation requirement.

## ML0112Z Advanced Spanish Conversation: Current Events

1.25 credits

Students currently enrolled in Spanish 4 or Spanish 5 may enroll in this semester-long class (semester 1), which meets twice a week and has honors credit. The class will focus on developing advanced conversational skills in Spanish while discussing various current events. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions. Native speakers of Spanish who are not enrolled in a regular Spanish course are encouraged to enroll, but must request permission from the Director of World Languages.
This course does not count towards the graduation requirement.

## ML0113Z Advanced Spanish Conversation: Popular Culture

### 1.25 credits

Students currently enrolled in Spanish 4 or Spanish 5 may enroll in this semester-long class (semester 2), which meets twice a week and has honors credit. The class will focus on developing advanced conversational skills in Spanish while discussing various aspects of popular culture. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions. Native speakers of Spanish who are not enrolled in a regular Spanish course are encouraged to enroll, but must request permission from the Director of World Languages.
This course does not count towards the 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 an online course through Brigham and Young University's Independent Study program. While students will work independently, the course will be supervised by a World Language teacher who will monitor students' progress and provide assistance when possible. Students are expected to pay a fee to Brigham and Young University before the school year begins to reserve their place in the course. Students may also be required to purchase a textbook for their course. Students must consult with the World Language Director prior to enrolling in a course.

## OL7019Z Korean 2 - Part 1 (5 credits) <br> OL7029Z Korean 2 - Part 2 (5 credits)

## USS7383Z History of Massachusetts (Semester course) Grades 10, 11, 12 2.5 credits

This course will explore the history of the state of Massachusetts starting with a history of the native tribes of Massachusetts pre-colonization and the development of English Colonies of Plymouth and Massachusetts Bay and their growth through the 17th and 18th Centuries. The course will explore Massachusetts' role during the American Revolution as well as the Constitution and Federal Periods. Next, students will study Massachusetts during the 19th Century with a focus on the rise of industrialization, immigration and the Massachusetts contributions during the Civil War. Concluding the course will be a study on the Commonwealth in the 20th and 21 st Centuries with studies in the modernization of the state's economy focusing on the tech industry, the development of the state infrastructure, new patterns of immigration and Massachusetts' role in the United States as a whole.
*Students have the option of earning Honors Credit through more challenging research and project work.
SS7388Z History of the Middle East (Semester course) Grades 11, 12
2.5 credits

This course will discuss the developments in the Middle East from the early 20th century to the present. It will discuss the rise and retreat of Arab nationalism, the problems of internal cohesion of the Arab states, issues of religion and state, and the evolution of Islamist politics. It will also focus on the evolution of the Arab-Israeli conflict and its impact on the region and will conclude with an in depth analysis of the "Arab Spring" by placing these contemporary revolutionary events in their historical context.
*Students have the option of earning Honors Credit through more challenging research and project work.

## USS7154Z Current Issues: America \& the World (Semester course) Grades 11, $12 \quad 2.5$ 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, among others. The other half of the course will focus on foreign issues, such as, regional U.S. foreign policy, the Iran Nuclear Deal, globalization, and more. Classroom activities will include debate, class discussion, collaborative activities, individual projects, a local field trip, 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.

| IN7750Z Early Childhood Practicum/Internship | Grade $11+12$ | 5 credits |
| :--- | :--- | :--- |
| IN7751Z Early Childhood Practicum/Internship DB | Grade 11+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

## CS2310Z Culinary 101 (1 Semester)

Grades 10, 11, 12
2.5 credits

Here's your opportunity to get a taste of Culinary Arts in a 1 semester format, for those who can't fit in the full year. Through cooking in the culinary labs, hands-on activities, and field trips, learn a variety of culinary preparations techniques, valuable menu planning skills, and consumerism for when you live on your own. Explore food preparation techniques, recipe resources, and how to personalize recipes to satisfy your tastes. Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and a portfolio of their work.

## CS2315Z Bake Shop 101 (1 Semester)

Grades 10, 11, 12
2.5 credits

Do you love baking? Learn the basics and science of baking 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.

## MA7250Z Introduction to Fabrication Lab

Grade 9-12

## 2.5 credits

This course will focus on the combination of digital modeling, digital tools, and traditional tools in designing and making products. In this project based class, students research, design and fabricate prototypes and models in the school's fabrication lab using the wood shop, 3D printers and CAD-Design software. Students will build their own projects or will support projects from throughout the school such as: science robotic arms, engineering canoes and planes, enviro garden, arts, drama sets, robotics sets, comp.sci. sandbox, music tech instruments, drones, and cars. The course will be offered during first and second semester.

## MA7246Z Intro to 3D Printing <br> MA7246Z Intro to 3D Printing <br> Grades 10-12 <br> Grades 10-12 <br> 2.5 credits <br> 2.5 credits

This course will focus on teaching students advanced skills in operating and maintaining 3D printing tools. Students will become proficient at monitoring, operating, and troubleshooting the use of a 3D printer. Students will fabricate models from the upper level C.A.D.D. courses and from projects throughout the school. Students will also learn to safely operate other Fab Lab machinery. Course is intended for students who want to move on to advanced 3D fabrication skills, but are not yet ready to take on the engineering skills of C.A.D.D. 2. The course may be taken concurrently with C.A.D.D. 2.1 - C.A.D.D. 4.2)
Prerequisites: Completing C.A.D.D. 1
PA9004Z Music and Sound for Film
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

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 mic 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
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.

## 2.5 credits

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 your own music "plugins".

## PA9007Z Digital Music Portfolio I

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

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.
Please activate the piano course also (previously approved, needs number assigned)

## PA9301Z Piano/Keyboard Lab

Grade 9-12
2.5 credits

Learn to play your favorite songs on piano/keyboard! This course is designed for students with little (one year or less) or no experience with piano. The focus of the course is learning piano technique and performing basic-level music. Ability to read music not required-we'll teach you! Open to students in grades 9-12. No prerequisite.

## 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 <br> $\mathbf{9}$ |  | EN1105Z Foundations of <br> English | EN1110Z Foundations of <br> English |  |
| Grade <br> $\mathbf{1 0}$ |  | EN2125Z Examining <br> Expression | EN2120Z Examining <br> Expression |  |
| Grade <br> $\mathbf{1 1}$ | EN3000Z AP <br> Language and <br> Composition | EN3105Z American Literature <br> AP Literature <br> and <br> Composition | EN3110Z American <br> Literature | EN7275Z Public <br> Speaking |
| Grade | All Senior electives are offered <br> as heterogeneous courses. <br> earning Honors Credit <br> through more challenging <br> research and project work. <br> Students who are interested <br> in earning Honors credit will <br> inform the teacher in <br> September. |  | EN4266Z Memoir, <br> Poetry and Fiction: <br> Creating Literary |  |
| Forms |  |  |  |  |


|  |  |  |  | EN7275Z Public <br> 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 English 9, 10, 11, and 12. Students who fail English 9 or 10 must master the course material prior to entering the next course in the sequence.
- 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.
- Entry Criteria for Grade 9 Honors English: Primary among the considerations for entry into the ninth grade honors course is the recommendation of the eighth grade teacher. A student's current teacher understands his or her academic strengths and unique learning style.
- 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

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 <br> EN2125Z Examining Expression - Curriculum H EN2120Z Examining Expression - Curriculum A

| Grade 10 | 5 credits |
| :--- | :--- |
| 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 115 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: <br> Grade 12 <br> 5 credits

## Reading and Creating Literary Forms

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 ELA Missing Voices, Other Cultures Grade $12 \quad 5$ 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.

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) <br> Grades 10-12 $\quad 2.5$ credits

Students are provided with skills to strengthen performance as persuasive communicators, problem-solvers and problem- solvers. Students learn and practice various forms of speeches including demonstration, motivational, informative and persuasive speech. Opportunities for practice in public speaking are provided through formal and informal debates, class presentations, impromptu deliveries, videotapes, Power Point presentations, and peer evaluations. As their skills are developed, students will increase their confidence and enthusiasm as public speakers and writers. This course does not count toward 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 (ESL 1), Developing/Expanding (ESL II), Expanding/Bridging (ESL 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 AS A SECOND LANGUAGE PLACEMENT HAVE PREREQUISITES AND MUST GO THROUGH A PLACEMENT EXAM AND COMPLY WITH DEPARTMENT GUIDELINES*

| ESL Level | Required Language Class |
| :--- | :--- |
| ESL Level 1-Entering/Emerging | EL1000Z ESL Level 1A - Entering <br> EL1001Z ESL Level 1B - Emerging |
| ESL Level II - Developing/Expanding | EL2000Z ESL Level IIA - Developing <br> EL2001Z ESL Level IIB - Expanding |
| ESL Level III - Expanding/Bridging | EL3000Z ESL III - Expanding/Bridging |

## ESL 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.

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.

## ESL 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 Massachusetts Health Frameworks Standards as well as National Standards for Family and Consumer Sciences. 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. Some 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 in individual projects. The skills learned in our classes will be useful to students now and throughout their lives.

| Levels | Curriculum H | Heterogeneous |
| :---: | :---: | :---: |
| $\begin{gathered} \text { Grades } \\ 9-12 \end{gathered}$ |  | CS2241Z Early Childhood Education I CS1920Z Interior and Fashion Design I CS2305Z Culinary Arts and Hospitality |
| Grades 10-12 |  | CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2305Z Culinary Arts and Hospitality I CS3305Z Culinary Arts and Hospitality II CS2310Z Culinary 101 (1 Semester) CS2315Z Bake Shop 101 (1 Semester) TE3930Z Introduction to Wood Technology |
| Grades <br> 11, 12 | CS4241Z Early Childhood Education Practicum | CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2305Z Culinary Arts and Hospitality I CS3305Z Culinary Arts and Hospitality II CS3405Z Culinary Arts and Hospitality III |


|  |  | CS2310Z Culinary 101 (1 Semester) CS2315Z Bake Shop 101 (1 Semester) TE3930Z Introduction to Wood Technology |
| :---: | :---: | :---: |
| Grade 12 | CS4241Z Early Childhood Education Practicum <br> IN7699Z Capstone: Early Childhood Internship (5 credits) <br> IN7799Z Capstone: Early Childhood Internship (10 credits) <br> IN7750Z Early Childhood Education Practicum/Internship (5 credits) <br> IN7751Z Early Childhood Practicum/Internship DB (10 credits) | CS2241Z Early Childhood Education I <br> CS3243Z Early Childhood Education II <br> CS1920Z Interior and Fashion Design I <br> CS2920Z Interior and Fashion Design II <br> CS2305Z Culinary Arts and Hospitality I <br> CS3305Z Culinary Arts and Hospitality II <br> CS3405Z Culinary Arts and Hospitality III CS2310Z Culinary 101 (1 Semester) CS2315Z Bake Shop 101 (1 Semester) <br> TE3930Z Introduction to Wood Technology |

## 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. 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 professional 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 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 four 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 <br> 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, teach simple math, language arts, social studies and science concepts, explore music and movement activities, and develop creativity through art. You will apply these skills directly with the children on a rotating basis every other week. Bi-weekly class discussions and planning times give you the opportunity to evaluate your progress, discuss the children's growth and needs, and continue planning for the next teaching session.

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

Grade 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 and four 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, or who are enrolling in the Early Childhood Practicum course as seniors, 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 $12 \quad 5$ credits IN7751Z Early Childhood Practicum/Internship DB Grade $12 \quad 10$ 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

## 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 Arts and Hospitality 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 foods 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 foods labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts.

## CS3305Z Culinary Arts and Hospitality 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 Arts and Hospitality 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.

## CS2310Z Culinary 101 (1 Semester)

Grades 10, 11, 12
2.5 credits

Here's your opportunity to get a taste of Culinary Arts in a 1 semester format, for those who can't fit in the full year. Through cooking in the culinary labs, hands-on activities, and field trips, learn a variety of culinary preparations techniques, valuable menu planning skills, and consumerism for when you live on your own. Explore food preparation techniques, recipe resources, and how to personalize recipes to satisfy your tastes. Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and a portfolio of their work.

## CS2315Z Bake Shop 101 (1 Semester) <br> Grades 10, 11, 12 <br> 2.5 credits

Do you love baking? Learn the basics and science of baking 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.

## Young Adult Living, Design, and Consumer Education

## 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. The social, psychological, cultural and environmental aspects of clothing will be explored along with marketing strategies. Students will learn theory and will develop and apply their design skills through a variety of hands-on projects and experiences. They will explore the different career paths available to them in the fields of Interior and Fashion Design through field trips, guest speakers, and shadow experiences.

## CS2921Z Interior and Fashion Design II Grades 10, 11, $12 \quad 5$ credits

Students will apply more advanced design techniques as they create more complex room designs. 3-D home design software will be used to apply the knowledge and skills obtained in the introductory course for designing more sophisticated room environments. The study of background materials, lighting, flooring, furniture and architectural styles will be explored. Students will design their own line of clothing and accessories along with a marketing plan to promote their products using technology to facilitate this process. Students will study merchandising and the various careers related to fashion, merchandising, and design. Students will continue to explore the various career paths available in these areas and will be provided an opportunity to participate in shadow experiences. Entry Criteria: Successful completion of CS1920Z Interior and Fashion Design I.

## CS3930Z Introduction to Wood Technology

Grades 10, 11, 12
5 credits
This course stresses the safe and skillful operations of common woodworking tools and machines and is designed to help students understand the manufacturing process as it relates to technology today. The 'hands on' project oriented operations will enable students to develop transferable skills that will serve them long after graduation.

## MA7250Z Introduction to Fabrication Lab

Grade 9-12
2.5 credits

This course will focus on the combination of digital modeling, digital tools, and traditional tools in designing and making products. In this project based class, students research, design and fabricate prototypes and models in the school's fabrication lab using the wood shop, 3D printers and CAD-Design software. Students will build their own projects or will support projects from throughout the school such as: science robotic arms, engineering canoes and planes, enviro garden, arts, drama sets, robotics sets, comp.sci. sandbox, music tech instruments, drones, and cars. The course will be offered during first and second semester.

## HISTORY \& SOCIAL SCIENCES

In Arlington Public Schools, teachers seek to engage students in the study of history and social studies through authentic instruction: having students experience history through interactive, real-life based activities, perspective-taking, and a critical analysis of history that makes connections to today's society. As part of their study of history, we also look to develop students' research, critical thinking, 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 B | Curriculum A | Honors/Advanced Placement |
| :---: | :---: | :---: | :---: |
| Grade <br> $\mathbf{9}$ | SS1320Z <br> Modern World History | SS1110Z <br> Modern World History | SS1105Z <br> Modern World History |
| Grade <br> $\mathbf{1 0}$ | SS2320Z <br> United States History I | SS2210Z <br> United States History I | SS2105Z <br> United States History I |
| Grade <br> $\mathbf{1 1}$ | SS3320Z <br> United States History II | SS3110Z <br> United States History II | SS4000Z US History AP <br> OR <br> SS3105Z US History II H |

## A note about levels in the history department:

Curriculum B: this level will primarily focus on teaching direct skills and strategies related to reading, writing, and research with considerable guidance and support provided by the teacher(s).

Curriculum A: at this level, students will be working towards becoming more independent learners and should be able to read and investigate primary and secondary sources, write analytical essays, and complete original research with some support from the teacher.

Honors: this level requires students to function at a high academic level, process information deeply, read and outline independently, and analyze and synthesize information to draw unique, original conclusions. Students will be expected to complete reading and writing assignments with little teacher support and conduct original research above grade level.

Advanced Placement: this level is an intensive, rigorous, fast-paced class that requires students to learn two semesters worth of college content in one year. This level is best suited for students who are highly motivated, independent learners, who can read, write, and research with little to no support from a teacher. Students who take AP classes are expected to take the AP exam in May.

## Social Studies - Grade 9

| SS1320Z Modern World History - Curriculum B | Grade 9 | 5 credits |
| :--- | :--- | :--- |
| 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 in World History from the 1700 s to the present. We will explore the French Revolution and Napoleon, the Industrial Revolution, Imperialism, Nationalism, World War I and the Russian Revolution, the Interwar Years and Rise of Totalitarianism, World War II and the Holocaust, the Cold War, and colonial independence movements. We will also incorporate discussions of current events that connect to eras of the past.

## Social Studies - Grade 10

| SS2320Z United States History 1 - Curriculum B | Grade 10 | 5 credits |
| :--- | :--- | :--- |
| 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 the Pre-Columbian era, 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.

## Social Studies - Grade 11

## SS3320Z United States History 2 - Curriculum B <br> SS3110Z United States History 2 - Curriculum A SS3105Z United States History 2 - Honors

Grade 11
Grade 11
Grade 11

## 5 credits <br> 5 credits <br> 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.

## SS4000Z AP United States History AP <br> Grade 11 <br> 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 course in May in order to receive AP credit for the class.

## ELECTIVE OFFERINGS:

| Levels | Advanced Placement | Heterogeneous (all semester courses) |
| :--- | :--- | :--- |
| Open to Grades <br> 10, 11, 12 |  | SS7298Z American Law <br> SS7386Z American Pop Culture <br> SS7383Z History of Massachusetts <br> SS7167Z Psychology and Human Behavior |
| Open to Grades <br> $\mathbf{1 1}$ \& 12 ONLY | SS4400Z AP European History (full yr) <br> SS7000Z AP Psychology (full yr) <br> SS7802Z AP United States <br> Government and Politics (full yr) <br> SS7196Z Economic Ideas and Policy <br> (Dual Enrollment with Syracuse) <br> (semester) <br> SS7802Z An Introduction to the | SS7388Z History of the Middle East <br> SS7295Z Introduction to Economics |
| SS7280Z Race, Society, and Identity |  |  |
| World |  |  |


|  | Analysis of Public Policy (AP Weight/ <br> Dual Enrollment with Syracuse) - not <br> offered again until 2018-2019 |  |
| :--- | :--- | :--- |

## 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.

## SS4400Z AP European History AP <br> Grades 11, 12 <br> 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.

## 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 $11^{\text {th }}$ grade students in addition to AP US History or US History II, but not instead of AP US History or US History II.

## SS7800Z An Introduction to the Analysis of Public Policy <br> Grades 11, 12 <br> 2.5 credits <br> (AP weight/ Syracuse Dual Enrollment) <br> NOTE: THIS COURSE WILL NOT BE OFFERED AGAIN UNTIL 2018-2019

This course is designed to provide students with basic research, communication, and decision-making skills used in public policy analysis. Students will develop a range of applied social science skills that will help them to make more informed choices as citizens, as workers, and as consumers. While studying particular public policy issues, students will practice collecting information and will examine the use of graphs, tables, statistics, surveys, and other informal interviewing procedures. In addition, students will identify a social problem and come up with a proposed public policy to deal with it. They will forecast the impact of that policy on societal conditions, analyze the political factors affecting the policy, and develop strategies to implement the proposed public policy. 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 the (heavily discounted) fee of $\$ 330$ ( $\$ 110$ for Free/Reduced lunch recipients) for three SU credits to receive a Syracuse University transcript. Typically, colleges will accept the Syracuse credits with a grade for transfer credit.

## SS7196Z Economic Ideas and Policy (Syracuse Dual Enrollment) Grades 11, $12 \quad 2.5$ credits

Students will undertake an in depth study of micro and macro economics. In microeconomics students will analyze why people make choices, the market coordination that occurs due to individual choices, market issues that arise due to individual choice, and the potential need for government involvement in the economy. With this foundation in place, the students will examine macro economics, in which they will consider the potential options the government may use to intervene in the market. Finally the students will partake in a global study in which they
learn the potential positives and negatives of free trade. 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 the (heavily discounted) fee of \$330 (\$110 for Free/Reduced lunch recipients) for three SU credits to receive a Syracuse University transcript. 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.


## US57386Z American Popular Culture (Semester course) Grades 10, 11,12 <br> 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.

## - SS7383Z History of Massachusetts (Semester course) Grades 10, 11, $12 \quad 2.5$ credits

This course will explore the history of the state of Massachusetts starting with a history of the native tribes of Massachusetts pre-colonization and the development of English Colonies of Plymouth and Massachusetts Bay and their growth through the 17th and 18th Centuries. The course will explore Massachusetts' role during the American Revolution as well as the Constitution and Federal Periods. Next, students will study Massachusetts during the 19th Century with a focus on the rise of industrialization, immigration and the Massachusetts contributions during the Civil War. Concluding the course will be a study on the Commonwealth in the 20th and 21 st Centuries with studies in the modernization of the state's economy focusing on the tech industry, the development of the state infrastructure, new patterns of immigration and Massachusetts' role in the United States as a whole.
*Students have the option of earning Honors Credit through more challenging research and project work.

## USS7388Z History of the Middle East (Semester course) Grades 11, $12 \quad 2.5$ credits

This course will discuss the developments in the Middle East from the early 20th century to the present. It will discuss the rise and retreat of Arab nationalism, the problems of internal cohesion of the Arab states, issues of religion and state, and the evolution of Islamist politics. It will also focus on the evolution of the Arab-Israeli conflict and its impact on the region and will conclude with an in depth analysis of the "Arab Spring" by placing these contemporary revolutionary events in their historical context.
*Students have the option of earning Honors Credit through more challenging research and project work.

## -SS7295Z Introduction to Economics

Grades 11, 12

## 2.5 credits

Students will engage in a study of basic micro and macro economic principles to enhance their understanding of capitalism to help them become strong citizens and make astute financial decisions. In particular they will examine the powers of the Federal Reserve and federal government as well as scrutinize the economic theories employed by Democratic and the Republican parties. Then the students will create a business to enhance their understanding of microeconomic concepts. The class concludes with an examination of the role of the consumer; here students learn personal finance life skills such as making a budget, learning wise shopping strategies, learning how to achieve a strong credit score, how to avoid credit card debt, and how to save for retirement.

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


## - SS7167Z Psychology \& Human Behavior (Semester course) Grades 10, 11,12 <br> 2.5 credits

This course is designed to provide students with a foundation in the basic theories and principles of psychology. Some of the topics included are developmental, clinical, and social psychology, learning and memory, and perception. This course asks for significant class participation, and students are encouraged to relate the material in the course with their own life experiences. Students will consider the design, implementation, and impact of groundbreaking experiments in the field that have helped us to understand human thought and behavior. By the end of the course, students will have a greater understanding of themselves and their capacity for growth by exploring a wide range of psychological phenomena. This is an introductory-level course showcasing the main ideas of psychology for students.
*Students have the option of earning Honors Credit through more challenging research and project work.

## - SS7280Z Race, Society, and Identity <br> Grades 11, 12 <br> 2.5 credits

This course will explore concepts of race and identity in society and our own lives. All Americans are affected by racism as our history has built a troubling foundation of privilege and scorn. We will analyze contemporary and historical events to make connections between the ideology of race and the reality of racism. Students will work on developing a critical understanding of privilege and the role of media in impacting American perceptions of race.

* 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, among others. The other half of the course will focus on foreign issues, such as, regional U.S. foreign policy, the Iran Nuclear Deal, globalization, and more. Classroom activities will include debate, class discussion, collaborative activities, individual projects, a local field trip, 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.


## 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. Note that the courses listed under "Electives" do not satisfy mathematics distribution graduation requirements.

| Levels | Curriculum H or AP | Curriculum A or Heterogeneous | Curriculum B |
| :---: | :---: | :---: | :---: |
| Grade 9 | MA1105Z Geometry-Curriculum H | MA1215Z Algebra I-Curriculum A <br> MA2215Z Geometry-Curriculum A | MA1210Z Pre-Algebra Curriculum <br> B |
| Grade 10 | MA2105Z Algebra II-Curriculum H | MA2215Z Geometry-Curriculum A <br> MA3215Z Algebra II-Curriculum A | MA1327Z Algebra I-Curriculum B <br> MA2327Z Geometry-Curriculum B |
| Grade 11 | MA3105Z Pre-Calculus-Curriculum <br> H | MA3215Z Algebra II-Curriculum A | MA2327Z Geometry-Curriculum B |
| Grade 12 | MA4000Z AP Calculus AB | MA3110Z Pre-Calculus-Curriculum A A MA3321Z Algebra II-Curriculum B |  |

\begin{tabular}{|c|c|c|c|}
\hline \& MA4005Z AP Calculus BC MA4105Z Calculus-Curriculum H MA \(4100 Z\) AP Statistics \& MA4125Z Statistics-Curriculum A \& MA4316Z Quantitative Reasoning-Curriculum B \\
\hline \multicolumn{4}{|c|}{Electives} \\
\hline \begin{tabular}{l}
Computer \\
Science
\end{tabular} \& \begin{tabular}{l}
Full-Year Course \\
MA7414Z Honors Computer Science Principles (Grades 9-12) \\
MA7415Z AP Computer Science Principles (Grades 10-12) \\
MA7411Z AP Computer Science A (Grades 10-12) \\
Semester Courses \\
MA7518Z Python - Honors (Grades 10-12) \\
MA7417Z JavaScript and Web \\
Development - Honors (Grades 10-12) \\
IN9915Z Independent Study in Computer Science
\end{tabular} \& MA7400Z Exploring Computer Science-Curriculum A (Grades 9-12) \& \\
\hline \begin{tabular}{l}
Computer \\
Aided \\
Drafting and Design \\
(C.A.D.D.)
\end{tabular} \& \begin{tabular}{l}
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 who are interested in earning honors credit will inform the teacher in September.
\end{tabular} \& \begin{tabular}{l}
Full-Year Course
MA7287ZZ C.A.D.D. 1
Semester Courses
MA7274Z C.A.D.D. 2.1
MA7276Z C.A.D.D. 2.2

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 <br>
MA7250Z Introduction to Fabrication Lab <br>
MA7246Z Intro to 3D Printing
\end{tabular} \& <br>

\hline
\end{tabular}

## 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 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 understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. 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 or Algebra I Curriculum B.

## Algebra I

## MA1215Z Algebra I-Curriculum A

Grades 9, 10, 11, $12 \quad 5$ credits
Algebra I Curriculum $A$ is the first course in a four-year college preparatory sequence. This course addresses the standards of the current state framework with major 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 in accordance with standards from the Number and Quantity domain. 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 the work done in the coordinate plane.

Suggested Entry Criteria: Understand the concepts and skills of Math 8 or Pre-Algebra.
Next Course: Geometry Curriculum A or Geometry Curriculum H.

## MA1327Z Algebra I - Curriculum B

Grades 9, 10, 11, 12

## 5 credits

Algebra I Curriculum B is the first course in a four-year modified college preparatory sequence. Students progress from intuitive understanding to abstract representation of concepts. This course addresses the standards of the current state framework with major 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 study powers and roots as they address standards from the Number and Quantity domain. 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 the work done in the coordinate plane.

Algebra I Curriculum B also contains a highly recommended lab component. This component will meet two times per cycle, bringing the total times that the course meet to six per cycle. All students enrolling in Algebra I Curriculum B will automatically be placed into the lab component. Students may petition to the mathematics department head for
release from the requirement.
Suggested Entry Criteria: Understand the concepts and skills of Math 8 or Pre-Algebra.
Next Course: Geometry Curriculum B or Geometry Curriculum A.

## Geometry

## MA1105Z Geometry - Curriculum H

Grades 9, 10
5 credits
Geometry Curriculum H is the first course in a four-year honors sequence. The students demonstrate higher order thinking skills in solving non-routine problems, and in discovering and writing inductive, deductive, indirect, and coordinate proofs. This accelerated course addresses the requirements of the current state framework, with major 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.

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 four-year college preparatory sequence. This course addresses the requirements of the current state framework with major 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 congruency and similarity relationships. Students apply area and volume formulas to solve problems as well as use inductive and deductive reasoning processes 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, which is consistent with the standards of the Statistics and Probability domain.

Suggested Entry Criteria: Successful completion of Algebra I or equivalent.
Next course: Algebra II Curriculum H or Algebra II Curriculum A.

## MA2327Z Geometry - Curriculum B Grades 10, 11, $12 \quad 5$ credits

Geometry Curriculum B is the second course in a four-year modified college preparatory sequence. This course addresses the requirements of the state framework, using visual and manipulative models. Students progress from intuitive understanding to abstract representation of concepts. The Geometry domain is addressed as students study lines, angles, polygons, polyhedrons, and congruency and similarity relationships. Students apply area and volume formulas to solve problems as well as explore complex relationships between 3-dimensional solids using creative constructions and Euler's formula. They are introduced to the deductive reasoning process by using theorems to justify statements. Students also work in the coordinate plane with transformations, finding slope, midpoints, and distance. Students use sample spaces to find simple probabilities, design and conduct a statistical experiment and interpret the outcomes consistent with the standards of the Statistics and Probability domain.

Geometry Curriculum B also contains a highly recommended lab component. This component will meet two times per cycle, bringing the total times that the course meet to six per cycle. All students enrolling in Geometry Curriculum $B$ will automatically be placed into the lab component. Students may petition to the mathematics department head for release from the requirement.

Suggested Entry Criteria: Successful completion of Algebra I or equivalent.
Next course: Algebra II Curriculum B or Algebra II Curriculum A.

## Algebra II

## MA2105Z Algebra II - Curriculum H

Grades 10, 11, 12

## 5 credits

Algebra II Curriculum H is the second course in a four-year honors mathematics sequence. Students continue to demonstrate higher order thinking skills by applying concepts to challenging problems and 'real-world' problems. This honors course addresses the current state framework with emphasis on the Algebra domain and Functions domain. 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 expand their knowledge of equation solving to include 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 studying quadratic relationships as they address the standards of the Geometry domain. The standards in the Statistics and Probability domain 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.

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 <br> Grades 10, 11, 12 <br> 5 credits

Algebra II Curriculum A is the third course in a four-year 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, rational expressions, 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.

## MA3321Z Algebra II - Curriculum B Grades 10, 11, $12 \quad 5$ credits

Algebra II Curriculum B is the third course in a four-year modified college preparatory sequence in Algebra that further develops and strengthens the concepts and skills of Algebra 1 and extends these concepts and skills into the traditional topics of Algebra 2. The course is aligned with the current state framework and focuses on the Algebra domain and the Functions domain. The topics emphasized include linear, quadratic, and exponential functions, graphs, inequalities, polynomials, rational expressions, 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 A, Statistics Curriculum A, or Quantitative Reasoning Curriculum B.

## Pre-Calculus

## MA3105Z Pre-Calculus - Curriculum H

Grades 11, 12
5 credits
Pre-Calculus Curriculum H is the third course in a four-year honors mathematics 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.

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 addresses the same topics as Pre-Calculus Curriculum H at a modified level of rigor. Topics studied include polynomial, trigonometric, exponential and logarithmic functions, matrices, polar coordinates, complex numbers, sequences, series and conics. 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, 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, as well 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 and/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. \$95) 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 Tl-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 $A B$ covers the $A B$ 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 $A B$ represents college-level mathematics for which most colleges grant advanced placement and/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 $A B$ 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. \$95) 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 $\mathrm{Tl}-84$ 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 with an emphasis on functions, their derivatives and antiderivatives. Students are introduced to the basic 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 Tl-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

Grade 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. \$95) 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

Grade 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 four 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.

## MA4316Z Quantitative Reasoning - Curriculum B <br> Grade 11, 12 <br> 5 credits

Quantitative Reasoning B is a modified mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, recursively defined functions, and discrete mathematics to model a range of situations and solve problems. The $\mathrm{TI}-83+$ or $\mathrm{TI}-84$ graphing calculator or equivalent is highly recommended.

Suggested Entry Criteria: Understand the concepts and skills of Algebra II.

## Project-Based Electives

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

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

| MA7251Z 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 |

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MA7264Z C.A.D.D.4.1 Grade 12 2.5 credits
MA7270Z C.A.D.D. 4.2 Grade 12 2.5 credits
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C.A.D.D. is being offered as an elective within the Mathematics Department for all students, 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 a 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, as well as other applications in order 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 for printing 3 dimensional objects and HP Plotter for large drawings and color printer. This course is recommended for students interested in pursuing a career in civil or mechanical engineering, drafting technology, or architectural design. This is a class that can go in many different directions - all depending on the choice of the student with guidance from the instructor. While C.A.D.D. is focused around digital drafting and design aspects (i.e., visual or creative projects involving a computer), there are also many additional features as well. In project-based curriculum, students work in an area of their own interest, generating works of their own inspiration. Within the class the flexibility exists to assign projects ranging in difficulty on the student's ambition and ability. Whether simply designing the blueprints of a house, modifying a preexisting plan, or creating a digitally enhanced pamphlet, students are the designers and researchers of their project. As students advance through the year, they learn how to take on greater challenges, including real jobs. Overall, C.A.D.D. is a great class for anyone. Students work hands-on creating computer-oriented projects that generate final products sparked by their own interests.

## MA7250Z Introduction to Fabrication Lab Grade 9-12 2.5 credits

This course will focus on the combination of digital modeling, digital tools, and traditional tools in designing and making products. In this project based class, students research, design and fabricate prototypes and models in the school's fabrication lab using the wood shop, 3D printers and CAD-Design software. Students will build their own projects or will support projects from throughout the school such as: science robotic arms, engineering canoes and planes, enviro garden, arts, drama sets, robotics sets, comp.sci. sandbox, music tech instruments, drones, and cars. The course will be offered during first and second semester.

## MA7246Z Intro to 3D Printing Grades 10-12 2.5 credits

This course will focus on teaching students advanced skills in operating and maintaining 3D printing tools. Students will become proficient at monitoring, operating, and troubleshooting the use of a 3D printer. Students will fabricate models from the upper level C.A.D.D. courses and from projects throughout the school. Students will also learn to safely operate other Fab Lab machinery. Course is intended for students who want to move on to advanced 3D fabrication skills, but are not yet ready to take on the engineering skills of C.A.D.D. 2. The course may be taken concurrently with C.A.D.D. 2.1 - C.A.D.D. 4.2)
Prerequisites: Completing C.A.D.D. 1.

## Computer Science

## MA7400Z Exploring Computer Science - Curriculum A Grades 9-12

## 5 credits

Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational practices of algorithm
development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

Suggested Entry Criteria: There are no prerequisites for this course.

## MA7417Z Python - Honors

Grades 10-12
2.5 credits

Learn one of the computer languages voted most fun to learn and use. Its also one of the languages that many college computer science departments are using in their introductory course. We will learn the basics of this scripting language and have time to explore higher 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, but the environment that we will 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.

## 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 a broad range of 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, but the environment that we will 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.

## 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 with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. The goals of the AP Computer Science A course is 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.

## MA7414Z Honors Computer Science Principles $\quad 5$ credits

Honors Computer Science Principles provides students the opportunity 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 that these have 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 that either complete Exploring Computer Science or equivalent.

## MA7415Z AP Computer Science Principles $\quad$ Grades 10-12 5 credits

AP Computer Science Principles provides students the opportunity 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 that these have 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 that either complete Exploring Computer Science or equivalent.

## IN9915Z Independent Study in Computer Science

Grade 12

## 2.5 credits

This course focuses on applying the advanced concepts learned during the AP course to fun and interesting 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. Enrollment in this course is dependent on approval of the Math Department Head and Computer Science Teacher.

Suggested Entry Criteria: Successful completion of AP Computer Science A.

## 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 |
| :---: | :--- | :--- |
|  | PA7105Z Honors Symphonic Band <br> PA7110Z Honors String Orchestra <br> PA7125Z Madrigal Singers <br> Grades 9-12 | PA7205Z Symphonic Band <br> PA7210Z String Orchestra |
|  |  | PA7225Z Mixed Chorus <br> PA1250Z Drama I <br> PA8200Z Intro to Music Technology (year long) <br> PA7222Z Mixed Chorus 2 <br> PA9240Z Pep Band <br> PA9237Z Contemporary Music Ensemble (semester) |
| Grades | PA2140Z Art of the Cinema |  |
| $\mathbf{1 0 , 1 1 , 1 2}$ |  | PA9210Z Advanced Music Technology IIA (Semester) <br> PA9212Z Advanced Music Technology IIB (Semester) |
| Grade 10 |  | PA2249Z Honors Drama II |
| GA9214Z Advanced Music Technology IIIA |  |  |
| (Semester) |  |  |
| PA9216Z Advanced Music Technology IIIB (Semester) |  |  |

$\square$

## 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.

## PA2249Z Honors Drama II - Curriculum H

Grade 10
5 credits
Students will study advanced acting techniques, explore plays and films, create theatre in a variety of genres, periods, and styles and view the playwright as artist. Students will explore an introduction to directing and playmaking. Classes will encounter various aspects of the technical theatre crafts and present their own theatre creations for classroom and public performance.

| PA3150Z Honors Drama III - Curriculum H | Grade 11 | 5 credits |
| :--- | :--- | :--- |
| PA4150Z Honors Drama IV - Curriculum H | Grade 12 | 5 credits |

Honors Drama is a deeper exploration of the Massachusetts Theatre Frameworks presented in Drama 1 and Advanced Drama. Scene work in pairs and as individuals will continue as will written analysis of plays and acting. The role of the director as interpreter will be explored. The texts chosen will reflect the rigor of this upper level class. Theatre history and the role of the playwright in society will continue. Non-Western artists will be studied, as will alternative acting methods and theories, such as those of Anne Bogart. Self-scripted works based on contemporary themes will be explored in presented in public performances.

## PA2140Z The Art of Cinema - Curriculum H

Grades 10, 11, 12

## 5 credits

This course considers filmmaking as an art, comparing it to literature and other arts, tracing its technology and chronology, identifying major trends and variations, and reflecting on its place in our culture and private lives. Discussion, analysis and evaluation will focus on the following films viewed in class, as recommended by the National Council of Teachers of English and consistent with Massachusetts Communication and Performing Arts Frameworks: Citizen Kane, On The Waterfront, Rebel Without A Cause, The Graduate, Modern Times, Singin' in the Rain, Vertigo, Rear Window, Sunset Boulevard, and Some Like It Hot. In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or 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.

## PA7210Z String Orchestra - Curriculum A

Grades 9, 10, 11, $12 \quad 5$ 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 instructor.

## PA7110Z Honors String Orchestra - Curriculum H $\quad$ Grades 9, 10, 11, $12 \quad 5$ 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 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.

## 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

## PA9237Z Contemporary Music Ensemble $\quad$ Grades 9, 10, 11, $12 \quad 2$ credits

Explore contemporary music performance through mixed ensembles rehearsal. Includes a historic overview of contemporary music styles and performance technique culminating in live performances within the school community. Rehearse and record in our music studio. Students must bring their own instrument to class daily. (Drum set will be provided). Rhythm guitar, bass guitar, keyboard players and percussionists are welcome.

## PA7225Z Mixed Chorus - Curriculum A Grades 9, 10, 11, 12 5 credits

Mixed Chorus is a course that is open to all students with no audition requirements. Students will explore musical styles and historical periods by singing with expression, singing with technical accuracy, and performing music in four or more parts. They will demonstrate the ability to read a vocal score and develop audience skills relating to listening and responding appropriately in classroom, rehearsal, and performance settings. Attention will be given to developing proper tone, breath control, vocal range and self-confidence. Attendance at all performances is a requirement of this course.

## PA7222Z Mixed Chorus 2 - Curriculum A Grades 9, 10, 11, 12 2.5 credits

Mixed Chorus is a course that is open to all students with no audition requirements. Students will explore musical styles and historical periods by singing with expression, singing with technical accuracy, and performing music in four or more parts. They will demonstrate the ability to read a vocal score and develop audience skills relating to listening and responding appropriately in classroom, rehearsal, and performance settings. Attention will be given to developing proper tone, breath control, vocal range and self-confidence. Attendance at all performances is a requirement of this course. Please note this course only runs three times per rotation and the credit value is half of the full year chorus class.

PA7125Z Madrigal Singers - Curriculum H
Grades 9, 10, 11, 12
5 credits
In this Honors level course, students will develop advanced vocal skills from the Massachusetts Arts Frameworks such as singing in small ensembles, singing in more than four parts, singing music with an advanced degree of difficulty, and performing from memory. An a cappella group, the Madrigal Singers will perform music from the sixteenth century to contemporary popular selections. Attendance at all performances is a requirement of this course.

## Required Entry Criteria: Audition

## PA9240Z PEP Band - Curriculum A

Grade 9, 10, 11, 12
5 credits
In this hands-on class, students will develop and perform pieces at Arlington High School athletic and school events for a total of $5-10$ performances. This course welcomes all instrumentalists interested in developing a musical ensemble to enhance school events and perform shows during intermissions. As this program is under development, the course may be scheduled during our outside of the regular school day. All instrumentalists are welcome.

## 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 life-long 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.

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 <br> Grades 9, 10, 11, 12 <br> 5 credits

This course is required before a student may take any other in music technology. 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

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

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 mic 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
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

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 your own music "plugins".

## PA9007Z Digital Music Portfolio I

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

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. Please activate the piano course also (previously approved, needs number assigned)

## PA9210Z Advanced Music Technology IIA (Songwriting / Film Scoring) <br> - PA9212Z Advanced Music Technology IIB (Songwriting / Film Scoring)

This course introduces practical techniques and applications of the working songwriter, including melody, lyrics, "hooks," points of view, and song logic. Students will work individually and in small groups on typical commissioned projects such as jingles, wedding songs, movie themes, and artist-specific styles. Students will learn cataloging techniques in order to organize musical work and develop good professional habits of mind. Required Entry Criteria: PA8200Z

## PA9214Z Advanced Music Technology IIIA Sound Recording Technology/Songwriting

Grades 11,12
2.5 credits

- PA9216Z Advanced Music Technology IIIB

Sound Recording Technology/Songwriting
This course is designed for highly motivated, serious students who will study acoustics, multimedia production and perform required work in live production settings. Independent recording projects require fieldwork outside of class, in concert recording, sound and lighting support. Arranging skills will be introduced. Cumulative multimedia production and research projects will give evidence of learning. Program notes and a concert performance of works created are required.
Required Entry Criteria: PA9202Z
PA9218Z Advanced Music Technology IVA
Grade 12
2.5 credits

Sound Recording Technology/Songwriting
PA9220Z Advanced Music Technology IVB
Grade 12
2.5 credits Sound Recording Technology/Songwriting
This Honors level course is designed for highly motivated, serious students who will continue study of acoustics, analogue and digital recording systems, multimedia distribution and live production team management skills. Independent recording projects require fieldwork outside of class, in concert recording, sound and lighting support. Cumulative multimedia production and research projects will give evidence of learning. Full scale traditional arranging and composition projects, with program notes and a concert performance of works created are required.
Required Entry Criteria: PA9203Z

## Physical Education, Health and Wellness

The program of Physical Education, Health and Wellness at Arlington High School is a sequence that aligns with many components of the Health Framework 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 Physical Education classes. A parent may request to have his/her child exempt from classes related to sexuality. Such requests shall be made in writing to the principal.

## PE Graduation Requirement: 3 Years (2018) 4 Years (YOG 2019, 2020, 2021)

- Grades 9: Students are required to take the 9th Grade 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 at any time in grades 11 and 12. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot not enroll in Quarter 4 electives.
- There is a 4 absence allowance for all Quarter Elective classes. If a student surpasses the 4 absence allowance they must enroll in another elective to earn PE Graduation requirement credit.

| Levels | Courses |
| :---: | :---: |
| Grade 9 | PE1610Z 9th Grade Program |
| Grades $10,11 \& 12$ <br> Electives | Fall <br> PE7661Z Personal Fitness (1st or 2nd Quarter, 2.5 credits) <br> PE7686Z Physical Education Leader (Fall Semester, 2.5 credits) <br> PE7911Z Fall Backpacking \& Camping (Grade 11 and 12 only) (1st Quarter, 2.5 credits) <br> PE7705Z Team Sports (1st Quarter, 2.5 credits) <br> PE7025Z Yoga (2nd Quarter, 2.5 credits) <br> PE7006Z Walking (1st Quarter, 2.5 credits) <br> PE7700Z Advanced CPR \& First Aid (1st Quarter, 2.5 credits) <br> PE7659Z Survival and Wilderness Camping (Grade 11 and 12 only) (2nd Quarter, 2.5 credits) <br> PE5655Z Adaptive Physical Education Leader (1st or 2nd Quarter, 2.5 credits) <br> PE7021Z Nutrition <br> Spring <br> PE7661Z Personal Fitness (3rd or 4th Quarter, 2.5 credits) <br> PE7688Z Physical Education Leader (Spring Semester, 2.5 credits) <br> PE7912Z Spring Backpacking \& Camping (Grade 11 and 12 only) (4th Quarter, 2.5 credits) <br> PE7995Z Winter Camping \& Hiking (Grade 11 and 12 only) (3rd Quarter, 2.5 credits) <br> PE7700Z Advanced CPR \& First Aid (3rd Quarter, 2.5 credits <br> PE7804Z Indoor/Outdoor Rock Climbing <br> PE7006Z Walking (4th Quarter, 2.5 credits) <br> PE7705Z Team Sports (4th Quarter, 2.5 credits) <br> PE7020Z Recreational Sports (4th Quarter, 2.5 credits) <br> PE7021Z Nutrition (TBD, 2.5 credits) <br> PE7660Z Wilderness First Aid (TBD, 2.5 credits) |

## PE1610Z Ninth Grade Physical Education, Health and Wellness 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.

## Fall Electives

## PE3725Z Personal PE Contract (Full Year Course)

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 72 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 (1st or 2nd Quarter)

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.

## PE7658Z Physical Education Leader (1st Semester) Grades 11, 12 only 2.5 credits

This course is designed for the student who has been successful in the freshman/sophomore physical education program. He/she has demonstrated effective leadership and cooperative skills. The student gets the opportunity to assist in the freshman physical education class.

## PE7911Z Fall Backpacking \& Camping (1st Quarter) 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 Quarter).

PE7705Z Team Sports (1st Quarter)
Grades 10, 11, 12
2.5 credits

Students will choose and participate in team activities ranging from football, basketball, soccer, and other team sports.

## PE7659Z Survival and Wilderness Camping (2nd Quarter) 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. (please note: the course meets during the 2nd Quarter).

## PE7700Z Advanced CPR \& First Aid (1st Quarter)

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 certification in CPR and First Aid. Students will also participate in a group project with their classmates designed to demonstrate their competency in the skills learned in the class.

PE7006Z Walking (1st Quarter)
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 provide an opportunity for lifelong fitness through walking.

## PE7025Z Yoga (2nd Quarter)

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 (1st or 2nd Quarter)

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.

## Spring Electives a

## PE7661Z Personal Fitness (1st or 2nd Quarter) Grades 10, 11, $12 \quad 2.5$ 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.

## PE7658Z Physical Education Leader (2nd Semester)

Grades 11, 12
2.5 credits

This course is designed for the student who has been successful in the freshman/sophomore physical education program. He/she has demonstrated effective leadership and cooperative skills. The student gets the opportunity to assist in the freshman physical education class.

## PE7700Z Advanced CPR \& First Aid (3rd Quarter) Grades 10, 11, $12 \quad 2.5$ 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 certification in CPR and First Aid.

## PE7912Z Spring Backpacking \& Camping (4th Quarter) Grades 11 only 2.5 credits

This course is 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. Students taking this elective will satisfy a full-year of PE credit in one Quarter. Course size is limited to no more than 13 students. (please note; the course meets during the 4th Quarter and is offered to grade 11 only).

## PE7804Z Indoor/Outdoor Rock Climbing (3rd Quarter) Grades 10, 11, $12 \quad 2.5$ Points

This course offers students the opportunity to participate in a series of high impact challenges on our indoor and outdoor challenge course. With a focus on safety, students will learn how to use modern climbing equipment to safely ascent 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.

PE7995Z Winter Camping and Hiking (3rd Quarter)
Grades 11, 12

## 2.5 credits

This course is designed to teach students the skills needed to plan and participate in a camping experience in the late winter/early spring. Students will learn the skills necessary for successful camping and hiking. The course will culminate with a 3 day 2 night camping trip that is required for successful completion of the course. Course size is limited to no more than 13 students.

## PE7006Z Walking (4th Quarter)

Grade 10 and 11 only
2.5 credits

This course offers students the opportunity to walk for exercise and learn various ways to map routes and provide an opportunity for lifelong fitness through walking. (please note; the course meets during the 4th Quarter and is offered to Grade 10 and 11 only).

## PE7020Z Recreational Sports (4th Quarter)

Grade 10 and 11 only
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 4th Quarter and is offered to Grade 10 and 11 only).

## 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.

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 IIIness; Near Drowning; Lightning Injuries; Wounds and Burns; Anaphylaxis; Lifting, Moving Extrication; Patient Carries; Backcountry Medicine.

## 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. We also strive to foster science-specific literacy in the reading, writing, and mathematics necessary for career and college readiness. To graduate from AHS, students must take three years of science. Two of these years must include physical science and biology. After taking biology, students may take chemistry, physics, and/or a science elective. Selective colleges expect students to take additional science courses in chemistry and physics. In addition, students planning on careers in engineering, chemistry, medicine, or any other science related field should include a year of both chemistry and physics in their four-year sequence. 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.

Students take the Introductory Physics Massachusetts Comprehensive Assessment System (MCAS) science test near the end of the $9^{\text {th }}$ grade. Passing a science MCAS is required to meet state and local graduation requirements. If a student does not pass the Introductory Physics MCAS after grade 9, but has passed the Physical Science course, he or she will move on to Biology. He or she may then take either the Biology MCAS, or retake the Intro Physics MCAS at the end of grade 10.

## Science Course Offerings

| Levels | AP/Curriculum H | Curriculum A | Curriculum B |
| :---: | :--- | :--- | :--- |
| Grade <br> $\mathbf{9}$ | SC1105Z Honors Physical <br> Science | SC1115Z Physical Science | SC1277Z Concepts in <br> Physical Science |


| Grade 10 | SC2106Z Honors Biology (Departmental approval/space available) <br> SC4007Z A P Physics 1 <br> (Departmental approval/space available) | SC2111Z Biology | SC2216Z Concepts in Biology |
| :---: | :---: | :---: | :---: |
| Grade 11 | SC3106Z Honors Chemistry <br> SC4106Z Honors Physics <br> (Departmental approval/space available) <br> SC4010Z A P Biology <br> SC4007Z A P Physics 1 <br> SC7280Z Introduction to <br> Archaeology | SC3111Z Chemistry <br> SC4111Z Physics - Curr. A <br> SC3252Z Anatomy and Physiology <br> - Heterogeneous <br> SC7257Z Astronomy*- <br> Heterogeneous <br> SC7277Z Oceanography* - <br> Heterogeneous <br> SC7267Z Environmental Science <br> -Heterogeneous <br> SC1291Z Engineering <br> -Heterogeneous <br> SC7280Z Introduction to Archaeology - Heterogeneous | SC3216Z Concepts in Chemistry |
| Grade $12$ | SC4106Z Honors Physics SC3106Z Honors Chemistry SC4010Z AP Biology SC4002Z AP Chemistry SC4007Z AP Physics 1 SC4070Z AP Environmental Science SC4008Z AP Physics 2 SC7280Z Introduction to Archaeology | SC4111Z Physics - Curr. A <br> SC3111Z Chemistry <br> SC3252Z Anatomy and Physiology -Heterogeneous <br> SC7258Z Astronomy* - <br> Heterogeneous <br> SC7277Z Oceanography* <br> Heterogeneous <br> SC7268Z Environmental Science Heterogeneous <br> SC7292Z Engineering - <br> Heterogeneous <br> SC7280Z Introduction to <br> Archaeology - Heterogeneous | SC3216Z Concepts in Chemistry |

* $1 / 2$ year courses

Anatomy, Astronomy, Oceanography, Introduction to Archaeology, Environmental Science and Engineering 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 and be better prepared for an AP science track. 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.

## SC1277Z Concepts in Physical Science - Curriculum B Grade $9 \quad 5$ 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. This course is designed for students who would do well in a structured setting with clear student expectations.
Placement is by teacher recommendation.

## 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 life science strand. Preparation for the Biology SAT II test will require independent study of some topics.

## Suggested Entry Criteria: B or better in Honors level Physical Science and grade 9 math, A or better in A level Physical Science and science teacher recommendation.

## SC2111Z Biology - Curriculum A

Grade 10
5 credits
This course emphasizes the molecular, cellular, organismal and ecological aspects of the living world. Special
emphasis is placed on characteristics or organisms, evolution of life, principles of heredity, molecular genetics, and the dynamics of ecosystems. Students complete approximately twenty laboratory exercises some of which required formal lab reports. Reading and writing assignments will include articles from science journals and magazines, and students will research and do a project on a topic in modern biology each quarter.

## SC2216Z Concepts in Biology - Curriculum B Grade $10 \quad 5$ credits

This course is designed to promote understanding and excitement in science with special emphasis on the nature of the living organisms, physiology of man, evolution of life, principles of heredity, ecology, and energy in ecosystems. This course is designed for students who would do well in a structured setting with clear student expectations, and will prepare students to pass the 10th grade Biology MCAS.

## Placement is by teacher recommendation

## Chemistry Course Offerings

## SC3106Z Honors Chemistry - Curriculum H Grades 11, $12 \quad 5$ 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 matter test in chemistry.
Suggested Entry Criteria: B or better in Honors Biology. A or better in Biology, B or better in honors math, teacher recommendation.

## 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.

SC3216Z Concepts in Chemistry - Curriculum B Grades 11, $12 \quad 5$ credits
Concepts in Chemistry prepares students for further study in science or related fields by looking at real world applications of chemistry. Students will explore foundational concepts of chemistry as they relate to materials common to everyday life. The course is laboratory intensive.
Placement is by teacher recommendation.

## Physics Course Offerings

## SC4106Z Honors Physics - Curriculum H

Grade 12

## 5 credits

(***Grade 11-A on qualifying science/math exam and space available)
The honors 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: (For Grade 12) B or better in Honors Chemistry. A or better in Chemistry. B or better in Honors Pre-Calculus or A in Advanced Pre-Calculus. Teacher Recommendation (For Grade 11) A in Grade 10 science and math, teacher recommendation.
SC4111Z Physics - Curriculum A Grades 11, $12 \quad 5$ credits

This course is designed for academically strong students who want to obtain a fundamental understanding of physics at a challenging level. The development of logical thinking skills and conceptual understanding through mathematical problem-solving and laboratory investigations is emphasized. Topics to be covered include vectors and projectiles, Newtonian mechanics, momentum and energy, optics and waves, and electricity and magnetism.

The content and approach of this course will be similar to that of Honors Physical Science, including STEM projects, but more mathematically rigorous.

## Suggested Entry Criteria: B or better in Algebra 2/Pre-Calculus, or teacher recommendation. 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 curricula and the college 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, teacher recommendation.

## SC4002Z Advanced Placement Chemistry AP

Grade 12
5 credits
Advanced Placement Chemistry is designed to be the equivalent of the 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, B or better in Honors Pre-calculus or A in Pre-calculus, teacher recommendation.

SC4007Z Advanced Placement Physics 1 AP
Grades 11,12
5 credits
(Grade 10 with $A$ in qualifying exam, space permits)
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, mechanical waves, sound, and electric circuits. 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 long-term STEM projects will be assigned both semesters.
Suggested Entry Criteria: (For Grades 11,12) B or better in previous science class and previous math class, teacher recommendation. (For Grade 10) A in qualifying math/science exam, teacher recommendation, space available)

## SC4008Z Advanced Placement Physics 2

Grades 11, 12
5 credits
This course is designed to be the equivalent of the second half 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: (For grades 11,12) B or better in previous AP Physics 1 class or Honors Physics class, and $B$ in previous math class, teacher recommendation.

SC4070Z Advanced Placement Environmental Science Grades 11, $12 \quad 5$ 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.

## 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 a required internship, 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.

## SC7258Z Astronomy

Grades 11, 12
2.5 credits

This half-year course, offered each semester, 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. A major part of the course grade will be based upon a personal term project, the scope and nature of which are to be agreed upon by the instructor and each student.

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


#### Abstract

SC7277Z Oceanography Grades 11, 12 2.5 credits

This half-year course, offered each semester, provides an introduction to oceanography, including 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. * Students have the option of earning Honors Credit through more challenging research and project work.


## SC7268Z Environmental Science

Grades 11, $12 \quad 5$ 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.

SC1292Z Engineering
This course will utilize the Engineering the Future curriculum developed by the Museum of Science (Boston), with particular emphasis on engineering design, manufacturing, construction, written communication, and mathematics. The school resources available in the technology resource center will be utilized for collaborative project design and construction, integrating concepts across the disciplines in the school's Maker space. Students work in a classroom and workshop setting with woodworking materials, metals, and laboratory equipment. By applying the mathematics of engineering and completing hands-on design projects, students learn about the different roles of mechanical, fluid and electrical engineering in the modern world. The course helps students pursuing a technical career to understand the many ways in which they may engineer the world of the future.
*Students have the option of earning Honors Credit through more challenging research and project work.

## - SC7280Z Introduction to Archaeology

Grades 11, 12
2.5 credits

This half-year course, offered each semester, is an introduction to the field of archaeology. Students will learn basic field techniques and how to conduct an archaeological excavation. The course will explore how we can recover and interpret ancient materials spanning bone, stone, ceramics, metal, and organics. Questions that will remain in the background are: How can we reconstruct the past from material remains? What can objects tell us about people? The course will survey ancient cultures through the lens of their archaeological traces, focusing on the major themes of the origins of families, farming, and cities. This is an interdisciplinary course drawing from the fields of geology, chemistry, and biology, as well as history and anthropology. Grading will be based on quizzes/tests, lab notebook, written reflections, and a research project, paper and presentation.

## Suggested entry criteria: World History and Physical Science

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

## Visual Arts

Visual art courses offer a wide variety of disciplines and media and allow students to explore and strengthen their creativity and their creative problem solving skills. The curriculum in all courses has been designed to maximize the development of certain thinking skills that lead to expressive, personal and independent original work. Students are encouraged to think, write and speak critically about their own work, the work of other students and the work of contemporary and historical artists and art forms.

The curriculum is aligned with the Massachusetts Visual Arts Frameworks and with the latest research in the art educational field. All courses fulfill the AHS Fine Art 5 credit graduation requirement.

| Levels | Curriculum H | Curriculum A |
| :---: | :--- | :--- |
| Grades 9-12 |  | AC1205Z Art I * |
| Grades 10-12 |  | AC2205Z Art II** |
|  |  | AC3588Z Digital Photography I |
|  |  | AC7830Z Mixed Media and Sculpture |
|  |  | AC7822Z Painting I |
|  |  | AC7824Z Painting II |
|  |  | AC3591Z Introduction to Digital |
|  |  | Photography-Beyond the Selfie |
|  |  | AC 3600Z Ceramic Sculpture and Pottery |


| Grades | AC3105Z Portfolio Preparation |  |
| :--- | :--- | :--- |
| $11 \& 12$ | AC3590Z Digital Photography II |  |
|  | AC4000Z AP Studio Art |  |
|  | AC4130Z Advanced Portfolio Preparation |  |

## AC1205Z Art I-Curriculum A

Grades 9, 10, 11, 12
5 credits
Art I is the foundational course in studio art and it is a Suggested Entry Criteria for all more advanced studio art courses. The course is designed to increase students' understanding of the potential of visual art to communicate personal feelings and ideas. A rich variety of materials and techniques are introduced through projects that emphasize both creativity and skill building. Students study perspective, observational landscape and still-life drawing, expressive portrait and figure drawing, graphic design, painting, and clay sculpture. The contributions of many world cultures are used for inspiration as is the work of contemporary artists from all over the world.
*NOTE: With permission from the Director of Visual Art, some students in grade 9,10,11 or 12 can select Art II.)
AC2205Z Art II - Curriculum A
Grades 10, 11, 12
5 credits
Art II is an advanced general art studio class that builds on the skills and concepts learned in Art I. New media is introduced including oils, acrylics, and block printing. Students explore selected historical periods and contemporary art styles. Students are encouraged to express their own ideas and feelings through their art making. Students incorporate these influences into their own work and learn to describe and analyze their work and the work of others using appropriate visual arts vocabulary. Weekly homework sketchbook assignments are required. ** (NOTE: With permission from the Director of Visual Art, some students in grade 10,11 or 12 can select Art II.)
Suggested Entry Criteria: Art I

## AC7830Z Mixed Media and Sculpture - Curriculum A $\quad$ Grades 10, 11, $12 \quad 5$ credits

This studio course is designed for students who want to explore a wide variety of media and techniques in the area of sculpture (3D). Materials and processes include hand building in clay, assemblage, wire, found object construction, installations, public art, environmental art, and other traditional and non-traditional methods of art making. Students are introduced to contemporary and historical artists and issues in sculpture across cultures. Students work both independently and collaboratively to complete creative works ready for critique and exhibition.

## Suggested Entry Criteria: Art I

## AC7822Z Painting I-Curriculum A

Grades 10, 11, 12
2.5 credits

This studio course is designed for students who want to explore both traditional and contemporary approaches to painting. Portraiture, still life, landscape, abstraction and working from the imagination are possible areas of concentration. Students develop skills in the use of a variety of painting media and techniques including acrylics and watercolor but also learn to use painting as a way to express and develop their own style and their own ideas. Hands-on studio work is supported by presentations of contemporary and historical works, technical demonstrations, class discussions and critiques. The course fulfills 2.5 credits toward the 5 credit Fine Arts Graduation Requirement. Suggested Entry Criteria: Art I

## AC7824Z Painting II - Curriculum A

Grades 10, 11, 12
2.5 credits

Painting II is offered for students who want to explore painting as an expressive and individualized art form. Students use a variety of two-dimensional and three-dimensional materials in addition to different kinds of paint including acrylics and other materials to communicate personal narratives and feelings. Students learn how today's artists push the boundaries of traditional 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. The course fulfills 2.5 credits toward the 5 credit Fine Arts Graduation Requirement.
Painting II can be taken without having completed Painting I but, in that case, Art I is a strongly suggested entry criteria.
Suggested Entry Criteria: Art I

## AC3105Z Portfolio Preparation - Curriculum H

Grades 11, 12
5 credits
This honors level studio course emphasizes portfolio development, presentation, and individual expression through in-depth projects. Students develop their skills in traditional and new media, study movements in art history, and explore the role artists are playing and have played in changing society. Students complete a balanced portfolio that is essential for AP Art preparation and for application to all accredited art schools, colleges and universities.
Suggested Entry Criteria: 2 years of studio art and portfolio review

## AC4130Z Advanced Portfolio Preparation - Curriculum H Grade 11, $12 \quad 5$ credits

This honors level advanced studio course is aligned with the Massachusetts Visual Arts Frameworks and allows students to perfect their skills in a variety of advanced art media. Students study major movements in art history, contemporary art influences of various cultures on the world of art, and artists' writings about their art through independent projects. Students are expected to incorporate a variety of art media into integrated, creative, well-composed art works. Students demonstrate their knowledge of formal and conceptual issues, composition, color, design, 2-D and 3-D work, as well as responding critically to their own work and the work of others.
Suggested Entry Criteria: 3 years of studio art and portfolio review

## AC4000Z Advanced Placement Studio Art - Curriculum H Grades 11, $12 \quad 5$ credits

This course aligns directly with the guidelines established by the College Board Advanced Placement in Art program. It is intended for highly motivated, serious students who want to create a college-level portfolio that demonstrates quality, a specific concentration on a visual problem, and breadth of knowledge. Students become independent thinkers who create both intuitively and critically. Students study major movements in art history, influences of various cultures on the world of art, and artists' writings about their work. Students should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. Students need to work beyond scheduled periods on weekends and after school. Weekly homework assignments and summer readings are also required. Students are required to take the AP Exam.
Suggested Entry Criteria: 3 years of studio art and portfolio review
AC3588Z Digital Photography I-Curriculum A Grades 10, 11, $12 \quad 5$ credits
In this course, students learn how to carefully compose, craft and print photographs through digital imaging processes. Students study basic film and digital camera functions and photography equipment: lenses, aperture, depth of field, ASA, shutter speed, lighting, exposure controls, formatting, and file storage, and workflow. Contextual formats, such as point of view, the history of photography, and career opportunities in commercial photography will be explored. Students develop a portfolio of their work and participate in exhibits. All students electing this course must own a digital camera. Adobe Creative Cloud applications, such as Photoshop and Light room are used as creative editing software. Required Entry Criteria: Art I

## AC3590Z Digital Photography II

Grades 11, 12

## 5 credits

This course allows students to further refine their skills in advanced digital imaging techniques to create well-composed images for commercial and Fine Art applications. Students are encouraged to use photography to express personal feelings and ideas. Students study major photographers, historical movements in art, and make interdisciplinary multimedia connections. Students are introduced to digital film, video animation, and interdisciplinary "STEAM projects. Connections with the local cable company, ACMI are made to enhance student's understanding of digital production and broadcasting. Career opportunities in commercial photography are explored. Students present their work in a portfolio and in an exhibition. All students electing this course must own a digital camera. Adobe Creative Cloud applications such as Photoshop and Lightroom are used as creative editing software.

AC3591Z Introduction to Digital Photography - "Beyond the Selfie" Grades 10, 11, $12 \quad 2.5$ credits
This new half-year course will help students become more effective digital photographers. The main objective of the course is to show students how the cell phone camera, the tablet camera as well as more complex digital cameras can be used as creative tools to capture unique and powerful images. Computer imaging software including Adobe Photoshop, will be used to edit and manipulate original images that become high quality prints. Topics covered will include camera operations (aperture, shutter speed, ISO,) as well as photographic concerns such as lighting and composition. Another goal is to help students discover new ways of looking at the world and themselves by heightening their awareness to the subtleties of light and color, the abstraction of shape and the importance of
meaningful subject selection.
This course fulfills one half of the 5-credit Fine Art Graduation Requirement.

## Required Entry Criteria: Art I

AC3600Z Ceramic Sculpture and Pottery - Curriculum A Grades 10, 11, $12 \quad 2.5$ credits
This new half-year course will build on students' skills in the use of clay as an exciting sculpture material (both functional and nonfunctional forms). Students have learned the basics of clay use in almost every grade in Arlington schools. Now students can use their new skills learned in this course to develop their own personal style through hand building and wheel throwing. Students will use clay to convey meaning and emotion while creating and critiquing a work of art. A variety of surface treatments and glazing will be taught.
This course fulfills one half of the 5-credit Fine Art Graduation Requirement

## Required Entry Criteria: Art I

## World Languages

The study of modern and classical languages is essential for global understanding. At Arlington High School, students may choose from five modern and classical world languages. Students are required to complete two years of language study for graduation. However, most competitive colleges require three to four years of the same language and state colleges require two years of the same language at a minimum. For this reason, students who choose to change their language after only one year of study, many only do so with approval from the Principal. Students generally begin high school in the second year of language study, but may begin a new language at any point. Students who would like to take an additional language as an elective are encouraged to do so.

Our curriculum is aligned with the World-Readiness Standards for Learning Languages and we track student progress using the national proficiency guidelines developed by ACTFL (the American Council for the Teaching of Foreign Languages). All modern language courses are conducted almost exclusively in that language, with little to no use of English.

A typical sequence of courses for a student who completed the first year of language study in the middle school ( $7^{\text {th }}$ and $8^{\text {th }}$ grade) or for those students who are starting a new language in the high school or may need to repeat a year of study is as follows:

| Continuing Language <br> (completed Level 1A \& 1B in middle school) | Beginning Language <br> (no previous language study or starting a new language) |  |
| :---: | :---: | :---: |
| French 2A French $\mathbf{2 H}$ <br> Latin 2A Latin 2H <br> Mandarin 2A Mandarin 2H <br> Spanish 2A Spanish 2H |  |  |
| French 3A French 3H <br> Latin 3A Latin 3H <br> Mandarin 3A Mandarin 3H <br> Spanish 3A Spanish 3H | French 2A <br> Italian 2A <br> Latin 2A <br> Mandarin 2A <br> Spanish 2A | French $\mathbf{2 H}$ <br> Latin $\mathbf{2 H}$ <br> Italian $\mathbf{2 H}$ <br> Mandarin $\mathbf{2 H}$ <br> Spanish 2H |
| French 4A French 4H <br> Latin 4A Latin $4 H$ <br> Mandarin 4A Mandarin 4H <br> Spanish 4A Spanish 4H | French 3A <br> Italian 3A <br> Latin 3A <br> Mandarin 3A <br> Spanish 3A | French 3H Italian 3H Latin 3H <br> Mandarin 3H Spanish 3H |
| French 5A - French \& Francophone Cinema <br> Latin 5A <br> Mandarin 5A <br> Spanish 5A - Spanish Cinema <br> French 5H - French \& Francophone Cinema and/ or AP French <br> Latin 5H or AP Latin <br> Mandarin 5H <br> Spanish 5H - Spanish Cinema and/or AP Spanish | French 4A <br> Italian 4A <br> Latin 4A <br> Mandarin 4A <br> Spanish 4A | French 4H <br> Italian 4H <br> Latin 4 H <br> Mandarin 4H <br> Spanish 4H |

## 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 aural understanding, speaking, reading, and writing. Students will be introduced to the culture of French-speaking countries. Upon successful completion of this course, students may move either to French 2A or French 2H, pending grades and teacher recommendation.

* Students have the option of earning Honors Credit through more challenging research and project work.
* With the approval of the WL Director, students may enroll in this course for Curriculum B credit.

At the end of the year students will be able to...

- pronounce French words.
- introduce themselves and have a basic conversation.
- discuss a variety of basic topics using correct language structures.
- write on a variety of basic topics in grammatically-accurate French.
- recognize French-speaking countries and discuss cultural differences.
- achieve a "Novice High" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## ML2205Z French 2 - Curriculum A 5 credits <br> ML2105Z French 2 - Curriculum H <br> 5 credits

In this second year course, students build off of and expand upon knowledge acquired in French 1. They develop early intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of the culture in French-speaking countries.
At the end of the year students will be able to...

- carry on basic and intermediate conversations on a variety of topics.
- describe past events and other early intermediate topics using correct language structures.
- write on a variety of early intermediate topics in grammatically-accurate French.
- recognize French-speaking countries and discuss important cultural differences.
- achieve a "Intermediate Low" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## Suggested criteria for Honors:

Successful completion of French 1 with a grade of B+ or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of French 1 with a grade of C- or above and teacher recommendation.

## ML3205Z French 3 - Curriculum A <br> 5 credits <br> ML3105Z French 3 - Curriculum H <br> 5 credits

In this third year course, students build off of and expand upon knowledge acquired in French 2. They develop intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of the culture of French-speaking countries.
At the end of the year students will be able to...

- carry on intermediate conversations on a variety of topics.
- describe past, future, and hypothetical events using correct language structures.
- write on a variety of basic topics in grammatically-accurate French.
- recognize French-speaking countries and discuss important cultural differences.
- achieve an "Intermediate Mid (weak)" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## Suggested criteria for Honors:

Successful completion of French 2 H with a grade of B - or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of French 2A with a grade of C- or above and teacher recommendation.

## ML4205Z French 4 - Curriculum A <br> 5 credits <br> ML4105Z French 4 - Curriculum H <br> 5 credits

In this advanced intermediate course, students will continue to develop their aural, reading, writing, and speaking proficiency through the use of authentic materials, such as poetry, short stories, novels, films, music and newspaper articles. Students taking the course for Honors credit will be expected to participate in the Café Parisian competition, in which they develop a business plan for their own Café in a section of Paris. The projects will be judged by a panel of community members at the end of the year. By the end of the course, students should achieve an "Intermediate Mid" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

## Suggested Criteria for Honors:

Successful completion of French 3 H with a grade of B- or above and teacher recommendation.

## Suggested Criteria for Curriculum A:

Successful completion of French 3A with a grade of C- or above and teacher recommendation.

## ML5205Z French 5: French \& Francophone Cinema - Curriculum A <br> ML5105Z French 5: French \& Francophone Cinema - Curriculum H <br> 5 credits <br> 5 credits

In this advanced course, students will further develop their language skills through the study French and Francophone cinema. Each unit will focus on different themes, and students will watch and analyze films as they relate to those themes. Students will look at 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. By the end of the course, students should achieve an "Intermediate High" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

## Suggested criteria for Honors:

Successful completion of French 4 H with a grade of $\mathrm{C}+$ or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of French 4A with a grade of $\mathrm{C}+$ or above and teacher recommendation.

## ML5005Z Advanced Placement French Language \& Culture

## 5 credits

This is a college-level course in which students will further develop reading, writing, listening and speaking skills in French. Students will be able to understand and critique novels, plays, articles, orations, and films orally and in writing using all verb tenses and moods. Students will be exposed to cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. Student proficiency will be assessed using the three modes of communication: presentational, interpretive and inter-personal. By the end of the course, students should achieve an "Advanced Low" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.
All students are required to take the College Board's Advanced Placement exam in May.

## Suggested criteria for AP:

Successful completion of French 4 H with a grade of $\mathrm{B}+$ or above and teacher recommendation.

## ML0101Z Intermediate French Conversation: Conversational Skills

1.25 credits

Students currently enrolled in French 2 or French 3 may enroll in this semester-long class (semester 1), which meets twice a week and has honors credit. The class will focus on developing conversational skills in French while discussing various thematic topics, such as school and home life, celebrities, current events, technology, or other topics of the students' choosing. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions.
This course does not count towards the graduation requirement.
ML0102Z Intermediate French Conversation: Cultural Perspectives
1.25 credits

Students currently enrolled in French 2 or French 3 may enroll in this semester-long class (semester 2), which meets twice a week and has honors credit. The class will focus on developing conversational skills in French while discussing various thematic cultural topics, such as cuisine, art, music, cultural traditions or other topics of the students' choosing. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions.
This course does not count towards the graduation requirement.
ML0103Z Advanced French Conversation: Current Events 1.25 credits
Students currently enrolled in French 4 or French 5 may enroll in this semester-long class (semester 1), which meets twice a week and has honors credit. The class will focus on developing advanced speaking skills in French while discussing various current events. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions.

## This course does not count towards the graduation requirement.

## ML0104Z Advanced French Conversation: Popular Culture

### 1.25 credits

Students currently enrolled in French 4 or French 5 may enroll in this semester-long class (semester 2), which meets twice a week and has honors credit. The class will focus on developing advanced conversational skills in French while discussing various aspects of popular culture. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions.
This course does not count towards the graduation requirement.

## 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 with little or no background in Italian. This course aims to develop basic proficiency in aural understanding, speaking, reading, and writing. Pair and group activities will provide students with ample opportunities to use the target language in different settings and contexts. Cultural awareness will be stressed through videos, on-location video footage of native speakers, readings and projects. Upon successful completion of this course, students may move either to Italian 2 A or Italian 2 H , pending grades and teacher recommendation.
*Students have the option of earning Honors Credit through more challenging research and project work.

* With the approval of the WL Director, students may enroll in this course for Curriculum B credit.

At the end of the year students will be able to...

- pronounce Italian words.
- introduce themselves and have a basic conversation.
- discuss a variety of basic topics using correct language structures.
- write on a variety of basic topics in grammatically-accurate Italian.
- recognize Italian-speaking countries and regions and discuss cultural differences.
- achieve a "Novice High" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## ML2220Z Italian 2 - Curriculum A 5 credits <br> ML2120Z Italian 2 - Curriculum H 5 credits

In this second year course, students build off of and expand upon knowledge acquired in Italian 1. They develop early intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of Italian culture.
At the end of the year students will be able to...

- carry on basic and intermediate conversations on a variety of topics.
- describe past events and other early intermediate topics using correct language structures.
- write on a variety of early intermediate topics in grammatically-accurate Italian.
- recognize the different Italian regions and discuss important differences.
- achieve an "Intermediate Low" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## Suggested criteria for Honors:

Successful completion of Italian 1 with a grade of $B+$ or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of Italian 1 with a grade of $C$ - or above and teacher recommendation.

## ML3220Z Italian 3 - Curriculum A

5 credits

## ML3120Z Italian 3 - Curriculum H

5 credits
In this third year course, students build off of and expand upon knowledge acquired in Italian 2. They develop intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of Italian culture.

At the end of the year, students will be able to...

- carry on intermediate conversations on a variety of topics.
- describe past, future, and hypothetical events using correct language structures.
- write on a variety of basic topics in grammatically-accurate Italian.
- recognize the different Italian regions and discuss important cultural differences.
- achieve an "Intermediate Mid (weak)" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## Suggested criteria for Honors:

Successful completion of Italian 2H with a grade of B- or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of Italian 2 H with a grade of C - or above and teacher recommendation.

## ML4220Z Italian 4 - Curriculum A <br> ML4120Z Italian 4 - Curriculum H

5 credits 5 credits
In this advanced intermediate course, students will continue to develop their aural, reading, writing, and speaking proficiency through the use of authentic materials, such as poetry, short stories, novels, films, music and newspaper articles. By the end of the course, students should achieve an "Intermediate Mid" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

## Suggested Criteria for Honors:

Successful completion of Italian 3H with a grade of B- or above and teacher recommendation.

## Suggested Criteria for Curriculum A:

Successful completion of Italian 3A with a grade of C- or above and teacher recommendation.

## 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. Students read simple Latin narratives written for the modern student such as short stories dealing with the people of the early Roman Empire. They identify historical or cultural figures and discuss their contributions, while also comparing and contrasting ways in which the Latin language is different from and similar to English. Students use the knowledge of Latin vocabulary to broaden their English vocabulary base.
*Students have the option of earning Honors Credit through more challenging research and project work.

* With the approval of the WL Director, students may enroll in this course for Curriculum B credit.

At the end of the year students will be able to...

- master vocabulary words to improve proficiency in both Latin and English.
- translate elementary Latin passages.
- discuss the culture and archaeology of Pompeii, Egypt and Britain.
- read and understand basic elements of Latin grammar.
- write simple Latin sentences.
- recognize elements of Latin language and Roman culture which exist within modern Western civilization.
- achieve a "Novice High" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## CL1115Z Latin Language and Culture 1A - Curriculum B <br> 5 credits

This course and Latin Language and Culture 1B will offer students the opportunity to explore cultural topics in depth while following the Latin 1 syllabus at a slower pace. A wide variety of activities will be used to teach and reinforce Latin grammar and vocabulary, as well as English prefixes and roots derived from Latin. Students use the knowledge of Latin vocabulary to broaden their English vocabulary base, and improve their literacy skills in English. Students will be encouraged to select both courses. Students are expected to achieve a "Novice Mid" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines. Enrollment in this course requires the approval of the Director of World Languages.

## CL1116Z Latin Language and Culture 1B - Curriculum B

## 5 credits

This course is a continuation of Latin Language and Culture 1A, and offers students the opportunity to explore cultural topics in depth while following the Latin 1 syllabus at a slower pace. A wide variety of activities will be used to teach and reinforce Latin grammar and vocabulary, as well as English prefixes and roots derived from Latin. Students use the knowledge of Latin vocabulary to broaden their English vocabulary base, and improve their literacy skills in English. Students are expected to achieve a "Novice High" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines. Enrollment in this course requires the approval of the Director of World Languages.
Upon successful completion of this course, students may enroll in Latin 2A or H, depending on teacher recommendation.

| CL2205Z Latin 2 - Curriculum A | 5 credits |
| :--- | :--- |
| CL2105Z Latin 2 - Curriculum H | 5 credits |

In this second year course, students build off of and expand upon knowledge acquired in Latin 1. Students read and discuss narratives in Latin, which leads to an understanding of the themes, characters, and settings of the story. Students will be able to explain the relationship between and among social structures such as Roman town life, military customs, and religious practices. They will also compare, contrast, and analyze the use of the Latin language to develop a sense of complex sentence structure in English and in Latin. Other skills to be developed include describing and analyzing current and/or historical events through a study of major happenings during the Roman Empire. Students may also prepare displays for the school community about the target language and culture.

At the end of the year students will be able to...

- master vocabulary words to improve proficiency in both Latin and English.
- translate intermediate Latin passages.
- describe the culture and archaeology of Roman Britain.
- read and understand more complex elements of Latin grammar.
- translate from English to Latin, using more advanced grammar and syntax.
- recognize elements of Latin language and Roman culture which exist within modern Western civilization.
- achieve an "Intermediate Low" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## Suggested criteria for Honors:

Successful completion of Latin 1 with a B+ or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of Latin 1 with a C- or above and teacher recommendation.

| CL3205Z Latin 3-Curriculum A | 5 credits |
| :--- | :--- |
| CL3105Z Latin 3 - Curriculum H | 5 credits |

In this third year course, students build off of and expand upon knowledge acquired in Latin 2. Students continue
reading Latin narratives which focus on the story recounts the Roman conquest of Judea, the building of Titus' Arch, and the intrigue between Domitia Augusta and the actor Paris. Students will read the literary text and understand historical characters, plots, settings and themes. The effects of "Romanization" on provincial inhabitants and their culture will be discussed and compared. Students will also relate works of art, architecture and literature to legendary and historical aspects of Greco-Roman culture.

At the end of the year students will be able to...

- master additional vocabulary words to improve proficiency in both Latin and English.
- translate intermediate Latin passages.
- describe the culture and archaeology of Rome.
- read and understand more advanced elements of Latin grammar
- translate from English to Latin, using more advanced constructions such as ablative absolute, indirect questions etc.
- recognize elements of Latin language and Roman culture which exist within modern Western civilization.
- achieve an "Intermediate Mid (weak)" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## Suggested criteria for Honors:

Successful completion of Latin 2 H with a B- or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of Latin 2A with a C- or above and teacher recommendation.

## CL4205Z Latin 4 - Curriculum A 5 credits CL4105Z Latin 4 - Curriculum H <br> 5 credits

This advanced course will build upon the skills developed in Latin 3 . Students will continue reading more advanced Latin narratives that are set in the city of Rome. The highlight of the narrative is the ultimate downfall of the senatorial scoundrel Salvius. Students will read and identify samples of the major genres such as satire and lyric poetry as they develop advanced skills in reading and translation. Students will learn about and demonstrate an understanding of significant Roman institutions such as marriage, education, and law. By comparing and contrasting advanced aspects of Latin and English grammar, students gain insight into the ancient language and our own. Students will also be able to draw comparisons and note differences between Roman cultural customs such as patronage and similar practices in our own society. A connection with the history of the Roman Imperial period will afford students the opportunity to obtain essential information as background to the class readings. Students are expected to achieve an "Intermediate Mid" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

## Suggested criteria for Honors:

Successful completion of Latin 3 H with a B- or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of Latin 3A with a C- or above and teacher recommendation.

## CL5205Z Latin 5 - Curriculum A <br> 5 credits <br> CL5105Z Latin 5 - Curriculum H 5 credits

In this advanced course, students read and analyze original pieces of Roman literature, such as the poetry of Vergil and Ovid, and the letters of Cicero and Pliny. Students will gain an understanding of these writings as representations of the Roman literary tradition. Students also expand their appreciation of the ancient culture and way of life as revealed by the Romans themselves in these original works. Additional work in vocabulary building and grammar will facilitate the process of comparing and contrasting the respective language systems of English and Latin. Students will deepen their understandings of Roman history, mythology, art, architecture, and other cultural and historical considerations. Students are expected to achieve an "Intermediate High" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

## Suggested criteria for Honors:

Successful completion of Latin 4 H with a B- or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of Latin 4A with a C- or above and teacher recommendation.

## CL5005Z Advanced Placement Latin

## 5 credits

This college-level course focuses on Vergil's momentous epic poem, the Aeneid and Caesar's memoirs. Students will use their already considerable skills in Latin to gain a mastery of the Latin language as a medium of literary expression, and will examine the phenomenon of language and literary technique as utilized by the premier Roman poet, Vergil, and the premier prose writer, Caesar. Students will gain insight into the roots of cultural diversity from such ancient civilizations as Greece, Carthage, Gaul and the Near Middle East and will learn how these cultural forces affected the history of Rome during the end of the republic and the beginning of the empire. Students will compare and contrast the mythic nature of the epic poem to the history of the Gallic war as presented by Caesar. There will be constant reference to and investigation of the history of this period of great transition for the Roman world. Students are expected to begin the course with excellent mastery of all basic elements of Latin grammar as well as the ability to recognize and handle such advanced grammatical topics as indirect statement, uses of participles and gerundives, and the plethora of complex sentence types in Latin. Students are expected to achieve an "Advanced Low" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines. All students are required to take the College Board's Advanced Placement exam in May.

## Suggested criteria for AP:

Successful completion of Latin 4 H with a grade of $\mathrm{B}+$ or above and teacher recommendation.

## 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 offer the following courses in Mandarin.

## ML1000Z Mandarin 1 - Introductory

## 5 credits

This is an introductory course designed for first-year students with little or no background in Mandarin. This course aims to develop basic proficiency in aural understanding, speaking, reading, and writing. Students will be introduced to the culture of Mandarin-speaking countries. Upon successful completion of this course, students may move to either Mandarin 2 H or 2 A , pending grades and teacher recommendation.

* Students have the option of earning Honors Credit through more challenging research and project work.
* With the approval of the WL Director, students may enroll in this course for Curriculum B credit.

At the end of the year students will be able to...

- pronounce Mandarin words.
- introduce themselves and have a basic conversation.
- discuss a variety of basic topics using correct language structures.
- read and understand the complete pinyin spelling system.
- write some basic Chinese characters and use them to construct basic sentences.
- hear and understand the four tones of Mandarin.
- recognize Mandarin-speaking countries and discuss cultural differences.
- achieve a "Novice High" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.
$\begin{array}{ll}\text { ML2215Z Mandarin } 2 \text { - Curriculum A } & 5 \text { credits } \\ \text { ML2115Z Mandarin 2 - Curriculum H } & 5 \text { credits }\end{array}$
This is a second-year course in which students build off of and expand upon knowledge acquired in Mandarin 1. They develop advanced beginner proficiency in aural understanding, speaking, reading, and writing. The students
deepen their understanding of the culture of Mandarin-speaking countries.

At the end of the year students will be able to...

- pronounce Mandarin words.
- have conversations in Mandarin on a variety of basic topics.
- discuss a variety of basic topics using correct language structures.
- use pinyin to read and write Chinese characters.
- draw traditional Chinese painting and calligraphy.
- hear, understand, and pronounce the four tones of Mandarin.
- recognize Mandarin-speaking countries and discuss cultural differences.
- achieve an "Intermediate Low" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## Suggested criteria for Honors:

Successful completion of Mandarin 1 with a grade of B+ or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of Mandarin 1 with a grade of C- or above and teacher recommendation.

## ML3215Z Mandarin 3 - Curriculum A <br> 5 credits <br> ML3115Z Mandarin 3 - Curriculum H <br> 5 credits

In this third year course, students build off of and expand upon knowledge acquired in Mandarin 2. They develop intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of Chinese culture.

At the end of the year, students will be able to...

- carry on intermediate conversations on a variety of topics.
- describe events in different time frames using correct language structures.
- write on a variety of basic topics in grammatically-accurate Mandarin.
- recognize the different Chinese regions and discuss important cultural differences.
- achieve an "Intermediate Mid (weak)" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## Suggested criteria for Honors:

Successful completion of Mandarin 2H with a grade of B- or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of Mandarin 2 H with a grade of C - or above and teacher recommendation.

## ML4115Z Mandarin 4 - Curriculum H 5 credits <br> ML5115Z Mandarin 5 - Curriculum H 5 credits

Students continue their language studies in this advanced intermediate level course, with students in level 4 and 5 combined in the same class. The curriculum is thematic, uses authentic materials, and assessments are predominantly project-based. Students in each level will be assessed using a level-appropriate rubric along a continuum, with more advanced students being expected to demonstrate a higher and more complex level of language use. Thematic units are changed each year so that students will be exposed to new topics as they develop their speaking, reading, writing, and listening skills. Students are expected to achieve in the "Intermediate Mid" range on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

## Suggested criteria for Honors:

Successful completion of previous level course with a grade of B- or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of previous level course with a grade of C- or above and teacher recommendation.

## 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 course aims to develop basic proficiency in aural understanding, speaking, reading, and writing. Students will be introduced to the culture of Spanish-speaking countries. Upon successful completion of this course, students may move either to Spanish 2A or Spanish 2 H , pending grades and teacher recommendation.

* Students have the option of earning Honors Credit through more challenging research and project work.
* With the approval of the WL Director, students may enroll in this course for Curriculum B credit.

At the end of the year students will be able to...

- pronounce Spanish words.
- introduce themselves and have a basic conversation.
- discuss a variety of basic topics using correct language structures.
- write on a variety of basic topics in grammatically-accurate Spanish.
- recognize Spanish-speaking countries and discuss cultural differences.
- achieve a "Novice High" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## ML2210Z Spanish 2 - Curriculum A <br> 5 credits <br> ML2110Z Spanish 2 - Curriculum H 5 credits

In this second year course, students build off of and expand upon knowledge acquired in Spanish 1. They develop early intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of the culture of Spanish-speaking countries.

At the end of the year students will be able to...

- carry on basic and intermediate conversations on a variety of topics.
- describe past events and other early intermediate topics using correct language structures.
- write on a variety of early intermediate topics in grammatically-accurate Spanish.
- recognize Spanish-speaking countries and discuss important cultural differences.
- achieve an "Intermediate Low" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## Suggested criteria for Honors:

Successful completion of Spanish 1 with a grade of B+ or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of Spanish 1 with a grade of $C$ - or above and teacher recommendation.

## ML3210Z Spanish 3 - Curriculum A 5 credits <br> ML3110Z Spanish 3 - Curriculum H <br> 5 credits

In this third year course, students build off of and expand upon knowledge acquired in Spanish 2. They develop intermediate proficiency in aural understanding, speaking, reading, and writing. The students deepen their understanding of the culture of Spanish-speaking countries.
At the end of the year students will be able to...

- carry on intermediate conversations on a variety of topics.
- describe past, future, and hypothetical events using correct language structures.
- write on a variety of basic topics in grammatically-accurate Spanish.
- recognize Spanish-speaking countries and discuss important cultural differences.
- achieve an "Intermediate Mid (weak)" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.


## Suggested criteria for Honors:

Successful completion of Spanish 2H with a grade of B- or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of Spanish 2A with a grade of C- or above and teacher recommendation.

## ML4210Z Spanish 4 - Curriculum A <br> 5 credits <br> ML4110Z Spanish 4 - Curriculum H <br> 5 credits

In this advanced intermediate course, students will continue to develop their aural, reading, writing, and speaking proficiency through the use of authentic materials, such as poetry, short stories, novels, films, music and newspaper articles. By the end of the course, students should achieve an "Intermediate Mid" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

## Suggested criteria for Honors:

Successful completion of Spanish 3H with a grade of B- or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of Spanish 3A with a grade of C- or above and teacher recommendation.

## ML5210Z Spanish 5: Spanish Cinema - Curriculum A 5 credits <br> ML5110Z Spanish 5: Spanish Cinema - Curriculum H 5 credits

In this advanced course, students will further develop their language skills through the study Spanish and Hispanic cinema. Each unit will focus on different geographical areas of the Spanish-speaking world, and students will watch and analyze films from those regions. Students will look at original novels and/or short stories on which the films were based, read film analyses, develop and discuss their historical importance and present their own opinions in written and oral presentations. By the end of the course, students should achieve an "Intermediate High" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.

## Suggested criteria for Honors:

Successful completion of Spanish 4H with a grade of C+ or above and teacher recommendation.

## Suggested criteria for Curriculum A:

Successful completion of Spanish 4A with a grade of C+ or above and teacher recommendation.

## ML5305Z Advanced Placement Spanish Language

## 5 credits

This is a college-level course in which students will further develop reading, writing, listening and speaking skills in Spanish. Students will be able to understand and critique novels, plays, articles, orations, and films orally and in writing using all verb tenses and moods. Students will be exposed to cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. Student proficiency will be assessed using the three modes of communication: presentational, interpretive and interpersonal. By the end of the course, students should achieve an "Advanced Low" level on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency guidelines.
All students are required to take the College Board's Advanced Placement exam in May.
Suggested criteria for AP:
Successful completion of Spanish 4 H with a grade of $\mathrm{B}+$ or above and teacher recommendation.

## ML0110Z Intermediate Spanish Conversation: Conversational Skills

1.25 credits

Students currently enrolled in Spanish 2 or Spanish 3 may enroll in this semester-long class (semester 1), which meets twice a week and has honors credit. The class will focus on developing conversational skills in Spanish while discussing various thematic topics, such as school and home life, celebrities, current events, technology, or other
topics of the students' choosing. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions.
This course does not count towards the graduation requirement.

## ML0111Z Intermediate Spanish Conversation: Cultural Perspectives

1.25 credits

Students currently enrolled in Spanish 2 or Spanish 3 may enroll in this semester-long class (semester 2), which meets twice a week and has honors credit. The class will focus on developing conversational skills in Spanish while discussing various thematic cultural topics, such as cuisine, art, music, cultural traditions or other topics of the students' choosing. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions.
This course does not count towards the graduation requirement.

## ML0112Z Advanced Spanish Conversation: Current Events

1.25 credits

Students currently enrolled in Spanish 4 or Spanish 5 may enroll in this semester-long class (semester 1), which meets twice a week and has honors credit. The class will focus on developing advanced conversational skills in Spanish while discussing various current events. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions. Native speakers of Spanish who are not enrolled in a regular Spanish course are encouraged to enroll, but must request permission from the Director of World Languages.
This course does not count towards the graduation requirement.

## ML0113Z Advanced Spanish Conversation: Popular Culture

1.25 credits

Students currently enrolled in Spanish 4 or Spanish 5 may enroll in this semester-long class (semester 2), which meets twice a week and has honors credit. The class will focus on developing advanced conversational skills in Spanish while discussing various aspects of popular culture. Homework will involve reading or viewing authentic material to support class discussions, and students will be assessed on their effort in contributing to discussions. Native speakers of Spanish who are not enrolled in a regular Spanish course are encouraged to enroll, but must request permission from the Director of World Languages.
This course does not count towards the graduation requirement.

## World Language Electives

The following electives are open to all students, but will not be counted towards 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 an online course through Brigham and Young University's Independent Study program. While students will work independently, the course will be supervised by a World Language teacher who will monitor students' progress and provide assistance when possible. Students are expected to pay a fee to Brigham and Young University before the school year begins to reserve their place in the course. Students may also be required to purchase a textbook for their course. Students must consult with the World Language Director prior to enrolling in a course.

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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)
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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)
$\begin{array}{llr}\text { ML7102Z World Language Teaching Internship } & \text { Grades 11,12 } & \mathbf{2 . 5} \text { credits } \\ \text { ML7103Z World Language Teaching Internship } & \text { Grades 11,12 } & 5 \text { credits }\end{array}$
$11^{\text {th }}$ or $12^{\text {th }}$ grade students with an interest in a career in education or a desire to assist other students may enroll in this class after meeting with one of the language teachers and the World Language Director. Students in this program will be paired with a language teacher, and will 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 fluency in the target language is required.

## World Language Electives

The following electives are open to all students, but will not be counted towards 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 an online course through Brigham and Young University's Independent Study program. While students will work independently, the course will be supervised by a World Language teacher who will monitor students' progress and provide assistance when possible. Students are expected to pay a fee to Brigham and Young University before the school year begins to reserve their place in the course. Students may also be required to purchase a textbook for their course. Students must consult with the World Language Director prior to enrolling in a course.

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)
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 <br> ML7103Z World Language Teaching Internship <br> Grades 11, 12 <br> 2.5 credits <br> 11 or 12 Wad

 or $12^{\text {th }}$ grade students with an interest in a career in education or a desire to assist other students may enroll in this class after meeting with one of the language teachers and the World Language Director. Students in this program will be paired with a language teacher, and will 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 fluency in the target language is required.
## Technology, Self-Directed Courses and Miscellaneous Electives

| Levels | Curriculum A | Ungraded courses |
| :--- | :--- | :--- |
| Grade 9 |  | FR9999Z Freshman Seminar |
| Grades <br> $\mathbf{9 - 1 2}$ | Massive Open Online Courses (MOOC) |  |
| Grades <br> $\mathbf{1 1 - 1 2}$ |  | CD6000Z <br> AP9999Z <br> IS0chnology Intern Seminar |
| Grade 12 Independent Study |  |  |

## 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

Grade 12
2.5 credits

Academic Internships allow seniors 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 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 Cheryl Christo with questions. We welcome recommendations of possible internship sites.

## IS0000Z Independent Study

Grades 11, 12
No credits
Independent Study allows students to manage their study time when it occurs in first or last period of the day at home or in the school cafeteria or media center. Students on Independent Study are monitored by the AHS Deans who will assign them to Directed Study if their grades fall below a passing level or if a parent or teacher requests such a transfer.

## SP0000Z Senior Privilege <br> Grade 12 <br> No credits

Senior Privilege allows students the opportunity to manage their study time in the school cafeteria or library media center. Seniors may also use senior privilege to assist teachers and counselors or to participate in activities such as Yearbook. Seniors who are failing any major subjects will lose senior privilege and be assigned to additional tutoring support or directed study.

## 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 $9 \quad 1.25$ 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
- Guidance 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 Guidance 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 guidance 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 guidance 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 <br> $\mathbf{9}$ | TW1210Z <br> English 1 | TW1320Z <br> Algebra 1 B |  | SP7831Z <br> Academic Support |  |


|  |  |  |  |  | X3 |
| :--- | :--- | :--- | :--- | :--- | :--- |

## 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
- British Literature
- American Literature


## History

- Mod. World History B
- US History I B
- US History II B


## Math

- Algebra I
- Algebraic Concepts
- Geometry
- Consumer Math


## Science

- Concepts in Physical Science B
- Concepts in Biology B
- Concepts in Chemistry B
***The structure of all specialized programs and support services are currently being reorganized and revamped to better meet the individual needs 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 Web site 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)
- $\quad$ 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 Web site, e.g., URL, hyperlinks, site map, etc. (1.27)
- Copy an image from a Web site 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, flow charting, 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 Web sites 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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